



## Key Stage 2 Unit: Curriculum Overview 2023-24










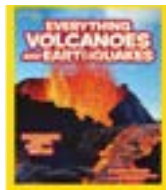

Curriculum Overview 2023-24

Cycle: 2

Cohort: Key Stage 2 Unit

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
<b>The Stone Age</b>  What was new about the Stone Age?	<b>Rivers and the Water Cycle</b>  How does the water go round and round?	<b>The Bronze Age &amp; Iron Age</b>  Which was more impressive - the Bronze Age or Iron Age?	<b>Americas</b>  Why is climate important?	<b>Crime &amp; Punishment</b>  How has crime and punishment changed over time?	<b>Earthquakes &amp; Volcanoes</b>  What would win in a battle of the natural forces?
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
<ul style="list-style-type: none"> <li>Blessing for the school year.</li> <li>Harvest Service.</li> </ul>	<ul style="list-style-type: none"> <li>All Saints Day.</li> <li>Advent Service.</li> <li>Christmas Nativity.</li> </ul>	<ul style="list-style-type: none"> <li>Epiphany Service</li> <li>Lent Service</li> </ul>	<ul style="list-style-type: none"> <li>Easter Service.</li> <li>Mothering Sunday Service.</li> </ul>	<ul style="list-style-type: none"> <li>Pentecost</li> </ul>	<ul style="list-style-type: none"> <li>Celebration Service.</li> </ul>
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					

Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	UK Parliament Week Children in Need Samaritans Operation Christmas Child Carol Service at the Care Home	Comic Relief (Red Nose Day)	Recycling Uniform Event	Race for Life	BARK Fundraising Day

Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
 	 	 	 		 
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts

 		 			 
Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
Hansel and Gretel The Battle of Bubble and Squeak Charlotte's Web	Cat Tales: Ice Cat The Sheep Pig Voices in the Park	The Firework Maker's Daughter Why the Whales Came	The Lion, the Witch and the Wardrobe Perry's Angel Suitcase	The Snow Walker's Son The Abominables	The Iron Man Street Child
Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term
Roald Dahl	Tom Fletcher	David Walliams	Humza Arshad	Katherine Rundell	Classic Poetry - The Works
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
<b>Instructions</b> (T4W) Organisation and structure of non-fiction Paragraphs on theme  <b>Diary Entry</b> Extract - Focus on setting	<b>Narrative</b> (T4W) Character and Setting  <b>Poetry</b> Poetic/language techniques	<b>Information Page</b> Write about a real event - Secure non-fiction and past tense  <b>Stories with Historical Setting</b> (T4W) Focus on dilemma and description characters	<b>Leaflet</b> Revisit persuasive techniques and language  <b>Narrative Adventure</b> (T4W) Opening - build up - dilemma - reaction - resolution	<b>Narrative (Full)</b> Opening - build up - dilemma - events - resolution - ending (Application of previously taught)  <b>Newspaper Report</b> (T4W) Further structure and sequence of non-fiction Direct/Reported Speech in non-fiction	<b>Non-Chronological Report</b> Improve work based on peer assessment.  <b>Poetry Appreciation</b> Poetic techniques of one poet in different poems

SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition::
<p><b>Instructions (T4W)</b></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To organise paragraphs around a theme (as a way to group related material)</p> <p>To assess the effectiveness of their own writing and suggest improvements after a discussion.</p> <p>To express time, place and cause using prepositions (For example, before, after, during, in, because of)</p> <p><b>Diary Entry (Setting)</b></p> <p>To know the grammatical difference between plural and possessive –s.</p> <p>To know what is meant by homophones.</p> <p>To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc.</p>	<p><b>Narrative (Character and Setting)</b></p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>To form nouns using a range of prefixes (for example super-, anti-, auto)</p> <p>To use powerful verbs.</p> <p>To select, generate and effectively use adverbs.</p> <p>To recognise and use simple &amp; compound sentences and beginning to use complex sentences.</p> <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>Poetry (Shape)</b></p> <p>To spell words ending in -sure</p>	<p><b>Information Page</b></p> <p>To spell words ending in – sion -tion, -ssion</p> <p>To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list)</p> <p>To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.</p> <p><b>Stories with Historical Setting</b></p> <p>To spell words where ch is pronounced /k/ e.g. scheme, /sh/ e.g. chef</p>	<p><b>Leaflet</b></p> <p>To spell words ending in gue, pronounced /g/ e.g. league and que pronounced /k/ e.g. unique</p> <p>To spell words where sc is pronounced /s/ e.g. science</p> <p>To spell words with ei, eigh and ey</p> <p>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</p> <p><b>Narrative – Adventure Story</b></p> <p>To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list) e.g. -ation, -ous, -ssion, -sion, -ly</p> <p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Narrative (Full)</b></p> <p>To spell words where y is pronounced /i/ e.g. myth</p> <p>To spell words that are often misspelt (English Appendix 1)</p> <p>To explore, identify and create complex sentences using a range of conjunctions.</p> <p>To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To create settings, characters and plot in narrative writing.</p> <p>To begin to use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead</p>	<p><b>Non-Chronological Report</b></p> <p>To spell further homophones.</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To improve writing from self and peer assessment.</p> <p><b>Performance Poetry</b></p> <p>To use knowledge of root words to apply prefixes and suffixes.</p>

<p>To use and recognise nouns, adjectives and adjectival phrases.</p>	<p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p>To form and use the four basic handwriting joins consistently.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors in own and others' writing.</p> <p>To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.</p> <p>To use pronouns accurately in sentences.</p>	<p>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>To express time, place and cause using adverbs (for example, then, next, soon, therefore)</p> <p>To explore and identify main and subordinate clauses in complex sentences.</p>	<p>of we was, or I did instead of I done) was/were</p> <p><b>Newspaper Report (Good Thieves)</b></p> <p>To spell words where ou is pronounced /ʌ/ e.g. young</p> <p>To add suffixes beginning with vowel letters to words with more than one syllable e.g. forgetting.</p> <p>To build muscle strength, enabling writing at length.</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To recognise and use simple &amp; compound sentences.</p> <p>To express time, place and cause using conjunctions (for example, when, before, after, while, so,</p>	
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				<p>because)</p> <p>To use and punctuate direct speech with inverted commas</p> <p>To put new speech on a new line</p>	
<p><b>Instructions</b></p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To use fronted adverbials.</p> <p><b>Diary Entry (Setting)</b></p> <p>To know the grammatical difference between plural and possessive – s including irregular words, e.g. child – children.</p>	<p><b>Narrative (Character Setting)</b></p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>To use adverbs to modify verbs.</p> <p>To assess the effectiveness of their own writing and suggesting improvements.</p> <p>To propose changes to grammar and vocabulary to improve consistency,</p> <p>including the accurate use of pronouns in sentences.</p> <p>To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action</p>	<p><b>Information Page</b></p> <p>To spell words ending in -ture</p> <p>To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list)</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>To organise paragraphs around a theme in non-fiction texts.</p> <p><b>Stories with Historical Setting</b></p> <p>To spell words that are often misspelt (English Appendix 1)</p>	<p><b>Leaflet</b></p> <p>To use a joined style throughout my independent writing.</p> <p>To discuss and record ideas e.g. story mountain, text map</p> <p>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</p> <p><b>Narrative – Adventure Story</b></p> <p>To develop my own handwriting style.</p> <p>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear with increasing confidence.</p>	<p><b>Narrative (Full)</b></p> <p>To use commas to mark clauses in complex sentences.</p> <p>To create characters, setting and plot in narrative writing.</p> <p>To spell words ending in –sion and –cian.</p> <p>To use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Newspaper Report (Good Thieves)</b></p>	<p><b>Non-Chronological Report</b></p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To spell further homophones.</p> <p>To assess the effectiveness of their own and others and suggest improvements.</p> <p>To use the possessive pronouns, yours, mine, theirs, ours, hers, its</p> <p><b>Performance Poetry</b></p> <p>To use knowledge of root words to apply prefixes and suffixes to make a greater range of words.</p>



<p>To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: The strict maths teacher with curly hair)</p> <p>To continue to build muscle strength, enabling comfortable writing at length.</p> <p>To discuss and record ideas e.g. story mountain, text map</p> <p>To organise paragraphs around a theme in fiction and non-fiction texts.</p>	<p>and for where e.g. In the distance, a lone wolf howled</p> <p><b>Poetry (Shape)</b> To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To assess the effectiveness of their own and others and suggest improvements.</p> <p>To use the possessive pronouns, yours, mine, theirs, ours, hers, its</p>	<p>To understand that writing can be third or first person.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling errors.</p> <p>To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition.</p>	<p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors.</p> <p>To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>To use further prefixes and suffixes and understand how to add them (English Appendix 1) e.g. mis-, sub-, inter-, -ture, -cian, -ir-, -ally, anti-, auto-</p>	<p>To use further prefixes and suffixes and understand how to add them (English Appendix 1) e.g. mis-, sub-, inter-, anti-, auto-</p> <p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To use inverted commas &amp; other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>To use commas after fronted adverbials.</p>	
Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:



<p><b>Word Reading</b> - At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b> – To develop positive attitudes to reading, and an understanding of what they read</p> <p><b>Comprehension (Accuracy, fluency and understanding)</b> – To understand what they read, in books they can read independently</p>						
<p><b>Word Reading</b></p> <p>To use the context of sentences to help with reading unfamiliar words.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To retell and write about a range of familiar stories.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To self-correct where a text does not make sense.</p> <p>To ask and write questions to improve own understanding of a text.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To retrieve and record information from non-fiction.</p> <p>To use a range of organisational features to locate information such as labels, diagrams and charts.</p>	<p><b>Word Reading</b></p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list).</p> <p>To begin to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p>To apply a growing knowledge of root words, prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, re-</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To read books that are structured in different ways.</p> <p>To identify and write about the features of different text types.</p> <p>To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.</p>	<p><b>Word Reading</b></p> <p>To read aloud fluently.</p> <p>To read aloud to the punctuation.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.</p> <p>To empathise with a character, inferring on characters thoughts and feelings justifying with some evidence both verbally and in written form.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p>	<p><b>Word Reading</b></p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list, moving to Y4 when ready)</p> <p>To read aloud using intonation and volume.</p> <p>To apply a growing knowledge of root words, suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ation, -ous, -ssion, -sion</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To discuss, explain and write about the meaning of words that I have read in my book.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To justify inferences with evidence from the text verbally and in written form.</p> <p>To empathise with a character, inferring on characters thoughts and feelings.</p>	<p><b>Word Reading</b></p> <p>To read aloud fluently and confidently.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p>To identify themes and conventions in a wide range of books.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify main ideas drawn from more than 1 paragraph and summarise these</p> <p>To justify predictions with evidence (details stated and implied) from the text both verbally and in written form.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To justify own responses to a text by using evidence.</p> <p>To comment on and write about on the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly</p>	<p><b>Word Reading</b></p> <p>To read aloud using intonation, tone and volume.</p> <p>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re-</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To read, perform and write about a range of different forms of poems shape, calligrams, narrative</p> <p>To evaluate verbally and write about specific texts with reference to text types.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.</p> <p>To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)</p>	

		<p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.</p> <p>To justify predictions with evidence (details stated) from the text both verbally and in written form.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To use alphabetically ordered texts to find information.</p>	<p>To discuss and write words and phrases that capture the reader's interest and imagination.</p> <p>To use a range of organisational features to locate information such as, labels, diagrams and charts</p> <p>To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)</p> <p>To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.</p>	<p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To understand what the writer might be thinking, for example, 'he thinks they are being mean.'</p> <p>To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class</p> <p>To explain and discuss their understanding of what they have read, including through discussion.</p>	<p>because he did not want to be caught.</p> <p>To begin to identify and comment verbally and in written form on the different points of view in the text.</p>	<p>To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.</p>
	<p><b>Word Reading</b></p> <p>To read books that are appropriate for age and interest level.</p> <p><b>Comprehension (Positive attitudes and love of</b></p>	<p><b>Word Reading</b></p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y4 list)</p>	<p><b>Word Reading</b></p> <p>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of</p>	<p><b>Word Reading</b></p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y4 list, moving to Y5 when ready)</p>	<p><b>Word Reading</b></p> <p>To use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p><b>Comprehension (Positive</b></p>	<p><b>Word Reading</b></p> <p>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning</p>

<p><b>reading)</b></p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To discuss, explain and write about the meaning of key vocabulary within the context of the text.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.</p> <p>To self-correct where a text does not make sense.</p> <p>To ask questions to improve their understanding of a text.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To retrieve and record information from non-fiction</p>	<p>To apply a growing knowledge of root words, prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. inter-, ir-</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To recognise the use and effect of patterned language in text both verbally and in written form.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To perform a range of poems to an audience, through the use of tone and expression.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers</p>	<p>new words. e.g. -ture, -cian, -ally</p> <p>To begin to understand and use punctuation to determine intonation and expression when reading aloud.</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.</p> <p>To make predictions with evidence (details stated and implied) from the text and with knowledge of wider reading, both verbally and in written form.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To provide reasoned justifications for opinions</p>	<p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To read a variety of books for enjoyment.</p> <p>To identify features of different fiction genres verbally and in written form.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To empathise with a character, inferring on characters thoughts, feelings, motives from their actions and justify with secure evidence. (Locate and evidence) verbally and in written form.</p> <p>To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To understand how the author wants the reader to respond both verbally and in written form.</p>	<p><b>attitudes and love of reading)</b></p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To identify main ideas drawn from more than 1 paragraph and summarise these e.g. the character is evil because ..1/2/3 reasons verbally and in written</p> <p>To pull together clues from action, dialogue and description to infer meaning verbally and in written form.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To find, comment on and write about examples of how authors express different moods, feelings and attitudes.</p> <p>To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures.</p> <p>To explain and discuss their understanding of what they have read, including through discussion and debates.</p>	<p>of new words. e.g. inter-, -ture, -cian, -ir-, -ally,</p> <p><b>Comprehension (Positive attitudes and love of reading)</b></p> <p>To identify themes and conventions in a wide range of books</p> <p>To perform a range of poems to an audience, through the use of tone and expression.</p> <p><b>Comprehension (accuracy, fluency and understanding)</b></p> <p>To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.</p> <p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To find, comment on and write about examples of how authors express different moods, feelings and attitudes.</p> <p>To locate information using skimming, scanning and text marking including dates, numbers and names.</p>
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		<p><b>Comprehension (discussion, retrieval and analysis)</b></p> <p>To locate information using skimming, scanning and text marking including dates, numbers and names.</p>	<p>To know how suspense is built up in a story, including the development of the plot both verbally and in written form.</p> <p>To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.</p>			
	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:
	<p>Revision of the alphabetic code (Phonics)</p> <p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Revision of Suffixes. Revision from Y2, <i>ing, ed, er, est and plurals (-s and -es)</i></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p><i>The /u/ sound spelt ou</i></p> <p><i>Prefixes mis- dis-</i></p> <p><i>More prefixes re- sub- tele-</i></p> <p><i>More prefixes super- auto- pre-</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p><i>The suffix -ation</i></p> <p><i>The suffix -ly</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p><i>The suffix -ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Endings which sound like /ʒen/ <i>-sion</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p><i>More prefixes re- sub- tele-</i></p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Words with the /k/ sound spelt ch (Greek in origin) / Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Review and assessment of spelling taught this half term.</p>

				Review and assessment of spelling taught this half term.		
	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Revision of suffix <i>-ly</i>.</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words.</p> <p>The /u/ sound spelt <i>ou</i>.</p> <p>Suffix <i>-ation</i>.</p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Prefixes and More Prefixes <i>in- im- il-</i></p> <p>More Prefixes <i>ir- sub-</i></p> <p>More Prefixes <i>dis- mis-</i></p> <p>Suffix <i>-ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>The Suffix <i>-ation</i></p> <p>The Suffix <i>-ation</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/ <i>-ure</i></p> <p>The Suffix <i>-ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Endings which sound like /ʒen/ <i>-sion</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words.</p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Words with the /k/ sound spelt ch (Greek in origin) /</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Review and assessment of spelling taught this half term.</p>




					Review and assessment of spelling taught this half term.	
	Maths:	Maths:	Maths:	Maths:	Maths:	Maths:
	<p><b>Place Value</b> Numbers to 1000. 100s, 10s &amp; 1s Partitioning 10, 100 more/less Compare and order numbers to 1000.</p> <p><b>Addition &amp; Subtraction</b> Add, subtract multiples 100. Add and subtract a 3-digit number and 1s, 10s, 100s. Add/subtract 3-digit to/from 2-digit, columnar method.</p> <p><b>Multiplication &amp; Division</b> Equal groups Multiply and divide by 4. Solve problems including missing number problems.</p> <p><b>Fractions</b> Unit and non-unit fractions Making the whole.</p> <p><b>Geometry (Position &amp; direction/shape)</b> Turns Angles: right, acute, obtuse</p>	<p><b>Measurement (Length)</b> Measure cm, mm Equivalent lengths Compare lengths</p> <p><b>Statistics</b> Interpret and present data in tables and pictograms. Solve one-step &amp; two-step questions.</p> <p><b>Measurement (Money)</b> Pounds and pence Convert pounds and pence. Add and subtract amounts.</p> <p><b>Multiplication &amp; Division</b> Count in 8s Multiply and divide by 8. Solve problems including missing number problems.</p> <p><b>Measurement (Time)</b> Compare time, seconds, minutes, hours. Tell the time to the nearest 5 minutes. Tell the time to the nearest minute 12 hour clock.</p> <p><b>Properties of shape</b> Horizontal &amp; vertical lines. Parallel &amp; perpendicular lines. Describe 2D shapes,</p>	<p><b>Place Value</b> Multiples 4,8, 50 Partition in different ways Number lines to 1000.</p> <p><b>Addition &amp; Subtraction</b> Add and subtract 3-digit to/from 2-digit with 2 exchanges, columnar method</p> <p><b>Multiplication &amp; Division</b> Related facts. Multiply a teen number by a 1-digit number by partitioning.</p> <p><b>Fractions</b> Tenths Tenths as decimals.</p> <p><b>Properties of shape</b> Draw 2D shapes Properties of 2D shapes</p> <p><b>Measurement (Length)</b> Add and subtract length Measure &amp; calculate perimeter</p>	<p><b>Measurement (Time)</b> Tell the time to the nearest minute, including using Roman Numerals. Using am &amp; pm. 12 hour and 24 hour clocks.</p> <p><b>Statistics</b> Interpret and present data in tables and bar charts. Solve one-step &amp; two-step questions.</p> <p><b>Addition &amp; Subtraction</b> Add and subtract 3-digit to/from 3-digit with more than 1 exchange, columnar method</p> <p><b>Measurement (Money)</b> Add and subtract money.</p> <p><b>Properties of shape</b> Recognise, describe, make 3D shapes. Classify 3D shapes.</p> <p><b>Multiplication &amp; Division</b> Multiply a teen number by a 1-digit number formal method. Divide a 2-digit number by a 1-digit number by partitioning, alongside formal method.</p>	<p><b>Place Value</b> Partition in different ways Solve number problems and practical problems.</p> <p><b>Addition &amp; Subtraction</b> Add and subtract 3-digit to/from 3-digit with exchanges from all columns, columnar method</p> <p><b>Multiplication &amp; Division</b> Multiply and divide a 2-digit number by a 1-digit number, formal written method.</p> <p><b>Fractions</b> Equivalent fractions Compare, order fractions Add &amp; subtract fractions.</p> <p><b>Properties of shape</b> Describe, visualise 3D shapes. Classify 3D shapes.</p> <p><b>Measurement (Mass, Capacity)</b> Measure and compare mass Add and subtract mass Measure and compare capacity Add and subtract capacity</p>	<p><b>Statistics</b> Interpret and present data in tables, pictograms, bar charts. Solve one-step &amp; two-step questions.</p> <p><b>Measurement (Time)</b> 24 hr clock Duration</p> <p><b>Fractions</b> Add &amp; subtract fractions. Solve problems involving fractions.</p> <p><b>Addition &amp; Subtraction</b> Efficient calculations. Estimate answers Checking strategies Context of money.</p> <p><b>Multiplication &amp; Division</b> Multiply a 2-digit number by a 1-digit number with exchanging. Divide a 2-digit number by a 1-digit number. Scaling and correspondence problems.</p>



		symmetry.				
	<p><b>Place Value</b> Numbers to 10,000. 1000s, 100s, 10s &amp; 1s Partitioning 10, 100, 1000 more/less Compare/order numbers to 10,000. Round to the nearest 10.</p> <p><b>Addition &amp; Subtraction</b> Add and subtract a 4-digit number and 1s, 10s, 100s, 1000s. Add/subtract 4-digit number to/from 3-digit number with one exchange, columnar method.</p> <p><b>Multiplication &amp; Division</b> Multiply and divide by 1 &amp; 0. Count in 6 &amp; 7s. Multiply and divide by 6 &amp; 7</p> <p><b>Fractions</b> Unit and non-unit fractions Fractions greater than 1</p> <p><b>Geometry (Properties of shape)</b> Identify angles. Compare and order angles. Compare and classify triangles. Perimeter of rectilinear shapes.</p>	<p><b>Measurement (Length)</b> Convert different units of measure, include km. Interpret intervals and divisions on partially numbered scales. Perimeter of rectilinear figure.</p> <p><b>Statistics</b> Interpret and construct tables, pictograms and bar charts.</p> <p><b>Fractions</b> Equivalent fractions Solve problems involving fractions.</p> <p><b>Measurement (Money)</b> Pounds and pence Ordering money</p> <p><b>Multiplication &amp; Division</b> Multiply and divide by 9, 11, 12. Divide by 0 and 1. Multiply 3 numbers.</p> <p><b>Measurement (Time)</b> Convert hours, minutes, seconds. Convert years, months, weeks, days. Read, write convert time between analogue and digit time, 12hr clocks</p> <p><b>Geometry (Position and direction)</b> Co-ordinates in the first quadrant.</p>	<p><b>Place Value</b> Count in 25s. Negative numbers Roman Numerals to 100. Partition in different ways Round to the nearest 100.</p> <p><b>Addition &amp; Subtraction</b> Add and subtract two 4-digit numbers two exchanges, columnar method</p> <p><b>Multiplication &amp; Division</b> Factor pairs. Multiply and divide by 10 &amp; 100. Multiply and divide a 2-digit number by a 1 digit number, formal method.</p> <p><b>Fractions &amp; decimals</b> Tenths, hundredths. Tenths, hundredths as decimals. Recognise decimal equivalents <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p> <p><b>Geometry (Properties of shape)</b> Compare and classify quadrilaterals. Lines of symmetry</p> <p><b>Measurement (Length)</b> Measure and calculate perimeter of rectilinear shapes. Area</p>	<p><b>Measurement (Time)</b> Analogue to digital 12 hr</p> <p><b>Statistics</b> Interpret and present discrete data. Comparison, sum and difference problems.</p> <p><b>Fraction &amp; Decimals</b> Divide 1 &amp; 2-digits by 10 &amp; 100. Compare decimal numbers up to 2 decimal places.</p> <p><b>Geometry (Position and direction)</b> Co-ordinates – plot specified points Translations. Plot specified points to draw a polygon.</p> <p><b>Multiplication &amp; Division</b> Multiply and divide 2-digit and 3-digit numbers by a 1 digit number, formal method.</p>	<p><b>Place Value</b> Blank number lines to 10,000 Round to the nearest 1000. Solve number problems and practical problems.</p> <p><b>Addition &amp; Subtraction</b> Addition/subtraction 2-step problems. Efficient calculation strategies.</p> <p><b>Multiplication &amp; Division</b> Multiply and divide 2-digit and 3-digit numbers by a 1 digit number, formal method. Estimate and use inverse operations</p> <p><b>Fraction &amp; Decimals</b> Add and subtract fractions Compare &amp; order decimals. Round decimals.</p> <p><b>Geometry (Properties of shape)</b> Complete a symmetric figure. Identify, use patterns, relationships, properties to investigate shapes.</p> <p><b>Measurement (Length)</b> Area Problem solving</p>	<p><b>Statistics</b> Interpret and present discrete and continuous data. Solve comparison, sum and difference problems.</p> <p><b>Measurement (Time)</b> Read and convert between analogue and digit 12 hr and 24hr clocks. Solve one and two-step problems.</p> <p><b>Measurement (Money)</b> Estimate, compare and calculate money in pounds and pence.</p> <p><b>Addition &amp; Subtraction</b> Efficient calculation Estimate answers Checking strategies</p> <p><b>Multiplication &amp; Division</b> Solve problems including integer scaling problems and correspondence problems</p>









		Co-ordinates – plot specified points				
Science:	Science:	Science:	Science:	Science:	Science:	Science:
The Science curriculum follows a 2-year rolling program. Support and challenge through differentiation.						
<p style="text-align: center;"><b>Working Scientifically</b></p> <p><b>Autumn:</b> Ask relevant questions and use different types of scientific enquiries to answer them. Gather, record, classify and present data in a variety of ways to help in answering questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Spring:</b> Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Summer:</b> Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>						
<p><b><u>Animals including Humans</u></b></p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b><u>Electricity</u></b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators,</p>	<p><b><u>Animals including Humans</u></b></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p><b><u>Living Things and their Habitats</u></b></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b><u>Plants</u></b></p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Investigate the way in which water is transported within plants.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p><b><u>Rocks</u></b></p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	

	and associate metals with being good conductors.				
Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:
					
Computing:	Computing:	Computing:	Computing:	Computing:	Computing:
Evolve (E-Safety) to be revisited each lesson.					
<b>Using Technology</b>  Explain how to navigate the internet simply (open, type in search bar, click on website).  Explain how to find relevant information by browsing a menu.  Speculate why searching by key word is important and search a keyword using a child friendly search engine (kiddle).  Can bookmark a page into "your favourites" (via kiddle).	<b>E Safety</b>  Explain that once an online message has been sent it cannot be taken back and understand that there might be consequences of this using scenarios.  Reason/speculate why people on the internet are not always who they say they are (SMART Crew).  Explain the need to keep personal information and password private.	<b>Data retrieving and organising</b>  <u>J2Spreadsheet:</u>  Explain how to input data into a prepared database and can they search and sort a database to answer simple questions (teacher made shared file).  Create a graph or chart to present classified data from a database	<b>Communicating and presenting</b>  Summarise how to use the email address book and can they open and send an attachment (school 360 mail).  Explain the difference between word processing and desktop publishing tools (examples of work produced and speculate purpose).  Explain and show how to use a computer to sequence short pieces of	<b>E Safety</b>  Explain that once an online message has been sent it cannot be taken back and understand that there might be consequences of this using scenarios.  Explain how personal information that is available online may be seen by others (Instagram/Roblox/TikTok template)	<b>Algorithms and programs</b>  Explain how to plan more complex sequences of instructions for on-screen turtles and test and amend these instructions for different purposes (animating a character cards).  Summarise the benefits of using simulations and explore simulations as appropriate (parking simulator -(https://www.crazygames.com/game/garage-parking )

	<p>Summarise how to respond if asked for personal information or feel unsafe about the content of a message (e.g. trusted adult, report, save messages, block).</p> <p>Reason why the outcome of internet searches at home may be different at home than at school (e.g. firewall, child protection lock).</p> <p>Explain and model how to use email safely.</p>		<p>music using a small selection of pre-record sounds (Garage Band/Beat Looper Pro – Music Maker).</p> <p><u>Adobe Express: (poster creation CCL)</u></p> <p>Synthesise how to make a poster/leaflet/Instagram story using the publishing tools.</p> <p><u>Make a Presentation using J2Office: (CCL)</u></p> <p>Explain how to and create a presentation using PowerPoint changing the layout of slides and adding images.</p> <p>Can refine and improve work by using spell checker (right click on red word).</p>	<p>Summarise the dangers of social media with a focus on current platforms (e.g. TikTok, Snapchat, Facebook, ROBLOX etc).</p>	<p>Use simulations to make and test predictions (skate park simulation – Friction change variables <a href="https://phet.colorado.edu/sims/html/energy-skate-park-basics/latest/energy-skate-park-basics_en.html">https://phet.colorado.edu/sims/html/energy-skate-park-basics/latest/energy-skate-park-basics_en.html</a>).</p>
<p>Demonstrate understanding of the term browser is and can use it to navigate a variety of programmes (Kiddle – mention google, Firefox, safari, internet explorer).</p> <p>Explain how to open a variety of links and use them.</p> <p>Demonstrate understanding of how to use tabbed browsing to open two or more web pages at the same time.</p> <p>Reach informed decisions about a technologies purpose and they know how to use a wide variety of technology to suit a particular purpose</p>	<p>Demonstrate understanding of the benefits of developing a nickname for online username.</p> <p>Demonstrate understanding of how to behave appropriately online, introducing scenarios.</p> <p>Explain why and recognise that cyber bullying is unacceptable.</p> <p>Explain the dangers of communicating via a variety of devices such as</p>	<p>Demonstrate understanding of how to create a simple branching database, identifying objects and questions to classify data (JIT5 branch).</p> <p>Explain what a spreadsheet is.</p> <p>Explain and use the terms cells, rows, and columns</p> <p><u>J2Spreadsheet:</u> Explain as a group how to collect data on a pre-prepared data collection template (CLL).</p>	<p>Explain how to contribute to blog on j2bloggy (linked to E safety).</p> <p>Demonstrate understanding of how to independently record video for a range of purposes using an iPad, paying attention to the quality of the video capture.</p> <p>Demonstrate how to use email to email work completed in school to their teachers and peers (school 360 email).</p> <p>Demonstrate understanding of how to</p>	<p>Reach informed conclusions about how social networking sites carry risk and explain these risks with a focus on current platforms (e.g. TikTok, Snapchat, Facebook, ROBLOX etc).</p> <p>Demonstrate an understanding for the need for caution when using the internet to search for images and what to do if they find an unsuitable image at school or at home.</p> <p>Reach informed conclusions that</p>	<p>Demonstrate an understanding of how to use a computer to create basic applications, investigating how different variables can be changed (animating a character cards).</p> <p>Explain how to use software to represent 3D objects or items (e.g. build craft).</p> <p>Reach informed conclusions about the effectiveness of some simulations through evaluation ((skate park simulation – Friction change variables <a href="https://phet.colorado.edu/sim">https://phet.colorado.edu/sim</a></p>

<p>(laptop, desktop, iPad, mobile phone).</p> <p>Demonstrate understanding of how to contribute to an online class blog (J2Bloggy).</p>	<p>Xbox live, PSP, phones etc.</p> <p>Explain the difference between online communication tools used in school and those used at home (school protections in place and purpose of use).</p>	<p>Create a database template (CLL).</p>	<p>capture images using a variety of technology eg webcams, screen capture, scanning, visualizer and internet.</p> <p><u>Adobe Express: (video creation CLL)</u> Demonstrate understanding of how to insert sound recordings into a multimedia presentation.</p> <p><u>Adobe Express/Canva: (poster creation CLL)</u> Explain why they have chosen specific images and download into a file.</p> <p>Demonstrate understanding of how to transfer graphics from a range of sources and use them in a desktop publishing program.</p> <p><u>FlipKit App (video creation CLL)</u> Explain how to and create a stop motion animation using ICT software (uploading own images from iPad – group work).</p>	<p>information on the internet may not be complete, accurate or reliable through evaluation (e.g. Aluminium Foil Deflector Beanie (<a href="https://zapatopi.net/afdb/">https://zapatopi.net/afdb/</a>), Save the Rennets (<a href="https://savingtherennets.weebly.com/">https://savingtherennets.weebly.com/</a>)).</p>	<p><a href="https://html.energy-skate-park-basics/latest/energy-skate-park-basics_en.html">s/html/energy-skate-park-basics/latest/energy-skate-park-basics_en.html</a>) (parking simulator -(<a href="https://www.crazygames.com/game/garage-parking">https://www.crazygames.com/game/garage-parking</a>))</p>
Computing Texts:	Computing Texts	Computing Texts	Computing Texts	Computing Texts	Computing Texts

					
RE:	RE:	RE:	RE:	RE:	RE:
<p align="center"><b>Skills to explore religions, worldviews and beliefs:</b></p> <p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>make clear links between texts/sources of authority and the key concepts studied</li> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> <li>identify some differences in how people put their beliefs into action</li> <li>give good reasons for the views they have and the connections they make</li> </ul>					
<p><b><u>Christianity (People of God) -</u></b>  <b><u>What is it like for someone to follow God?</u></b>          Place the concepts of God, Creation and People of God on</p>	<p><b><u>Hindus -</u></b>  <b><u>What do Hindus believe God is like?</u></b>  <b><u>(Brahman/atman)</u></b></p>	<p><b><u>Muslims -</u></b>  <b><u>How do festivals and worship show what matters to a Muslim?</u></b>  <b><u>(ibadah)</u></b></p>	<p><b><u>Christianity (Salvation) -</u></b>  <b><u>Why do Christians call the day Jesus died 'Good Friday'?</u></b>          Summarise the meaning of the word 'Salvation' and</p>	<p><b><u>Christianity (Kingdom of God) -</u></b>  <b><u>For Christians, what was the impact of Pentecost?</u></b>          Summarise clear links between the story of</p>	<p><b><u>Thematic -</u></b>  <b><u>How and why do people mark the significant events of life?</u></b>          Summarise some beliefs about love, commitment and</p>

<p>a timeline of the Bible's 'Big Story'. Summarise clear links between the story of Noah and how Christians live today. Explain what Christians do because they believe God and Noah made promises. Ask questions and speculate answers about what might be important in the story of Noah and how Christians and others live in school and the wider world.</p>	<p>Summarise beliefs about Hindu deities. Speculate links between some stories (e.g. Diwali) and what Hindus believe about God.</p> <p>Synthesise links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine, celebrating Diwali)</p> <p>Explain some ways in which Hindus worship.</p> <p>Speculate whether it is good to think about the cycle of create/preserve/destroy in the world today for Hindus and for others.</p>	<p>Summarise some beliefs about God in Islam, expressed in Surah 1.</p> <p>Explain examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Synthesise links between Muslim beliefs about God and a way in which Muslims worship (e.g. in prayer and fasting Night of Power and Ramadan).</p> <p>Speculate links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p>	<p>how Christians believe that Jesus came to 'save' or 'rescue' people e.g. by showing them how to live. Reason about what some of the events of Holy Week mean to Christians. Speculate links between the Gospel accounts and how different Christians mark the Easter events in their communities. Ask thoughtful questions and suggest answers about why some Christians call the day Jesus died 'Good Friday.'</p>	<p>Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Speculate what Pentecost means to some Christians now. Summarise links between the description of Pentecost in Acts 2 and how Christians live now. Explain how Christians show their beliefs about the Holy Spirit in worship. Synthesise ideas about the kingdom of God in the Bible and what people believe about following God today.</p>	<p>promises in two religious traditions (e.g. Christianity, Hinduism). Speculate suggestions about the meaning and importance of ceremonies for religious and non-religious people today. Summarise what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and speculate what these rituals mean. Reason about some differences in how people celebrate commitment (e.g. different practises of marriage or Christian baptism). Ask questions about whether it is good for everyone to see life as a journey and to mark milestones. Speculate links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p>
<p>Place the concepts of God, Creation and People of God on a timeline of the Bible's 'Big Story'. Reach informed conclusions about what the story of Noah and the idea of a covenant. Explain how and why Christians make promises at a wedding ceremony and how this links between the covenant that Noah made. Demonstrate an understanding of the links between the story of Noah and how Christians and non-religious people live in school and the wider world.</p>	<p>Reach informed conclusions about how Hindu deities help Hindus to describe God.</p> <p>Demonstrate an understanding of the clear links between stories and what Hindus believe about God (e.g. Ganesh, Svetaketu)</p> <p>Reach informed conclusions about what Hindu murtis express about God.</p>	<p>Reach informed conclusions about beliefs about God in Islam, expressed in Surah 1</p> <p>Demonstrate an understanding of the clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Empathise links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting,</p>	<p>Explain the meaning of the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people from sin. Reach informed conclusions about what the events of Holy Week mean to Christians using different Gospel accounts e.g. Matthew 21:7–11, Luke 23:13–25, 32–48, Luke 24:1–12) Explain what Christians say about the importance of the events of Holy Week. Empathise links between different Gospel accounts</p>	<p>Explain clear links between the story of Pentecost in Acts 2 and Christian beliefs about the 'kingdom of God' on Earth. Reach informed conclusions about what the events of Pentecost in Acts 2 might mean. Empathise with what Pentecost means to some Christians now. Empathise links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.</p>	<p>Reach informed conclusions about love, commitment and promises in at least two religious traditions and describe what they mean (e.g. Christianity, Hinduism, Islam). Empathise with the meaning and importance of ceremonies of commitment for religious and non-religious people today. Explain links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating</p>



	<p>Empathise links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine, celebrating Diwali).</p> <p>Explain different ways in which Hindus worship.</p> <p>Raise questions and reach informed conclusions about whether it is good to think about the cycle of create/preserve/destroy in the world today for Hindus and for others.</p> <p>Empathise links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, explaining good reasons for their answers.</p>	<p>as a family and as a community, at home and in the mosque)</p> <p>Raise questions and reach informed conclusions about the value of submission and self-control to Muslims</p> <p>Explain whether there are benefits of the value of submission and self-control for people who are not Muslims.</p> <p>Reach informed conclusions about the links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>and how Christians mark Easter in different ways in their communities e.g. locally, nationally and globally</p> <p>Explain how Christians show their beliefs about Jesus in worship in different ways</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', reaching informed conclusions about answers. Empathise whether Jesus' good news is good news for all (non-Christians).</p>	<p>Demonstrate understanding of how Christians show their beliefs about the Holy Spirit in worship using their understanding of the Trinity.</p> <p>Reach informed conclusions of the links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>forgiveness, salvation and freedom at festivals).</p> <p>Reach informed conclusions about differences in how people celebrate commitment (e.g. different practises of marriage, or Christian baptism).</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>Reach informed conclusions about why they think ceremonies of commitment are or are not valuable today for religious and non-religious people.</p>
RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:
	 		 	 	 



History:	History:	History:	History:	History:	History:
<p><b><u>The Stone Age - What was new about the Stone Age?</u></b>  <i>(changes in Britain from Stone Age to Iron Age)</i></p> <p>Summarise a timeline to locate the Stone Age and its different periods (Palaeolithic Age, Mesolithic Age and Neolithic Age), with the Ice Age and development of man (Homo Habilis – Africa, Homo Erectus – Java, Indigenous Australians – Australia and Homo Sapiens - Britain).</p> <p>Explain and reconstruct life in the Stone Age using a range of sources and artefacts (e.g., saddle quern, midden, flint, quarry, cave drawings, barrows).</p> <p>Synthesise and explore the different social roles within the community during the stone age (e.g., slaves, hunter-gatherer, settlement, forager, domesticated).</p> <p>Speculate the accomplishments and technologies of the Stone Age (fire, clothing, tools/weapons, cave art, pottery, farming – Sakra Brae Case Study).</p> <p>Summarise religion during the Stone Age and how this changed as time progressed comparative to the present day</p>		<p><b><u>The Bronze Age &amp; The Iron Age - Which was more impressive – the Bronze Age or the Iron Age?</u></b>  <i>(changes in Britain from Stone Age to Iron Age)</i></p> <p>Speculate how advancements were made between the Stone Age and Bronze Age (housing).</p> <p>Summarise the importance of archaeology in reconstructing the past.</p> <p>Speculate the accomplishments and technologies of the Bronze Age (religion - Yahweh, technology - hoard, and travel - Stone Henge).</p> <p>Speculate the accomplishments and technologies of the Iron Age (Hill Forts, tribal kingdoms, farming, art, and culture).</p> <p>Synthesise the accomplishments of the Bronze Age and Iron Age (debate).</p> <p>Explain the dangers of living in the Bronze and Iron Age.</p>		<p><b><u>Crime and Punishment - How has crime and punishment changed over time?</u></b>  <i>(a study of aspect of British history beyond 1066)</i></p> <p>Explain how crime (poaching, witchcraft, smuggling, highwayman, terrorism, extremism) and Punishment (prison, hulks, gaol, oakum) has changed over time.</p> <p>Summarise how attitudes to crime have changed over time (The Bloody Code, Dick Turpin - The Highway Man).</p> <p>Speculate the importance of the police force and how this has changed over time relating to inclusivity and equality (Sir Robert Peel).</p> <p>Reason why the views on punishment have changed over time (punishment to reformation – Alexander Paterson).</p> <p>Synthesise how crime and punishment can be controversial throughout time (e.g., Suffragettes (Emmeline Pankhurst), Nelson Mandela (anti-apartheid activist), Rosa Parks (civil rights activist)).</p>	

<p>– St Aiden - Christianity (e.g., grave goods, sacred, dolmens, megalith, tomb).</p> <p>Explain how the Neolithic Revolution change the Stone Age forever.</p>					
<p>Summarise a timeline to locate the Stone Age and its different periods (Palaeolithic Age, Mesolithic Age and Neolithic Age), With the Ice Age and development of man (Homo Habilis – Africa, Homo Erectus – Java, Indigenous Australians – Australia and Homo Sapiens - Britain).</p> <p>Explain and reconstruct life in the Stone Age using a range of sources and artefacts (e.g., saddle quern, midden, flint, quarry, cave drawings, barrows).</p> <p>Demonstrate and understanding of the different social roles within the community during the stone age (e.g., slaves, hunter-gatherer, settlement, forager, domesticated).</p> <p>Explain the accomplishments and technologies of the Stone Age (Stone Henge and Summer Solstice, fire, clothing, tools/weapons, cave art, pottery, farming – Sakra Brae Case Study).</p> <p>Explain religion during the Stone Age and how this</p>		<p>Demonstrate an understanding of how advancements were made between the Stone Age and Bronze Age (housing).</p> <p>Explain the importance of archaeology in reconstructing the past.</p> <p>Reach informed conclusions about the accomplishments and technologies of the Bronze Age (religion - Yahweh, technology, and travel - Stone Henge).</p> <p>Reach informed conclusions about the accomplishments and technologies of the Iron Age (Hill Forts, tribal kingdoms, farming, art, and culture).</p> <p>Explain the accomplishments of the Bronze Age and Iron Age (debate).</p> <p>Empathise with the dangers of living in the Bronze and Iron Age.</p>		<p>Explain how Crime (poaching, witchcraft, smuggling, highwayman, terrorism, extremism) and Punishment (prison, hulks, gaol, oakum) has changed over time.</p> <p>Demonstrate and understanding of how attitudes to crime have changed over time (The Bloody Code, Dick Turpin - The Highway Man).</p> <p>Reach informed conclusions about the importance of the police force and how this has changed over time relating to inclusivity and equality (Sir Robert Peel).</p> <p>Explain how the views on punishment have changed over time (punishment to reformation – Alexander Paterson).</p> <p>Empathise with how crime and punishment can be controversial throughout time (e.g., Suffragettes (Emmeline Pankhurst), Nelson Mandela</p>	

<p>changed as time progressed comparative to the present day – St Aiden - Christianity (e.g., grave goods, sacred, dolmens, megalith, tomb).</p> <p>Explain how the Neolithic Revolution change the Stone Age forever.</p>				<p>(anti-apartheid activist), Rosa Parks (civil rights activist).</p>	
Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:
					
Geography:	Geography:	Geography:	Geography:	Geography:	Geography:
	<p><b><u>Rivers &amp; the Water Cycle- How does the water go round and round?</u></b> (physical geography - water cycle)</p> <p>Name and locate some of the UK's and the world's most significant rivers (River Tweed, River Thames, Nile, Amazon, Niger, Yangtze) and mountain environments using maps (e.g. Mount Cheviot (Wooler), Scafell Pike (Lake District), Mount</p>		<p><b><u>The Americas - How does climate impact the Americas?</u></b> (geographical similarities with North/South America)</p> <p>Use key vocabulary to describe places (e.g., continent, country state, city), with a focus of North and South America.</p> <p>Locate some major environmental regions in North and South America (e.g. Great Planes, NA, Amazon Rainforest, SA).</p>		<p><b><u>Earthquakes and Volcanoes - What would win in a battle of the natural forces?</u></b> (physical geography - volcanoes and earthquakes)</p> <p>Summarise the key aspects of volcanoes and earthquake formation (3 plate boundaries).</p> <p>Explain the distribution of earthquakes and volcanoes follows a pattern using maps (dormant, active, extinct).</p>


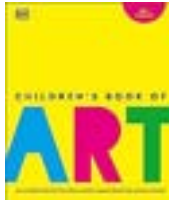

	<p>Everest (Himalayas), Mont Blank (Alps).</p> <p>Synthesise how rivers (River Tweed) and mountains are formed (Mount Cheviot, Wooler).</p> <p>Summarise the features of a named river (The River Tweed/The River Thames) in the UK, from source to mouth.</p> <p>Explain some of the processes associated with rivers (erosion, transportation, and deposition).</p> <p>Speculate where rivers and mountains fit into the water cycle.</p> <p>Explain how humans use rivers and manage them (mapwork/fieldwork).</p>		<p>Locate mountain environments, exploring their climate (e.g. Rockies, Alaska Range, Canadian Shield).</p> <p>Explore how climate change is impacting different areas studied (e.g. Amazon, Grasslands, Mountains).</p> <p>Discuss how the Caribbean/Eastern Atlantic coastal strip and the Western/Pacific coastal strip are being impacted by climate change (e.g. higher oceans temperatures - coral bleaching, sea life, sea level rise).</p>		<p>Speculate theories of plate tectonics, understanding the world is made of different plates (Alfred Wegener theory vs contracting mountains).</p> <p>Investigate the 'Pacific Ring of Fire' and its impact on the world.</p> <p>Explain the human impacts of earthquakes (Haiti).</p> <p>Explain the human impacts of volcanoes (Eyjafjallajökull).</p>
	<p>Name and locate some of the UK's and the world's most significant rivers (River Tweed, River Thames, Nile, Amazon, Niger, Yangtze) and mountain environments using maps (e.g. Mount Cheviot (Wooler), Scafell Pike (Lake District), Mount Everest (Himalayas), Mont Blank (Alps).</p> <p>Explain how rivers (River Tweed) and mountains are formed (Mount Cheviot, Wooler).</p>		<p>Use key vocabulary to describe places (e.g., continent, country state, city), with a focus of North and South America.</p> <p>Explore some major environmental regions in North and South America (e.g. Great Planes, NA, Amazon Rainforest, SA).</p> <p>Locate mountain environments, exploring their climate (e.g. Rockies, Alaska Range, Canadian Shield).</p>		<p>Demonstrate an understanding of the key aspects of volcanoes and earthquake formation (3 plate boundaries).</p> <p>Reach informed conclusions about the distribution of earthquakes and volcanoes follows a pattern using maps (dormant, active, extinct). Explain theories of plate tectonics, understanding the world is made of different plates (Alfred Wegener theory vs contracting mountains).</p>

	<p>Demonstrate an understanding of the features of a named river (The River Tweed/The River Thames) in the UK, from source to mouth.</p> <p>Reach informed conclusions about some of the processes associated with rivers (erosion, transportation, and deposition).</p> <p>Explain where rivers and mountains fit into the water cycle.</p> <p>Reach informed conclusions about how humans use rivers and manage them (mapwork/fieldwork).</p>		<p>Demonstrate how climate change is impacting different areas studied (e.g. Amazon, Grasslands, Mountains).</p> <p>Reach informed conclusions about how the Caribbean/Eastern Atlantic coastal strip and the Western/Pacific coastal strip are being impacted by climate change (e.g. higher oceans temperatures - coral bleaching, sea life, sea level rise).</p>		<p>Investigate the 'Pacific Ring of Fire' and its impact on the world.</p> <p>Reach informed conclusions about the human impacts of earthquakes (Haiti).</p> <p>Demonstrate an understanding of the human impacts of volcanoes (Eyjafjallajökull).</p>
Geographical Texts:	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts
					

Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:
	<p><b><u>Impressionism</u></b> <b><u>(Claude Monet, Van Gogh, Renoir)</u></b></p> <p><b>Drawing:</b> Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Build on skills of tonal shading in their drawings.</p> <p>Use sketches to plan final art work.</p> <p>Sketch lightly before painting/adding colour.</p> <p><b>Knowledge:</b> Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Replicate some of the techniques with increasing skill.</p> <p>Summarise the work of different artists and begin to include elements of other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>		<p><b><u>Sculpture</u></b> <b><u>(Jeff Koons, Louise Bourgeois, Frida Kahlo)</u></b></p> <p><b>Drawing:</b> Use different grades of pencils to show tones and textures through hatching and cross hatching. (Use shading to show light and shadow.)</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Use sketches to plan final art work.</p> <p><b>Sculpture:</b> Design and make models from observation or imagination.</p> <p>Shape, form, model and construct using both malleable and rigid materials.</p> <p>Add materials to create interesting details.</p> <p><b>Knowledge:</b> Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Summarise the work of different artists and begin</p>	<p><b><u>American Modernism - Painting</u></b> <b><u>(Georgia O'Keefe, Vincent Keele)</u></b></p> <p><b>Painting:</b> Make tertiary colours.</p> <p>Further explore tints/shades, e.g. when painting the sky, foreground, background.</p> <p>Use different brushes for different techniques to create shapes, textures, patterns and lines.</p> <p>Create a background using a colour wash.</p> <p>Identify the techniques used by other artists.</p> <p>Understand the concept of still life and landscape painting.</p> <p><b>Knowledge:</b> Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Replicate some of the techniques with increasing skill.</p> <p>Synthesise the work of different artists and begin to include elements of</p>	

			<p>to include elements of other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>	<p>other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>	
	<p><b>Drawing:</b> Make informed choices about media.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture. Use research to inspire drawings.</p> <p>Begin to use shading to create mood and feeling.</p> <p>Explore composition.</p> <p>Begin to show scale and proportion.</p> <p>Show reflections.</p> <p><b>Knowledge:</b> Keep notes about the purpose of work, to be used to complete and contrast ideas.</p> <p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Present own artwork and explain own inspirations and intentions.</p>		<p><b>Drawing:</b> Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Represent figures and forms in movement.</p> <p>Use research to inspire drawings.</p> <p>Explore composition.</p> <p><b>Sculpture:</b> Plan and develop ideas using different joining techniques and methods of construction.</p> <p>Create surface patterns and textures in a malleable material.</p> <p><b>Knowledge:</b> Keep notes about the purpose of work, to be used to complete and contrast ideas.</p> <p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p>	<p><b>Painting:</b> Identify and use complementary and contrasting colours.</p> <p>Use colour to represent/reflect mood/feeling.</p> <p>Create different effects and textures with paint.</p> <p>Experiment with styles used by other artists.</p> <p><b>Knowledge:</b> Keep notes about the purpose of work, to be used to complete and contrast ideas.</p> <p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Demonstrate an understanding of how tools and techniques can be used effectively for a purpose.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Reach informed conclusions about own</p>	




			Reach informed conclusions about own artwork and reflect upon inspirations and intentions.	artwork and reflect upon inspirations and intentions.	
Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:
					
Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:
<p><b><u>What is the legacy of the Stone Age?</u></b>  <b><u>(Ami Drach and Ami Drach and Dov Ganchrow)</u></b>  <i>Mechanisms</i></p> <p><b>Design:</b>  Summarise research and develop design criteria to inform the design of functional products that are fit for purpose (e.g. weapons/hunting) aimed at a particular groups.</p> <p>Speculate which material would be most appropriate (considering historical limitations) e.g. stone and flint instead of plastic</p>		<p><b><u>Have cookies got better over time?</u></b>  <b><u>(Mary Berry)</u></b>  <i>Cooking and Nutrition</i></p> <p><b>Design:</b>  Summarise research and develop design criteria to inform the design of functional, appealing products that are fit for purpose (taste), aimed at particular individuals.</p> <p>Summarise what it means to have a balanced diet.</p> <p>Reason how seasonality and food availability affect diets in the past and present (e.g. supermarkets, transportation)</p>			<p><b><u>What should Team GB wear for different events?</u></b>  <b><u>(Stella McCartney)</u></b>  <i>Textiles</i></p> <p><b>Design:</b>  Synthesise research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (e.g. athletes)</p> <p>Generate, model and communicate their ideas through annotated sketches, prototypes, pattern pieces and computer-aided design (J2Mix).</p> <p><b>Make:</b>  Select from and use a wider range of tools and equipment to perform</p>

<p>Generate ideas through discussion and annotated sketches.</p> <p>Reason and explain the suitability of initial designs after creating a prototype (e.g. material properties for cutting)</p> <p><b>Make:</b></p> <p>Reason and explain why tools have been chosen and used from a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately e.g. the success of using of scissors for cutting flint</p> <p>Summarise the selection from and use of a wider range of materials and components, including construction materials according to their functional properties e.g. mass, weight, hardness for hunting</p> <p>Apply understanding of how to strengthen structures (e.g. trusses)</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p><b>Evaluate:</b></p> <p>Summarise a range of 'products' from the Stone Age.</p> <p>Evaluate and explain their ideas and products against</p>		<p>Speculate how a Bronze Age diet varies from our diet today, and why (e.g. foraging, farming)</p> <p>Generate and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p><b>Make:</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately.</p> <p>Reason and explain why ingredients have been chosen and used from a range of ingredients, according to their functional properties and aesthetic qualities e.g. flavour, nutritional value, appearance</p> <p>Summarise the cooking process and add in your ingredients.</p> <p><b>Evaluate:</b></p> <p>Summarise a range of existing products and recipes.</p> <p>Speculate the success or failure of recipes (taste and ease of recreating).</p> <p>Evaluate their ideas and products against their own design criteria and</p>			<p>practical tasks [for example, cutting, joining and finishing], accurately.</p> <p>Explain why a range of materials and components, including construction materials and textiles, have been used according to their functional properties and aesthetic qualities.</p> <p><b>Evaluate:</b></p> <p>Investigate and analyse existing products.</p> <p>Evaluate their ideas (design and process) and products against their own design criteria and consider the views of others (including initial brief) to improve their work.</p> <p>Explain how individuals in design and technology have helped shape the world.</p>
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<p>their own design criteria to improve their work.</p> <p>Understand how key events in design and technology have helped shape the world.</p>		<p>consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>			
<p><b>Design:</b></p> <p>Explain research and develop design criteria to inform the design of functional products that are fit for purpose (e.g. weapons, cooking, hunting) aimed at particular groups.</p> <p>Reach informed conclusions about which material and technique would be most appropriate (considering historical limitations of materials and tools).</p> <p>Generate, develop and communicate ideas through discussion and annotated sketches.</p> <p>Explain the suitability of initial designs after creating a prototype (e.g. material properties, access)</p> <p><b>Make:</b></p> <p>Explain why tools have been chosen and used from wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>		<p><b>Design:</b></p> <p>Use a range of research to reach informed conclusions and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (e.g. products chosen by children or parents).</p> <p>Explain what it means to have a balanced diet.</p> <p>Empathise with how a Stone Age diet varies from our diet today, and why (e.g. seasonality, food availability, components, mass production).</p> <p>Develop, modify and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p><b>Make:</b></p> <p>Demonstrate an understanding of the use</p>			<p><b>Design:</b></p> <p>Reach informed conclusions using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (e.g. compare needs of athletes in different sports)</p> <p>Generate, develop, model and communicate their ideas to selves and others through annotated sketches, prototypes, pattern pieces and computer-aided design (J2Mix).</p> <p><b>Make:</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately.</p> <p>Explain why a range of materials and components, including construction materials and textiles, have been used according to their functional properties and aesthetic qualities.</p>

<p>Reach informed conclusions about the use of a wider range of materials and components, including construction materials according to their functional properties e.g. mass, weight, hardness for hunting, cooking, protection)</p> <p>Apply understanding of how to strengthen, stiffen and reinforce structures e.g. different foundational structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p><b>Evaluate:</b> Summarise a range of 'products' from the Stone Age</p> <p>Evaluate and explain their ideas and products against their own design criteria and begin to consider the views of others to improve their work.</p> <p>Understand how key events in design and technology have helped shape the world.</p>		<p>of a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately.</p> <p>Reason and explain why tools and ingredients have been chosen and used from a range, according to their functional properties and aesthetic qualities.</p> <p>Demonstrate an understanding of the cooking processes and how they have changed since the past e.g. hot stones, ovens</p> <p><b>Evaluate:</b> Reach informed conclusions about a range of existing products and recipes to inform design criteria.</p> <p>Explain the success or failure of recipes (taste and ease of recreating).</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>			<p>Demonstrate an understanding of the use of a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately.</p> <p>Reason and explain why tools and ingredients have been chosen and used from a range, according to their functional properties and aesthetic qualities.</p> <p>Demonstrate an understanding of the cooking processes and how they have changed since the past.</p> <p><b>Evaluate:</b> Investigate and analyse a range of existing products.</p> <p>Evaluate and reach an informed conclusion about their product (design and process) against design criteria and consider the views of others (including initial brief and an 'expert') to improve their work.</p> <p>Understand how individuals and events in design and technology have helped shape the world.</p>
D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:

					
Music:	Music:	Music:	Music:	Music:	Music:
<p><b><u>Developing Notation Skills</u></b></p> <p><b>Play and Perform</b> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation.</p> <p>Reason why you would use body percussion, instruments and voices for different pieces of music.</p> <p>Find and keep a steady beat.</p> <p>Sing with awareness of following the beat.</p> <p><b>Create and Compose</b> Summarise good singing posture.</p> <p>Summarise ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Compose over a simple chord progression.</p> <p><b>Listen and Apply</b></p>	<p><b><u>Enjoying Improvisation</u></b></p> <p><b>Play and Perform</b> Use the key centres of: C major, F major, G major and A minor.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p> <p>Include any actions, instrumental parts and improvisatory ideas within the rehearsal and in the performance.</p> <p><b>Create and Compose</b> Explain standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers and simple combinations of: C, D, E, F, G, A, B</p>	<p><b><u>Composing Using Your Imagination</u></b></p> <p><b>Play and Perform</b> Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Use the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing in unison.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p><b>Create and Compose</b> Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Rehearse and learn to play a simple melodic</p>	<p><b><u>Sharing Musical Experiences</u></b></p> <p><b>Play and Perform</b> Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Sing a widening range of unison songs.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing with attention to clear diction.</p> <p>Follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p> <p><b>Create and Compose</b> Explain: stave, treble clef, lines and spaces on the stave.</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F</p>	<p><b><u>Learning More about Musical Styles</u></b></p> <p><b>Create and Compose</b> Sing a widening range of unison songs, of varying styles and structures.</p> <p>Sing expressively, with attention to the meaning of the words. Summarise the differences between crotchets and paired quavers.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p> <p>Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C) Start and end on the note C (C major) Start and end on the note F (F major) Start and end on the note G (Pentatonic on G)</p> <p><b>Respond and Review</b></p>	<p><b><u>Recognising Different Sounds</u></b></p> <p><b>Play and Perform</b> Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C) Start and end on the note C (C major) Start and end on the note F (F major) Start and end on the note G (Pentatonic on G)</p> <p><b>Create and Compose</b> Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> <p>Rehearse and learn a simple instrumental part by ear or from notation, using the notes C, D, E, F, F#, G, G#, A, B and Bb.</p> <p><b>Respond and Review</b> Comment on the effectiveness of own work,</p>

<p>Find the beat or groove of the music.</p> <p>Walk, move or clap a steady beat with others.</p>	<p>F, G, A, B <math>\flat</math>, C G, A, B, C, D E, F<math>\sharp</math>, G<math>\sharp</math>, A, B</p> <p>Explore improvisation within a major scale using the notes:</p> <p>C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Use music technology, if available, to capture and change sounds.</p> <p><b>Listen and Apply</b> Summarise your thoughts and feelings about the music together.</p>	<p>instrumental part by ear or from notation.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Synthesise music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Explain and use simple dynamics.</p> <p><b>Listen and Apply</b> Synthesise different actions to move in time with the music.</p>	<p>major, G major and E major.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p><b>Respond and Review</b> Explain what the song or piece of music means.</p> <p><b>Listen and Apply</b> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Reason about what the song means.</p>	<p>Speculate about some instruments you can hear playing.</p> <p><b>Listen and Apply</b> Reason about what the song means and why it was chosen to share.</p>	<p>identifying and making improvements.</p> <p><b>Listen and Apply</b> Speculate about some instruments you can hear playing.</p> <p>Speculate if it's a male or female voice singing the song.</p> <p>Talk about the style of the music.</p>
<p><b><u>Developing Notation Skills</u></b></p> <p><b>Play and Perform</b> Find and keep a steady beat.</p> <p>Demonstrate understanding of good singing posture.</p>	<p><b><u>Enjoying Improvisation</u></b></p> <p><b>Play and Perform</b> Demonstrate an understanding of body percussion, instruments and voices.</p>	<p><b><u>Composing Using Your Imagination</u></b></p> <p><b>Play and Perform</b> Use and combine the time signatures of: 2/4, 3/4 and 4/4.</p>	<p><b><u>Sharing Musical Experiences</u></b></p> <p><b>Play and Perform</b> Rehearse and learn songs from memory and/or with notation.</p>	<p><b><u>Learning More about Musical Styles</u></b></p> <p><b>Create and Compose</b> Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and</p>	<p><b><u>Recognising Different Sounds</u></b></p> <p><b>Play and Perform</b> Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B</p>

<p><b>Create and Compose</b> Explain ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p><b>Respond and Review</b> Find and demonstrate the steady beat.</p> <p><b>Listen and Apply</b> Demonstrate understanding of the tempo as fast, slow or steady.</p> <p>Recall by ear memorable phrases heard in the music.</p>	<p>Use and combine the key centres of: C major, F major, G major and A minor.</p> <p>Demonstrate understanding of and perform vowel sounds, blended sounds and consonants.</p> <p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Include instrumental parts and improvisatory sections within the rehearsal and performance.</p> <p><b>Create and Compose</b> Demonstrate understanding of standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B, C, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p>	<p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p><b>Create and Compose</b> Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a groove.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture,</p>	<p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p><b>Create and Compose</b> Demonstrate understanding of: stave, treble clef, time signature</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p><b>Respond and Review</b> Empathise with the words of a song.</p> <p>Demonstrate understanding of: a change in texture, articulation on certain words</p> <p>Explain legato and staccato.</p> <p><b>Listen and Apply</b></p>	<p>their rests, by ear or from notation.</p> <p>Reach informed conclusions about the different styles of singing used for different styles of song.</p> <p>Explain the differences between minims, crotchets, paired quavers and rests.</p> <p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C) Start and end on the note C (C major)</p> <p><b>Respond and Review</b> Reach informed conclusions about why the song or piece of music was written.</p> <p>Demonstrate understanding of: call and response, solo vocal or instrumental line and the rest of the ensemble</p> <p>Demonstrate understanding of how the individual fits within the larger group ensemble.</p> <p><b>Listen and Apply</b> Reach informed</p>	<p>G, A, B, D, E F, G, A A, B, C, D, E, F, G</p> <p>Reach informed conclusions about how the songs and their styles connect to the world.</p> <p><b>Create and Compose</b> Read and perform pitch notation within a range. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.</p> <p>Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (Pentatonic on C) Start and end on the note C (C major) Start and end on the note A (A minor) Start and end on the note D (D minor) Start and end on the note G (Pentatonic on G)</p> <p><b>Respond and Review</b></p>
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	<p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Improvise over a groove.</p> <p><b>Respond and Review</b> Explain major and minor tonality.</p> <p>Demonstrate understanding of the sound and notes of the pentatonic scale by ear and from notation.</p> <p><b>Listen and Apply</b> Use the structure of the song to communicate its mood and meaning in the performance.</p>	<p>change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p><b>Respond and Review</b> Demonstrate understanding of: call and response, solo vocal or instrumental line</p> <p><b>Listen and Apply</b> Explain the structures of songs.</p>	<p>Empathise with the words of a song.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Explain why the song was chosen.</p> <p>Explain what the rehearsal and performance has taught the student.</p>	<p>conclusions about the style of music you are listening to.</p> <p>Demonstrate understanding of what a musical introduction is and its purpose.</p> <p>Demonstrate understanding of the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Empathise with the meaning of the words and articulate them clearly.</p>	<p>Demonstrate understanding of: programme music</p> <p><b>Listen and Apply</b> Reach informed conclusions on the performance and how well it suited the occasion.</p> <p>Empathise with and respond to any feedback; consider how future performances might be different.</p>
PE:	PE:	PE:	PE:	PE:	PE:
<p><b>Sportsmanship/Well-being:</b> Reason how to manage getting annoyed or frustrated in sports Synthesise how to follow rules and play fairly</p>					
<p><b>Health &amp; Fitness:</b> Explain which muscle groups are used in gymnastic activities. Summarise why warming up is important.</p>					
<p><b>Invasion Games</b> <b>Large Ball skills Throwing and catching</b></p>	<p><b>Gymnastics</b></p>	<p><b>Dance</b> Use dynamics effectively to express an idea.</p>	<p><b>Invasion Games</b> <b>Football</b></p>	<p><b>Striking Games</b> <b>Kwik Cricket</b></p>	<p><b>Invasion Games</b> <b>Tag Rugby</b></p>



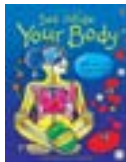



<p>Send and receive balls using appropriate techniques with increasing accuracy.</p> <p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p><b>Swimming</b> Develop techniques for specific strokes including breast stroke, back stroke and front crawl.</p> <p>Begin to develop front crawl breathing technique.</p> <p><b>Evaluation &amp; Improvement</b> Summarise the performance of self and team highlighting areas of good and poor performance.</p>	<p>Perform the forward and backward rolls with increased control.</p> <p>Explain how to use tension to improve body shapes.</p> <p>Transition smoothly from one movement phrase/balance to another.</p> <p>Can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>Create, repeat and improve a sequence with at least three phases, with a partner.</p> <p><b>Swimming (1<sup>st</sup> half)</b> Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Swim 15m.</p> <p><b>Dance (2<sup>nd</sup> half)</b> Create actions in response to a stimulus to communicate an idea.</p> <p>Use dynamics effectively to express an idea.</p> <p><b>Evaluation &amp; Improvement</b> Summarise the performance of self and team highlighting areas of good and poor</p>	<p>Demonstrate sensitivity to music in their performance.</p> <p>Perform short, self-choreographed phrases individually and in groups showing an awareness of timing.</p> <p><b>Striking Games Quicksticks</b></p> <p>Develop fielding skills.</p> <p>Strike a ball with different equipment.</p> <p>Synthesise that using tactics will help their team achieve an outcome.</p> <p><b>Evaluation &amp; Improvement</b> Synthesise how my work is similar and different from that of others.</p>	<p>Send and receive balls using appropriate techniques with increasing accuracy.</p> <p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p><b>Gymnastics</b> Transition smoothly from one movement phrase/balance to another.</p> <p>Can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>Create, repeat and improve a sequence with at least three phases, with a partner.</p> <p><b>Evaluation &amp; Improvement</b> Synthesise how my work is similar and different from that of others.</p>	<p>Develop bowling techniques and fielding skills.</p> <p>Use overarm throwing for longer distances and underarm throwing for shorter distances.</p> <p>Strike a ball after a bounce with different equipment. Synthesise that using tactics will help their team achieve an outcome.</p> <p><b>Outdoor Activities</b> Move from one location to another following a map.</p> <p>Use tactics to respond to increasing pressures and time limits.</p> <p>Communicate and collaborate with a partner.</p> <p>Synthesise ideas communicating and working co-operatively as a team to solve a problem.</p> <p>Use logic and mathematical reasoning to solve a problem.</p> <p><b>Evaluation &amp; Improvement</b> Explain how they will use their comparison to improve my work.</p>	<p>Send and receive balls using appropriate techniques with increasing accuracy.</p> <p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p><b>Athletics</b> Develop techniques for sprinting and running over a longer distance.</p> <p>Develop jumping techniques for distance and height.</p> <p>Can link running and jumping activities with some fluency, control and consistency.</p> <p>Can throw a variety of objects, changing my action for accuracy and distance.</p> <p><b>Evaluation &amp; Improvement</b> Explain how they will use their comparison to improve my work.</p>
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	performance.				
<p align="center"><b>Sportsmanship/Well-being:</b>            Reach informed conclusions about how to show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands).</p>					
<p align="center"><b>Health &amp; fitness:</b> Reach informed conclusions about why warming up is important.            Explain why keeping fit is good for my health. Demonstrate an understanding of what effect exercise has on my body.            Demonstrate the ability to work for longer periods of time</p>					
<p align="center"><b>Invasion Games Ball skills</b></p> <p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p align="center"><b>Swimming</b></p> <p>Demonstrate understanding of an improved breathing technique in front crawl.</p> <p>Use back stroke.</p> <p align="center"><b>Evaluation &amp; Improvement</b></p> <p>Explain how my work is similar and different from that of others.</p>	<p align="center"><b>Gymnastics</b></p> <p>Demonstrate control in performing and landing in rotation jumps.</p> <p>Demonstrate control and fluency in individual and paired balances.</p> <p>Demonstrate understanding of how to include a change of speed, direction and shapes to improve their sequence.</p> <p>Can follow a set of 'rules' to produce a sequence.</p> <p align="center"><b>Swimming (1<sup>st</sup> half)</b></p> <p>Tread water for at least 30 seconds.</p> <p>Explain potential dangers when swimming 20m.</p> <p align="center"><b>Dance (2<sup>nd</sup> half)</b></p> <p>Movements are fluent and controlled.</p> <p>Reach informed conclusions about which actions or dynamics are suited to a certain character, mood or idea.</p>	<p align="center"><b>Dance</b></p> <p>Reach informed conclusions about how to refine movements.</p> <p>Perform more complex self-choreographed dances, responding imaginatively to a range of stimuli related to the character or narrative.</p> <p align="center"><b>Striking Games Quicksticks Hockey</b></p> <p>Develop consistency in fielding skills.</p> <p>Develop batting techniques with different equipment.</p> <p>Reach informed conclusions for choosing the best tactics for attacking and defending.</p> <p align="center"><b>Evaluation &amp; Improvement</b></p> <p>Reach informed conclusions of how to work with others to organise.</p>	<p align="center"><b>Invasion Games Football</b></p> <p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p align="center"><b>Gymnastics</b></p> <p>Demonstrate understanding of how to include a change of speed, direction and shapes to improve their sequence.</p> <p>Can follow a set of 'rules' to produce a sequence.</p>	<p align="center"><b>Striking Games Kwik Cricket</b></p> <p>Develop consistency bowling technique and in fielding skills.</p> <p>Demonstrate understanding of when to use an overarm or underarm throw.</p> <p>Develop batting techniques with different equipment.</p> <p>Reach informed conclusions for choosing the best tactics for attacking and defending.</p> <p align="center"><b>Outdoor Activities</b></p> <p>Empathise with others when negotiating problems and obstacles.</p> <p>Demonstrate understanding to keep a map orientated and how to 'thumb the map'.</p> <p>Reach informed conclusions when discussing ideas, communicating effectively and working co-operatively</p>	<p align="center"><b>Invasion Games Tag Rugby</b></p> <p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p align="center"><b>Athletics</b></p> <p>Develop jumping techniques for distance and height.</p> <p>Can link running and jumping activities with some fluency, control and consistency.</p> <p>Can throw a variety of objects, changing my action for accuracy and distance.</p> <p>Develop techniques for sprinting and running over a longer distance.</p> <p align="center"><b>Evaluation &amp; Improvement</b></p>

	<b>Evaluation &amp; Improvement</b> Explain how my work is similar and different from that of others.		<b>Evaluation &amp; Improvement</b> Reach informed conclusions of how to work with others to organise.	as a team to solve a problem.  Explain the use of logic and mathematical reasoning to solve a problem.  <b>Evaluation &amp; Improvement</b> Reach informed conclusions of how to work with others to organise and keep the game going.	Reach informed conclusions of how to work with others to organise and keep the game going.
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
<b>Feelings and Emotions</b>  <b>Recognise our thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good.</b>  Describe how we can support others who feel lonely, jealous or upset.  Recognise that we can choose how we can act on our emotions and understand that our choices and actions can affect ourselves and other people.  <b>Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant.</b>  Explain how feelings can be communicated with or without	<b>Being Responsible</b>  Recognise the importance of behaving in a responsible manner in a range of situations.  Describe a range of situations where being on time is important.  Explain the importance of having rules in the home.  Describe ways that behaviour can be seen to be sensible and responsible.  Recognise why we should take action when someone is being unkind.  Describe caring and considerate behaviour, including the importance of looking out for others.	<b>Keeping/Staying Healthy</b>  <b>Explain what is meant by a balanced diet and plan a balanced meal.</b>  <b>Describe different ways to maintain a healthy lifestyle.</b>  <b>Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older.</b>  Understand nutritional information on packaged food and explain what it means.	<b>Computer Safety</b>  Recognise the key values that are important in positive online relationships.  Identify the feelings and emotions that may arise from online bullying.  <b>List reasons for sharing images online.</b> Identify rules to follow when sharing images online.  List the key applications that we may use now and in the future.  <b>Know and understand why some applications have age restrictions.</b>	<b>Money and Work</b>  Know that the choices they make about spending and saving their money can be influenced by, and have an impact on, other people.  Know that manufacturers and shops advertise to persuade them to spend their money.  Understand why people might use a bank account. Know some of the risks associated with spending money online.  Understand the role of a bank.  <b>Describe different jobs that they might do to earn money.</b>  <b>Understand that some jobs pay more than</b>	<b>Keeping/Staying Safe</b>  Identify strategies we can use to keep ourselves and others safe.  Recognise the impact and possible consequences of an accident or incident.  Create a set of rules for and identify ways of keeping safe.  Identify a range of danger signs.

<p>words.</p> <p>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and others people.</p>	<p>Demonstrate why it is important to behave in an appropriate and responsible way.</p> <p>Identify how making some choices can impact others' lives in a negative way.</p> <p>Explain what consent means.</p> <p>Recognise the importance of being honest and not stealing.</p> <p>Explain why it is important to have a trusting relationship between friends and family.</p> <p>Identify how making some choices can impact others' lives in a negative way.</p>			<p><b>others and that money is one factor in choosing a job.</b></p> <p>Understand the importance of planning and keeping track of spending and saving.</p>	
<p><b>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.</b></p> <p>Recognise our thoughts, feelings and emotions.</p> <p><b>Identify how we can reduce our feeling of worry.</b></p>	<p><b>Growing and Changing</b></p> <p>Identify the different types of relationships we can have and describe how these can change as we grow explain how our families support us and how we can support our families.</p> <p>Identify how relationships can be healthy or unhealthy.</p> <p><b>Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</b></p>	<p>Explain some of the risks associated with smoking (physical, social and legal) and name the addictive ingredient found in cigarettes, e-cigs etc.</p> <p><b>Describe how smoking can affect your immediate and future health and well-being.</b></p> <p>Give reasons why someone might start and continue to smoke.</p> <p><b>Identify and use skills and strategies to resist any pressure to smoke.</b></p> <p>Identify the risks associated with alcohol.</p>	<p>Develop coping strategies to use if we or someone we know is being bullied online.</p> <p>Describe the positive and negative consequences of sharing images online.</p> <p><b>Recognise possible influences and pressures to share images online.</b></p> <p><b>Identify ways to keep yourself and others safe in a range of situations online and offline.</b></p> <p><b>Recognise that people may not always be who they say they are online.</b></p>	<p>Know that the choices they make about spending and saving their money can be influenced by, and have an impact on, other people.</p> <p>Know that manufacturers and shops advertise to persuade them to spend their money.</p> <p>Understand why people might use a bank account.</p> <p>Know some of the risks associated with spending money online.</p> <p>Understand the role of a bank.</p>	<p>Identify strategies we can use to keep ourselves and others safe.</p> <p>Recognise ways to manage peer pressure.</p> <p>Explain the potential outcomes that may happen when we take risks.</p>

	<p>Explain what puberty means.</p> <p>Describe the changes that boys and girls may go through during puberty.</p> <p>Identify why our bodies go through puberty.</p> <p>Develop coping strategies to help with the different stages of puberty.</p> <p>Identify who and what can help us during puberty.</p> <p>Explain the terms 'conception' and 'reproduction'.</p> <p>Describe the function of the female and male reproductive systems.</p> <p>Identify the various ways adults can have a child.</p> <p>Explain various different stages of pregnancy (Science).</p> <p><b>Identify the laws around consent</b></p>	<p>Describe how alcohol can affect your immediate and future health.</p>		<p><b>Describe different jobs that they might do to earn money.</b></p> <p><b>Understand that some jobs pay more than others and that money is one factor in choosing a job.</b></p> <p>Understand the importance of planning and keeping track of spending and saving</p>	
	<p><b>First Aid -</b> Gain a deeper understanding of basic first aid (linked to Asthma and Anaphylactic Shock &amp; Basic Life Support)</p>	<p><b>Sleep Factor -</b> Understand ways our behaviour, actions and diet can affect sleep</p> <p>Describe changes to sleep that occur during puberty</p>			
PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:

					
MFL:	MFL:	MFL:	MFL:	MFL:	MFL:
<p><b>The programme of study skills forms a strategic overview of progress for modern languages, that will be incrementally developed over the annual curriculum cycle to ensure pupils are competent at the end of the 2 year cycle.</b></p> <p><b>Programme of study skills include:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally* and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied.</li> </ul>					
<p><b><u>Phonics Instruments</u></b></p> <p>Explore and name/spell at least 5 different instruments in Spanish with the correct definite article/determiner.</p> <p>Explain that the instruments do not all have the same definite article/determiner.</p> <p>Say/write at least 5 short phrases on 5 different instruments in Spanish (using prompt).</p>	<p><b><u>Seasons</u></b></p> <p>Name/spell all 4 seasons in Spanish with the correct article/determiner with some support.</p> <p>Say/write a short phrase on at least one season in Spanish from memory with high accuracy (with prompt).</p> <p>Say/write which my favourite season in Spanish is and reason why using the conjunction 'porque'.</p>	<p><b><u>Vegetables</u></b></p> <p>Repeat most of the 10 vegetables in Spanish with their correct article</p> <p>Ask somebody in Spanish for a particular vegetable.</p> <p>Listen attentively and respond in a very simple Spanish role play about buying vegetables at a market stall (using model conversation and word bank).</p>	<p><b><u>Ice Creams</u></b></p> <p>Repeat most of the 10 ice-cream flavours in Spanish as presented in this unit.</p> <p>Begin to explore patterns of sounds and language to spell five of these ice-cream flavours in Spanish.</p> <p>Say in Spanish that I would like an ice-cream, using 'quisiera'.</p> <p>Explain in Spanish what flavour ice-cream I would like (using model answer).</p>	<p><b><u>In the Classroom</u></b></p> <p>Repeat, remember and attempt to spell most of the 12 classroom objects in Spanish with their correct indefinite article/determiner.</p> <p>Reason why it is necessary to change the word for 'a' before a classroom object to the correct word for 'my'.</p> <p>Summarise in spoken and written form what I have and do not have in my pencil case.</p>	<p><b><u>Goldilocks</u></b></p> <p>Listen attentively and use picture cards to sequence the story correctly.</p> <p>Repeat from memory most of the words that match the pictures (using a word bank).</p> <p>Summarise most of the story with phrase cards by finding key words and using these to guide me.</p> <p>Synthesise my own story board in Spanish (with some given language to support).</p>



			Summarise in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub.		
<p><b><u>Phonics Instruments</u></b></p> <p>Name/spell all 10 instruments in Spanish with the correct definite article/determiner.</p> <p>Demonstrate understanding that the instruments do not all have the same definite article/determiner.</p> <p>Reach informed conclusions about the articles/determiners for each instrument confidently from memory.</p> <p>Say/write 10 short phrases on the ten different instruments in Spanish from memory.</p>	<p><b><u>Seasons</u></b></p> <p>Name/spell all 4 seasons in Spanish from memory, with high accuracy and with the correct article/determiner.</p> <p>Say/write a short phrase on each season from memory in Spanish with high accuracy.</p> <p>Say/write which is my favourite season from memory in Spanish and explain why using the conjunctions 'y' and 'porque'.</p>	<p><b><u>Vegetables</u></b></p> <p>Name and recognise all 10 vegetables presented in this unit in their plural form.</p> <p>Link the spelling, sound and meaning of more than five of these vegetables in Spanish with relative accuracy.</p> <p>Ask somebody in Spanish for a particular vegetable, using "Quisiera..." ("I would like...") including one kilo or a half kilo.</p> <p>Perform a very simple Spanish role play about buying vegetables at a market stall.</p>	<p><b><u>Ice Creams</u></b></p> <p>Name and recognise all 10 ice-cream flavours as presented in this unit.</p> <p>Attempt to spell more than five of these flavours in Spanish with high accuracy.</p> <p>Say in Spanish that I would like an ice-cream using 'quisiera'.</p> <p>Explain in Spanish what flavour ice-cream I would like.</p> <p>Explain in Spanish whether I would like my ice-cream in a cone or a small pot/tub.</p>	<p><b><u>In the Classroom</u></b></p> <p>Repeat, recall and spell all 12 classroom objects in Spanish with their correct indefinite article/determiner from memory with high accuracy.</p> <p>Reach informed conclusions about changing the word for 'a' before a classroom object to the correct word for 'my' with confidence.</p> <p>Explain in spoken and written form what I have and do not have in my pencil case from memory with high accuracy.</p>	<p><b><u>Goldilocks</u></b></p> <p>Reach informed conclusions about the order of picture cards to sequence the story correctly.</p> <p>Repeat from memory all the words matching all the pictures.</p> <p>Explain and recall the story using phrase cards by reading the cards and then putting them quickly into the right order.</p> <p>Synthesise my own story board in Spanish with little support.</p>
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
	Tweed Foundation Church - celebrating Christmas	Duddo Stones Zoe Long - DT	Church - celebrating Easter	Hopes and Aspirations Week (Links to PSHE)	Dynamic Earth