

Hutton Rudby Primary School

Curriculum



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School Ethos

- At the heart of the school is the individual child. It is our fundamental task to enable each child in our care to develop to their fullest potential. This task we share firstly with parents in partnership and also with all other professional agencies which may be concerned with a child's well being.
- We encourage the highest standards in work, behaviour and presentation of which each child is capable.
- We hope that children learn to live together in an atmosphere of friendship and that they understand the need to care for each other and to regard highly each person's contribution, thus learning the values of integrity and sharing. While developing the child's individual potential within the school we hope they develop an understanding of and relationship with their local community. Through this relationship, and study, we hope to nurture their understanding of the global community and their responsibilities within this. It is through a carefully structured and creative curriculum designed by teachers at the school, with Hutton Rudby children at the forefront of their minds, we aim to enthuse lifelong learning in children.
- We aim to provide children with the relevant depth of knowledge in a broad and balanced, bespoke curriculum, which is outlined later in the prospectus. We aim to teach the concepts and skills associated with those areas of study in a structured progressive and engaging way.
- We aim to provide the children with a variety of extra-curricular opportunities, and the chance to take their primary school beyond the classroom through sport, drama and music.
- Hutton Rudby Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Hutton Rudby Primary follow the North Yorkshire Safeguarding Children's Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child(ren). However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on our website.

School Vision

Our school's vision keeps children at the heart of everything we do, as we work together providing an education which will prepare them as lifelong learners, ready to overcome life's challenges as they journey into the big, wide world. Our vision is centred around the CHILD:

Culture & community

Healthy mind & body

Individual excellence

Lifelong learners

Determination

Curriculum Statement

Intent

We have 5 clear aims which are inextricably intertwined with our school vision and ethos.

Through our curriculum we intend to help our children in the following areas:

C – Culture & Community: We want our children to be citizens of the world and a valued member of their communities.

H – Healthy Bodies & Minds: We want our children to be mentally and physically healthy and ready to learn.

I – Individual Excellence: We want all of our children to achieve their full potential and will set high expectations for all to help them do so.

L – Lifelong Learners: We want our children to be able to take the skills they learn here and apply them to the rest of their lives, with a desire to continue learning.

D – Determination: We want our children to be resilient in the face of adversity and to never give up.

The curriculum at Hutton Rudby Primary School is designed to provide a broad and balanced education that is inclusive of the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for life's journey.

It ensures that academic success, as well as physical and mental development and health and well-being are key elements that support the development of the whole child and promote a positive attitude to learning, giving them the skills and drive to continue learning long into the future.

We recognise our role in developing children's sense of community and the associated skills and attitudes to become valued citizens of the future, in a safe and nurturing environment.

We aim to increase our children's levels of determination and resilience, allowing them to flourish as they grow older.

The aim of our curriculum is for pupils to have the necessary skills to be successful, independent and motivated learners in readiness for their next stage of education, and that the children are prepared for their futures.

The curriculum celebrates diversity and values all children with dignity.

We encourage children to be confident and enthusiastic learners and enable them to take risks.

Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

Implementation

At Hutton Rudby Primary School, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage.

Our curriculum follows the 2014 National Curriculum and embeds our CHILD vision in the areas of learning that are taught throughout the school. Our progression documents are devised to allow teachers to teach defined skills, knowledge and understanding in a structured way that ensures progression through the school, consistency across year groups and coverage over time.

The areas of learning have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, children will be able to explore concepts deeper, applying their knowledge in different contexts.

We recognise the changing needs and interests of our pupils and we are responsive to this, regularly developing existing topics.

Starting in EYFS, all children develop their phonic knowledge through the 'Letters and Sounds' phonics programme and develop their fluency in reading through regular reading.

Foundation subjects are delivered as bespoke lessons centred around an area of learning, and assessed using the National Curriculum as a basis to ensure coverage and progression throughout the school. All staff take responsibility for areas of subject leadership and inexperienced staff shadow more experienced to help them develop professionally. Staff are encouraged to attend appropriate CPD and experienced staff provide training for teachers and TAs.

Themed days and weeks, as well as other enrichment activities are key to the curriculum design.

Subject leaders monitor lessons and offer advice, support and guidance to further improve the standard of teaching and learning in the school. Subject leaders visit classes to observe lessons, they monitor the work in books and spend time talking to the children about their learning. The school regularly receives feedback from the children through pupil voice questionnaires and conversations.

Children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success, whilst the more able children are supported with increasingly challenging work designed to enrich their learning.

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our school, are embedded within the curriculum and through themed days.

In our curriculum, whilst skills are sequentially planned and taught, adaptations are regularly made based on the needs of the children which arise through quality assessment, and the interests of the children which arise over the course of a term / year.

In English, children experience lessons on grammar, punctuation, spelling and handwriting.

The Mathematics curriculum is split into two parts: Arithmetic and Reasoning.

Most days, the children have a dedicated Arithmetic session – working on the key arithmetic methods with the curriculum.

Typically, in KS1 this is verbal focussing on key knowledge, whilst in KS2 it is typically 15-20 minutes focussing on basic skills.

We want our children to become fluent in the fundamentals of Mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Our mathematics curriculum has been designed to follow the spiral curriculum theory, whereby topics are returned to over time either in the main lessons, or the basic skills / key knowledge sessions.

Each child from Year 1-6 has a maths.co.uk and Times Tables Rockstars account in which they can hone their fluency skills and practise their mental-maths.

English and mathematics are taught in mixed ability groups. In all year groups, there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians with an emphasis on quality first teaching. Interventions take place at appropriate times during the day to help children who need additional support in achieving a goal. Intervention groups are flexible and aim to help children make rapid progress to reach their goals.

Sports coaches support physical education and dance. There is a comprehensive programme of tournaments (COVID19 pending) that all children are able to participate in throughout their time at school.

COVID19 pending, Children participate in swimming lessons in Year 3 (and, if necessary, subsequent years) to ensure they are competent swimmers before the end of their time at Hutton Rudby Primary School.

All subject leaders are given training, time and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school.

Themed weeks, whole school activities and opportunities within and outside school all enrich and develop the children's learning.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds provide opportunities to enrich different curriculum areas, particularly science and geography.

We have a small wooded area with a pond that the children regularly use for science lessons and for writing stimuli.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through performances, competitions and events involving other schools.

We have a Twitter page where children's learning and successes are celebrated regularly.

Impact

From their own starting points, children will make excellent progress academically, socially, mentally and physically, developing a sense of community so that they are well prepared for the next stage in their life journey.

All of our children will have the skills, knowledge and understanding to be successful and demonstrate individual excellence in all that they choose to do. They will leave Hutton Rudby Primary School confident and dignified individuals, with a desire to continue learning and a deep respect for others, which is embedded through their behaviour and them as citizens of the future. They will have the belief and determination to overcome the biggest challenges.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	History: The Great Fire of London (events beyond living memory)	Geography: Animals and their habitats. Where do our favourite animals come from? (Human and physical geography Geographical skills and fieldwork/Place knowledge)	Geography: Chinese New Year, study on China (Locational and Place knowledge/ Geographical skills and fieldwork/Place knowledge)	History: Terror Lizard! (events beyond living memory)	Geography: The River Leven (Geographical skills and fieldwork/Place knowledge)	History: Oh I do like to be beside the seaside! (Changes within living memory)
	Science: Seasonal changes	Science: Identifying animals	Science: My Body	Science: Everyday materials	Science: Identifying plants	Science: Seasonal changes
Year 2	History: Terrific Turrets (events beyond living memory)	Geography: Our Wonderful World – What are the 7 wonders of the world? (Locational knowledge/Place knowledge)	History: Plague! Cholera in Hutton Rudby (Significant events in own locality)	Geography: Naturally Nutritious (Geographical skills and fieldwork/Place knowledge)	History: Famous People : Captain Cook and others (the lives of significant individuals)	Geography: Catching crabs (Human and physical geography)
	Science: Growth and survival	Science: Living in habitats	Science: Growing plants	Science: Growing plants	Science: Super scientists	Science: Living in Habitats
Year 3	History: Yabadabbado! (Changes in Britain from Stone Age to the Iron Age)	Geography: Deadly Deserts (Locational knowledge and physical geography)	Geography: Rainforest (Locational knowledge and physical geography)	History: How has Hutton Rudby changed over time? (Local history study)	History: It's all Greek to me! (Achievements of earliest civilisations)	Geography: Why are capital cities in Britain, Europe and the World located near rivers? (Locational and Place knowledge)
	Science: Rocks, Fossils and Soils	Science: Light and shadow	Science: How plants grow	Science: How plants grow	Science: Forces and Magnets	Science: Health and movement
Year 4	History: Romana Vitoria! (The Roman Empire and its impact on Britain)	Geography: Water cycle (Physical geography)	History: The Dark Ages! (Anglo Saxons)	Geography: Mountain Climbers Comparing local and World mountain habitats and Human features(Locational and Place knowledge)	History: Villainous Vikings to the Stormin Normans (The struggle for the Kingdom of England)	Geography: Climate change study (Human and physical geography/Locational knowledge)
	Science: Eating and digestion	Science: States of Matter	Science: Circuits and conductors	Science: Changing Sound	Science: Living Environments	
Year 5	History: Tudors (A British history study extending chronological knowledge beyond 1066)	Geography: We are cartographers (Geographical skills and fieldwork/Locational and Place knowledge)	History: The Mummy returns! (Achievements of earliest civilisations)	Geography: The Blue Planet (Physical and Human/ Geographical skills and fieldwork)	History: Victorians: (A British history study extending chronological knowledge beyond 1066)	Geography: World Location Study (Locational knowledge)
	Science: Properties and changes of materials	Science: Forces in action	Science: Earth and Space	Science: Earth and Space	Science: Life Cycles	Science: Changes and reproduction
Year 6	History: World At War (Significant turning point in British history)		Geography: Man VS Volcano (Physical and Human/ Geographical skills and fieldwork/ Locational and Place knowledge)		History: Eldorado! (The Mayans) (Non-European society study)	
	Science: Changing Circuits	The Heart	Science: Seeing Light	Science: Classifying Organisms	Science: Healthy Bodies	Science: Evolution & Inheritance

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Transcription Spelling	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: -s or -es as a plural marker in nouns and third person singular marker in verbs and use these within writing</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation and use this prefix in writing</p> <p>Use the suffixes -ing, -ed, -er and -est where no change is needed to the spelling of the root words and use within writing</p> <p>Apply simple spelling rules and guidance as listed in National Curriculum English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far</p> <p><i>Refer also to: Letters and Sounds Phonics Overview</i></p>	<p>Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exceptions</p> <p>Spell more words with contracted forms</p> <p>Spell by learning to use the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near homophones</p> <p>Form and spell nouns using suffixes such as -ness -er and by compounding words e.g. whiteboard, superman</p> <p>Form and spell adjectives using suffixes such as -ful -less</p> <p>Use suffixes -er and -est in adjectives</p> <p>Use -ly to turn adjectives into adverbs</p> <p>Apply spelling rules and guidance as listed in National Curriculum English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</p> <p><i>Refer also to: Letters and Sounds Phonics Overview</i></p>	<p>Use further prefixes and suffixes and understand how to add them (see English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (Year 3 and Year 4 statutory spelling list)</p> <p>Identify word families based on common root words</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p> <p><i>Refer also to: National Curriculum English Appendix 1 for more specific guidance</i></p>	<p>Spell more complex words that are often misspelt (Year 3 and Year 4 statutory spelling list)</p> <p>Place the possessive apostrophes accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p> <p><i>Refer also to: National Curriculum English Appendix 1 for more specific guidance</i></p>	<p>Use further prefixes and suffixes and understand how to add them (see English Appendix 1)</p> <p>Spell some words with 'silent' letters</p> <p>Spell some of the Year 5 and 6 statutory words correctly</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically (as listed in English Appendix 1)</p> <p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary</p> <p>Use a thesaurus</p> <p><i>Refer also to: National Curriculum English Appendix 1 for more specific guidance</i></p>	<p>Use further prefixes and suffixes and understand how to add them (see English Appendix 1)</p> <p>Distinguish between homophones and other words which are often confused (see English Appendix 1)</p> <p>Spell most of the Year 5 and 6 statutory words correctly</p> <p>Use dictionaries to check the spelling and meaning of words including uncommon or ambitious vocabulary</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically (as listed in English Appendix 1)</p> <p>Use a thesaurus</p> <p><i>Refer also to: National Curriculum English Appendix 1 for more specific guidance</i></p>

Writing Transcription Handwriting	<p>Sit correctly at table, holding pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0 – 9</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters when adjacent to one another, are best left unjoined</p> <p>Write capitals and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Increasingly use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Write increasingly legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task</p>
Writing Composition	<p><i>Write sentences by:</i></p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives (real or fictional)</p> <p><i>Check, discuss and perform by:</i></p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discussing what they have written with the teacher or other pupils</p> <p>Reading aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events, recording these simply and clearly</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p><i>Make simple additions, revisions and corrections to their own writing and perform by:</i></p> <p>Evaluating their writing with the teacher or other pupils</p> <p>Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation</p>	<p><i>Plan writing by:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary</p> <p>Discussing and recording ideas within a given structure</p> <p><i>Draft and write by:</i></p> <p>Composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures from English Appendix 2 (see English Appendix 2)</p> <p>Organising writing into paragraphs as a way of grouping related material</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material using headings and subheadings to organise texts</p> <p><i>Evaluate, edit and improve and perform by:</i></p> <p>Assessing the effectiveness of their own writing</p> <p>Proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling and punctuation errors including</p>	<p><i>Plan writing by:</i></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><i>Draft and write by:</i></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures (see English Appendix 2)</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>In non-narrative material using simple organisational devices (e.g. headings and subheadings)</p> <p><i>Evaluate, edit and improve and perform by:</i></p> <p>Assessing the effectiveness of their own and others’ writing and suggest improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the</p>	<p><i>Plan writing by:</i></p> <p>Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p><i>Draft and write by:</i></p> <p>Writing effectively for a range of purposes and audiences</p> <p>selecting the appropriate form and drawing independently on what they or the class have read as models for their own writing</p> <p>Selecting appropriate grammar and vocabulary, including that within English Appendix 2 (see English Appendix 2)</p> <p>In narratives, describing settings, characters and atmosphere</p> <p>Integrating dialogue in narrative writing to convey character</p> <p>Precising longer paragraphs</p>	<p><i>Plan writing by:</i></p> <p>Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p><i>Draft and write by:</i></p> <p>Writing effectively for a range of purposes and audiences</p> <p>selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see English Appendix 2)</p> <p>In narratives, describing settings, characters and atmosphere</p>

		<p>(e.g. ends of sentences punctuated correctly) Reading aloud their writing with appropriate intonation to make the meaning clear</p>	<p>capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials Proof-read for spelling and punctuation errors including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials Confidently read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number or through tense choices Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining) Using different verb forms mostly accurately with consideration for audience and purpose <i>Evaluate, edit and improve and perform by:</i> Assess the effectiveness of their own and others' writing Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2) Ensuring the mostly consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural Distinguishing between the language of speech and writing Proof-read for spelling errors especially those linked to Year 5 spelling expectations Proof-read for punctuation errors including the use of brackets, dashes or commas to indicate parenthesis and use commas to clarify meaning or avoid ambiguity Performing their own compositions, using appropriate intonation, volume, and</p>	<p>Integrating dialogue in narrative writing to convey character and advance the action Accurately precisising longer paragraphs Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, columns, bullet points, underlining). <i>Evaluate, edit and improve and perform by:</i> Assess the effectiveness of their own and others' writing with reasoning Proposing reasoned changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2) Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural Distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling errors especially those linked to Year 6 spelling expectations Proof-read for punctuation errors including the use of semi colons, colons, dashes, hyphens and punctuation of bullet points in lists Performing their own compositions, using appropriate intonation, volume, and</p>
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					movement so that meaning is clear	movement so that meaning is clear
Vocabulary, Grammar and punctuation Sentence level	Understand how words can combine to make sentences Use joining words and join clauses using 'and'	Use subordination (using when, if, that, because) and coordination (using or, and but) in writing Use expanded noun phrases for description and specification Understand how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel Express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, in, because of)	Use standard forms for verb inflections instead of local spoken forms e.g. We were instead of We was Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must	Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use the passive to affect the presentation of information in a sentence Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing
Vocabulary, Grammar and punctuation Text level	Sequence sentences to form short narratives	Make the correct choice and make consistent use of present tense and past tense throughout writing Use the progressive forms of verbs in the present and past tense to mark actions in progress	Begin to use paragraphs as a way to group related material Use headings and subheadings to aid presentation Use the present perfect form of verbs instead of the simple past	Use paragraphs to organise ideas around a theme Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly Link ideas across paragraphs using adverbials of time e.g. later, of place e.g. nearby, of number e.g. secondly, or tense choices e.g. he had seen her before	Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence and ellipsis Use layout devices e.g. headings, subheadings, columns, bullets or tables, to structure text

Vocabulary, Grammar and punctuation Punctuation	Separate words with spaces Understand the use of capital letters, full stops, question marks and exclamation marks in reading and sentence construction and use them to demarcate sentences in some of their writing Use a capital letter for names of people, places, the days of the week and the word I	Understand the use of capital letters, full stops, question marks and exclamation marks in reading and sentence construction and use them consistently to demarcate sentences Understand the use of commas in lists and use them to separate items in a list Use commas to correctly punctuate expanded noun phrases Understand the use of apostrophes and use them to show where letters are missing (omission) and to show possession (singular) in writing	Understand the use of and begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within the inverted commas Use apostrophes to mark plural possession Use commas after fronted adverbials	Understand the use brackets, dashes and commas in punctuating parenthesis and use them in writing to indicate and punctuate parenthesis Use commas to clarify meaning or avoid ambiguity	Understand the use of the semi-colon, colon and dash in marking the boundary between independent clauses and use them for this purpose in writing Use the colon to introduce a list and use semi colons within lists Use bullet points to list information Understand how hyphens can be used to avoid ambiguity and use them for clarity in writing Understand the purpose of ellipsis and use in writing to create suspense and tension
Vocabulary, Grammar and punctuation Terminology <i>Children should use the relevant terms and understand their meaning. Children to continue to use and explore previously learnt terminology whilst developing the use of new terminology</i>	Letter Capital letter Word Singular Plural Sentence Punctuation Full Stop Question mark Exclamation mark Split Digraph Adjacent consonant	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjectives Adverb Verb Past tense Present tense Apostrophe comma	Proposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Inverted commas	Determiner Pronoun Possessive pronoun Adverbial	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word Reading	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words</p> <p>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</p> <p>Read other words of more than one syllable that contain GPCs</p> <p>Read words with contractions and understand the apostrophe represents the omitted letter</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the taught GPCs</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet</p> <p><i>dis-</i> <i>mis-</i> <i>in-</i> <i>il-</i> <i>im-</i> <i>ir-</i> <i>-ly</i></p> <p>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to Year 3 and 4 statutory words)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet</p> <p><i>re-</i> <i>sub-</i> <i>inter-</i> <i>super-</i> <i>anti-</i> <i>auto-</i> <i>-ation</i> <i>-ous</i></p> <p>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to Year 3 and 4 statutory words)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet. (linked to the expectations of Year 5 and 6 spelling rules and the Year 5 and 6 statutory words)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed, both to read aloud and to understand the meaning of new words they meet. (linked to the expectations of Year 5 and 6 spelling rules and the Year 5 and 6 statutory words)</p>

<p>Reading Comprehension</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Linking what they read or hear read to their own experience Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phases Learning to appreciate rhymes and poems and to recite some by heart Discussing word meanings linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with a retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meaning of words, linking new meanings to know vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the</p>	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally Identifying theme in a range of books Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently by: Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>	<p>Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words they have read Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry (e.g. free verse or narrative poetry) Identifying themes and conventions in a wide range of books Understand what they read, in books they can read independently by: Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by: Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Recommending books that they have read to their peers, giving reasons for their choices Identifying and discussing themes and conventions in writing Making comparisons within books Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context</p>	<p>Maintain positive attitudes to reading and understanding of what they read by: Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across different books Learning a wider range of poetry by heart Reading age-appropriate books, including whole novels with confidence and fluency Understand what they read by: Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas and using quotations for illustration Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language,</p>
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	<p>or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inference on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text make sense to them as they read and correct inaccurate reading</p> <ul style="list-style-type: none"> • Make inferences on the basis of what is said and done <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Ask questions to improve their understanding of the text</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence</p> <p>Predicting what might happen from details stated</p> <p>Identifying main ideas drawn from more than one paragraphs and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning to include paragraphs, headings, sub-headings and inverted commas to punctuate speech</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding of the text with increasing complexity</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence clearly taken from the text</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraphs and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession and fronted adverbials</p> <p>Retrieve and record information from non-fiction over wide range of subjects</p> <p>Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say</p>	<p>Asking questions to improve their understanding of complex texts</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously</p>	<p>including figurative language considering the impact on the reader</p> <p>Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously and with clear reasoning</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Word Reading	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discuss the significance of the title and events</p> <p>Recite some poems and rhymes by heart</p> <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by the group and the teacher</p> <p>Use the language of time (including telling the time throughout the day first using o'clock and then half past)</p> <p>Describe, position, direction and movement, including whole, half, quarter and three quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities.</p> <p>Problems should include the</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Discuss their favourite words and phrase</p> <p>Answer and ask questions</p> <p>Participate in discussions about books, poems and other works that are read to them and those than can be read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those than can be read by themselves</p> <p>Develop positive</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of second, minutes and hours; use vocabulary such as o'clock, a.m/p.m, morning, afternoon, noon</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action</p> <p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination</p> <p>Ask reasoned questions to improve his/her understanding of a text</p> <p>Participate in considered discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Read aloud their 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>Describe positions on a 2D grid as coordinates in the first quadrant</p> <p>Describe movements</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Ask questions to improve their understanding</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p> <p>Pronounce mathematical vocabulary correctly</p>	<p>Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and plays to read aloud and perform showing understanding through intonation, tone, volume so that the meaning is clear to an audience</p> <p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader</p> <p>Ask specific reasoned questions to improve their understanding</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning</p> <p>Explain and discuss his/her understanding of what they have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary</p> <p>Perform their own</p>

	<p>terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than</p> <p>In working scientifically, ask simple questions and recognise that they can be answered in different ways (ask people questions; talk about what they have found out and how they found it out; communicate their findings in a range of ways and begin to use simple scientific language)</p>	<p>attitudes towards and stamina for writing by planning or saying out loud what they are going to write about</p>	<p>and midnight</p> <p>Describe the properties of 3D and 3D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or less than a right angle</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Make a spoken report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss their ideas and communicate findings in ways that are appropriate for different audiences</p>	<p>between positions as translations of a given unit to the left/right and up/down</p> <p>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them</p> <p>Make a clear and reasoned report on findings from scientific enquiries</p> <p>Use relevant scientific language to discuss their ideas with reasoning and communicate findings in ways that are appropriate for different audiences</p>	<p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>Use and understand the terms factor, multiple and prime, square and cube numbers</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time</p>	<p>compositions, using appropriate intonation, volume and movement so that the meaning is clear</p> <p>Pronounce mathematical vocabulary correctly and confidently</p> <p>Use the whole number system, including saying, reading and writing numbers accurately</p> <p>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number & Place Value	<p>Count to and past 100, forwards and backwards starting from any number</p> <p>Count and read numbers to 100 in numerals</p> <p>Count and write numbers to 100 in numerals</p> <p>Count in jumps of 2s, 5s, and 10s</p> <p>Identify one more and one less of a given number</p> <p>Find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least</p> <p>Read and write 1 to 20 in numbers</p> <p>Read and write 1 to 20 in words</p> <p>Count in 2s, 5s, and 10s to solve problems</p> <p>Partition and combine numbers using apparatus if required</p>	<p>Count forward and backward in jumps of 2, 3 and 5 from 0 and in 10s from any number</p> <p>Find the place value of each digit in a number with tens and units</p> <p>Find and show numbers using different equipment such as number lines and number squares</p> <p>Compare and order numbers from 0 to 100 using <, > and =</p> <p>Read and write numbers to 100 in numbers</p> <p>Read and write numbers to 100 in words</p> <p>Use number facts and place value to answer questions</p> <p>Partition two-digit numbers into different combinations of tens and ones using apparatus</p> <p>Recall the multiples of 10 below and above any 2 digit number</p>	<p>Count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit of a number with hundreds, tens and ones</p> <p>Compare and order numbers up to 1000</p> <p>Find, show and estimate numbers using objects and pictures</p> <p>Read and write numbers up to 1000 in numbers</p> <p>Read and write numbers up to 1000 in words</p> <p>Solve number and word problems</p>	<p>Count in multiples of 6, 7, 8, 9, 25 and 1000</p> <p>Find a 1000 more or less than a given number</p> <p>Count backwards through 0 to include negative numbers</p> <p>Recognise the place value of each digit of a four digit numbers (thousand, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations including measures</p> <p>Round numbers to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve large positive numbers</p> <p>Read Roman numerals to 100 and know that the number system has changed to include 0 and place value</p>	<p>Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Keep multiplying a number by 10 or 100 up to 1,000,000 & count back</p> <p>Use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0</p> <p>Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>Solve number and practical problems that involve ordering and comparing numbers to 1,000,000, counting forwards or backwards in steps, negative numbers and rounding</p> <p>Read Roman numerals to 1000 and recognise years written in these</p>	<p>Round any number to a required degree of accuracy</p> <p>Use negative numbers in context when looking at temperature or money; counting in jumps forward and backwards through 0</p> <p>Solve number and practical problems that involve ordering and comparing numbers up to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero</p> <p>Show an understanding of place value including decimals</p>
Addition & Subtraction	<p>Read and understand number statements using +, - and =</p> <p>Write number statements using +, - and =</p> <p>Change calculations to give the same answers, e.g. $3+2=5$ so $2+3=5$</p> <p>Show that addition is the opposite of subtraction, e.g. if $3+2=5$, then $5-3=2$</p> <p>Remember most of the number bonds for 10 and link the connected facts</p> <p>Use number bonds up to 20</p>	<p>Use reasoning within addition</p> <p>Solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures</p> <p>Answer simple addition and subtraction questions in my head as well as by writing them down</p> <p>Recall all number bonds to 10, use these to work out bonds to 20, and link related facts</p> <p>Use addition and</p>	<p>Add and subtract numbers in my head including a three digit number and ones</p> <p>Add numbers with up to three digits using formal column methods</p> <p>Add and subtract numbers in my head, including a three digit number and tens</p> <p>Subtract numbers with up to three digits using formal column methods</p> <p>Add and subtract numbers</p>	<p>Add numbers with up to four digits using formal column methods</p> <p>Use estimating and inverse operations to check my answers</p> <p>Subtract numbers with up to four digits using formal column methods</p> <p>Solve two step addition and subtraction problems using different methods and explain why I use them</p>	<p>Add and subtract numbers with more than four digits using written methods</p> <p>Add and subtract two and three digits in my head</p> <p>Use rounding to check answers to calculations and determine levels of accuracy</p> <p>Solve addition and subtraction problems needing more than one step and can work out which operation and method is most suitable</p>	<p>Mentally calculate using a mix of four operations</p> <p>Solve problems with more than one step and operation and explain why I used them</p> <p>Solve addition and subtraction word and practical problems</p> <p>Use estimation to check answers to calculations and determine an appropriate degree of accuracy</p> <p>Solve addition and</p>

	<p>Use subtraction facts up to 20</p> <p>Add one and two digit numbers up to 20</p> <p>Subtract one digit and two digit numbers to 20</p> <p>Answer problems that use addition and subtraction, including missing number problems, using objects and pictures</p>	<p>subtraction facts to 20 quickly and work out similar facts to 100</p> <p>Add and subtract a 2 digit number and a 1 digit number mentally and when using objects, number lines and pictures</p> <p>Add and subtract a 2 digit number and tens mentally and when using objects, number lines and pictures</p> <p>Add and subtract two 2 digit numbers mentally and when using objects, number lines and pictures</p> <p>Add and subtract three one digit numbers mentally and when using objects, number lines and pictures</p> <p>Show that adding 2 numbers can be done in any other, but subtraction cannot</p> <p>Show that subtraction is the opposite of addition and use this to check my work</p> <p>Remember doubles and halves up to 20</p> <p>Use estimation to check that my answers to a calculation make sense</p> <p>Solve missing number problems using addition and subtraction</p>	<p>in my head, including a three digit number and hundreds</p> <p>Estimate the answer to a calculation and use this and inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</p>			<p>subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable</p>
<p>Multiplication & Division</p>	<p>Answer multiplication questions using objects, pictures and other equipment</p> <p>Answer division questions using objects, pictures and other equipment</p>	<p>Remember and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers</p> <p>Answer multiplication and division problems within the tables using \times, \div and $=$</p> <p>Show that multiplying two numbers can be done in any</p>	<p>Recall and use multiplication and division facts for the 3, 4 and 8 times tables</p> <p>Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers</p> <p>Solve problems, including</p>	<p>Recall times table facts up to 12×12</p> <p>Use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers</p> <p>Use factor pairs in mental calculations</p>	<p>Find multiples and factors of a number and can identify factors common to two different numbers</p> <p>Use vocabulary relating to prime numbers, prime factors and composite numbers</p> <p>Work out if any given number up to 100 is a prime number and can recall prime numbers up to</p>	<p>Multiply numbers up to four digits by a two-digit number using a formal written method</p> <p>Divide numbers up to four digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate</p> <p>Divide numbers of up to</p>

		<p>other but division cannot</p> <p>Answer questions involving multiplication and division mentally and with objects</p> <p>Answer questions involving multiplication and division using arrays and repeated addition</p> <p>Use multiplication facts for 2, 5 and 10 to make deductions outside known multiplication facts</p> <p>Solve multiplication and division word problems with more than one step</p> <p>Rewrite addition statements as simplified multiplication statements</p>	<p>missing number problems, involving multiplication and division, including factors and ratio</p>	<p>Multiply two digit and three digit numbers by a one digit number using a formal written method</p> <p>Solve problems involving multiplication and addition, including the distributive law such as $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$</p>	<p>19</p> <p>Multiply numbers up to 4-digits by a 1 or 2-digit number using a formal written method</p> <p>Mentally multiply and divide numbers using the times tables</p> <p>Divide numbers with up to four digits by a one digit number using formal written methods and can explain remainders</p> <p>Multiply and divide numbers by 10, 100 and 1000</p> <p>Identify and use square numbers and their notation</p> <p>Solve problems involving multiplication and division, using factors and multiples, squares and cubes</p> <p>Identify and use cube numbers and their notations</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates</p>	<p>four digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate</p> <p>Mentally calculate using a mix of four operations and increasingly large numbers</p> <p>Identify common factors, multiple and prime numbers</p> <p>Use the order of importance of the four operations when answering questions</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Use estimating to check answers and problem solving</p> <p>Use common factors and multiples to simplify fractions and express fractions in the same denomination</p>
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<p>Fractions (including decimals & percentages)</p>	<p>Find and name $\frac{1}{2}$ (half) of an object, shape or amount Find $\frac{1}{4}$ (quarter) of an object, shape or amount</p>	<p>Find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ Write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$</p>	<p>Count up and down in tenths and know that tenths are made from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10 Write and find fractions of a set of data and can recognise fractions with small denominators Find and use fractions of numbers such as $\frac{1}{4}$ of 8 = 2 and $\frac{3}{4}$ of 8 = 6 Identify and show equivalent fractions Add fractions with the same denominator within one whole Subtract fractions with the same denominator within one whole Compare and order fractions with the same denominator Solve fraction problems</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths and know that dividing an object by 100 creates hundredths and 10 creates tenths Solve problems involving fractions to calculate quantities and fractions to divide quantities Add and subtract fractions with the same denominator Find and write decimal equivalents using tenths and hundredths Find and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value Round decimals using tenths to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple money and measure problems involving fractions and decimals to two decimal places</p>	<p>Compare and order fractions whose denominations are all multiples of the same number Find and name equivalent fractions whose denominations are all multiples of the same number Find and name equivalent fractions of a given fractions including tenths and hundredths Write equivalent fractions of a given fraction including tenths and hundredths Identify mixed numbers and improper fractions and convert from one to another such as $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$ Add and subtract fractions whose denominations are all multiples of the same number Multiply fractions by whole numbers using objects and pictures Read and write decimal numbers as fractions such as $0.71 = \frac{71}{100}$ Identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents Round numbers with two decimal places Read, write, order and compare numbers with up to three decimal places Solve problems involving numbers with up to three decimal places Identify the percent symbol (%) and how it relates to parts per hundred, hundredths and decimals Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and those fractions with a denominator of a multiple of 10 or 25</p>	<p>Compare and order fractions including those > 1 Add and subtract fractions with different denominators and mixed numbers Multiply simple pairs of proper fractions, writing the answers in the simplest form such as $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$ Divide proper fractions by whole numbers such as $\frac{1}{3} \div 2 = \frac{1}{6}$ Link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$, and 0.378 is $\frac{3}{8}$ as a simple fraction Explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000 Multiply numbers less than 10 with up to 2 decimal places by whole numbers Use written division methods for numbers with up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Use equivalences between simple fractions, decimals and percentages to help me solve problems</p>
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<p>Measure</p>	<p>Solve problems for length and height by telling which objects are longer or shorter / taller or shorter Solve problems for mass and weights by telling which objects are heavier or lighter Solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another Solve problems for time. I can tell is something is quicker or slower. I can tell if something happened earlier or later Measure weight or mass and write these measurements down Measure capacity or volume and write these measurements own Measure time in hours, seconds or minutes and write these measurements down Tell how much different coins or notes are worth Tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening Talk about dates using the days of the week, weeks, months and years Tell what the time is in hours and half past the hour. I can draw these on a clock face Measure and begin to record length / height</p>	<p>Choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales Compare amounts using these signs: <, > or = Use the £ and p signs. I can use notes and coins to make a particular amount Find different ways for coins to add up to an amount Add and subtract money and give change Put different events in order and compare them Tell the time to 5 minutes. I can tell when it is quarter to or quarter past an hour. I can draw these on a clock Tell you how many minutes are in an hour and how many hours are in a day Read scales in divisions of ones, twos, fives and tens Read scales where not all numbers on the scale are given and work out points in between Read the time on a clock to the nearest quarter of an hour</p>	<p>Measure, compare add and subtract: lengths (m/cm & mm); mass (kg/g); volume & capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract money giving change, using pounds and pence. I can do this with real coins and notes Tell the time on a clock face. I can do this if it uses the Roman numerals from I to XII and I can use a 12 or 24 hour clocks Write the time on a clock face. I can do this is I use Roman numerals from I to XII and I can use 12 or 24 hour clocks Estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight Tell you the number of seconds in a minute and how man days there are in a month, a year, and in a leap year Compare how much time is taken by different events or tasks</p>	<p>Convert different units of measurement e.g. I can convert kilometres into meters or hours into minutes Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and meters Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures, including money in pounds and pence Read, write and convert time between analogue and digital 12- and 24- hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p>Convert between different forms of metric measurement e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and milliliter Understand and compare equivalences between metric and common imperial units such as inches, pounds and pints Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes Estimate volume, e.g. Using 1cm³ blocks to build cuboids (including cubes) and capacity, e.g. using water Solve problems involving converting between units of time Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling</p>	<p>Solve problems involving the calculation and conversations of units of measure, using decimal notation up to three places if I need to Use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to three decimal places Convert between miles and kilometres Recognise the shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae to find the areas or volumes of shapes Calculate the areas of parallelograms and triangles Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm³), cubic metres (m³). I can extend this to other units e.g. mm³ and km³</p>
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<p>Geometry Properties of shape/Geometry Position and direction</p>	<p>Recognise and name common 2-D shapes such as rectangles, squares, circles and triangles Recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres Talk about whole, half, quarter and three quarter turns. I can use this to explain movement, direction and position</p>	<p>Notice and explain the properties of 2-D shapes e.g. the number of sides and line of symmetry Notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces Name some 2-D and 3-D shapes in pictures or in a group and know some of their properties Spot 2-D shapes on the surface of 3-D shapes in pictures or in a group and know some of their properties Compare and sort common 2-D and 3-D shapes and everyday objects Order mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations Recognise angles as properties of shape. I know that angles are a description of a turn Spot right angles. I can spot when angles are greater or less than a right angle Know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn Spot horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2D shapes presented in different orientations Plot positions on a 2-D grid as positive number coordinates Describe movements between positions as translations of a given unit to the left / right and up / down Plot points I am given and draw sides to complete a given polygon</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Estimate and compare acute, obtuse and reflex angles and know that angles are measured in degrees Draw given angles, and measure them in degrees (°) Identify angles at a point and one whole turn (total 360°) Identify angles at a point on a straight line and ½ a turn (total 180°) Identify other multiples of 90° Use the properties of rectangles to deduce related facts and find missing lengths and angles Tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles Identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed</p>	<p>Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons Recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles Recognise, describe and build simple 3D shapes, including making nets Compare and classify geometrical shapes based on properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Describe positions in all four quadrants on a full coordinate graph Draw and translate simple shapes on the coordinate plane and reflect these in the axis</p>
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Statistics		Read and draw simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category Ask and answer questions about totalling and comparing grouped data	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions e.g. "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	I can solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average
Ratio						Solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers Solve problems involving the calculation of percentages and use percentages for comparisons Solve problems involving shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping and use knowledge of fractions and multiples to do so
Algebra						Use simple formulae Create and describe linear number sequences Record missing number problems algebraically Find pairs of numbers which complete an equation with two unknowns Create a list of possibilities of the combination of two variables

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Use simple equipment to observe closely</p> <p>Perform simple tests</p> <p>Identify and classify</p> <p>Use his/her observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the NC</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Communicate ideas and what is found out in a variety of ways</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p>	<p>Ask relevant questions and begin to use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries and begin to understand what makes a fair test</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p>Gather, record, classify and present data to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys and tables</p> <p>Report on findings from enquiries, including oral and written explanations.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or support findings</p>	<p>Ask relevant questions and confidently use different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use scientific evidence to answer questions or support findings</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements using a range of scientific equipment with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Plan different types of scientific enquiries to answer own & other's questions, including recognising and controlling variables where necessary</p> <p>Take measurements using a range of scientific equipment with increasing accuracy & precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests and explain why</p> <p>Report and present findings from enquiries, including conclusions, causal relationships & explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Describe and evaluate their own and other people's ideas related to topics in the NC (including ideas that have changed over time) using evidence from a range of sources</p> <p>Group and classify things & recognise patterns</p> <p>Find things out using a wide range of secondary sources of information</p> <p>Use appropriate scientific language and ideas to explain, evaluate & communicate methods & findings</p>

<p>Animals</p>	<p>Identify and name a variety of common animals inc. fish, amphibians, reptiles, birds and mammals Group animals according to what they eat Identify and name a variety of common animals; carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals. (fish, reptiles, amphibians, birds and mammals inc. pets) Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense</p>	<p>Understand that animals including humans, have offspring which grow into adults Describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Describe the changes as humans develop to old age</p>	<p>Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle have on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans</p>
<p>Evolution</p>						<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p>Living things and their habitats</p>		<p>Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other Identify and name a variety of plants and animals in their habitats, including</p>		<p>Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of reproduction in some plants and animals</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>

		<p>micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>				
Forces and Magnets			<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air-resistance and friction, the act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	
Earth and Space					<p>Describe the movements of the Earth and the other planets, relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, moon and Earth as approximately spherical bodies</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	

Light			<p>Recognise that light is needed in order to see things and that the dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p>			<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Sound				<p>Identify how sounds are made, associating them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>		

<p>Materials</p>	<p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			<p>Compare and group together every day materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets Recognise that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
<p>Rocks and Soils</p>			<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p>			

Electricity				<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, buzzers, bulbs and switches</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, and associate metals with being good conductors</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>
States of Matter				<p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Identify the parts played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>		

Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal			
Seasonal Changes	Observe changes to the four seasons Observe and describe weather associated with the seasons and how day length varies					

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and Developing Ideas	<p>Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work, and develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>(For example Great Fire of London- Compare Joseph Turner ‘Burning Houses of Parliament (traditional artwork) with craftsman David Best ‘London 1666’ (burning sculptures)) (For example Animals and their Habitats-Compare David Mackie, Norwegian artist Andreas Lie and Megan Coyle (For example The River Leven- Compare the works of Leonid Afremov- (Abstract art), Claude Monet ‘Water Lillies’ (Impressionism), Luxembourg Art, Andy Goldsworthy, <u>Georges Pierre Seurat- Bathers at Asnières 1884</u>) (For example Beside the Seaside – Compare the works of ‘The Beach at Trouville by Claude Monet, The Sea at Les Saintes-Maries-de-la-Mer by Van Gough, Erin Hanson, Vanessa Mae)</p>	<p>Record and explore ideas from first hand observation, experience and imagination Ask and answer questions about the starting points for their work and the processes they used Develop their ideas Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p>(For example Neil Armstrong- Compare Van Gogh ‘Starry Night’, William Turner, Arthur Dove ‘The Moon and Me’ and Thai Pagoda ‘Moon Painting’) (For example Terrible Turrets- Compare Paul Klee ‘Castle and the Sun’ and Paul Signac ‘The Chateau des Papes’) (For example Plague- Hutton Rudby- Compare ‘Cholera’ Joseph Legare and ‘Cholera Plague, Quebec 1832’) (For example Catching Crabs- Compare Catching Crabs by William Smith Jewett and Catching Crabs by Winslow Homer)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>(For example explore Stone Age Art vs Iron Age Art: Stone Age- Prehistoric cave paintings in Lascaux, France / Magura Cave /Cave of hands in Argentina Iron Age:Chauvet Cave / Lascaux Cave (For example Rainforest- Explore artists Henry Rousseu, Ruth Daniels, John Dyer and Nixiwaka Yawanawá) (For example It’s all Greek to me- Compare different Ancient Greek mosaics, compare Greek sculptures such as the statue of Zeus at Olympia and the statue of Athena at Parthenos)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>(For example Giant Slalom!- Explore Leroy Nieman ‘Slalom 1980’ (Expressionism) and German artist Mirek Kuznair ‘Slalom’/Jeremy Houghton) (For example The Dark Ages- Explore Byzantine Art (symbolism and religious paintings), Romanesque Art (painting based on Christianity and religion) , Giotto , Ambrogio Lorenzetti, stone sculptures and carving) (For example Climate Change- Explore artwork by ‘Yamima’ Tina Spiro- climate activist artist, Just one Drop by Debra Espinosa, Mural of Greta Thumbberg, Sean Hula Yoro, Jill Pelto, Courtney Mattison and Tamiko Thiel)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>(For example The Victorians- Explore the Pre- Raphaelites (observing nature)- ‘The Beloved Bride by Rossetti 1866, The Lady of Shalot by Waterhouse 1888 and William Morris textiles designer) (For example We are Cartographers - Explore the relationship between art and cartographers) (For example The River Tees- Explore textile artists Mary Worwood and Carole Saxby / collage artist Eileen Downes) (For example The Tudors- Explore artists Hans Holbein, Leonardo da Vinci, Hieronymus Bosch and Giuseppe Arcimboldo) (For example Japan- Explore famous artists Hokusai, ‘Dance of Cranes by Morita, Andro Hiroshige, Kitagawa)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes Question and make thoughtful observations about starting points and select ideas and processes to use in their work Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>(For example World at War – Explore ‘Corn Poppies’ by Claude Monet, Otto Dix (German art), Paul Nash, David Bomberg and Wyndam Lewis ‘Gassed’) (For example Man vs Volcano- compare Nick Rowland, Andy Warhol and Margaret Goodfrey) (For example The Mayans- Explore Mayan Mask designs)</p>
Evaluating and developing work	<p>Review what they and others have done and say what they think and feel about it. (For example through annotating their sketchbook) Identify what they might change in their current work or develop in their future work (Compare their work to the style of other artists)</p>	<p>Review what they and others have done and say what they think and feel about it. (For example through annotating their sketchbook) Identify what they might change in their current work or develop in their future work Annotate work in their sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further Annotate work in their sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them Adapt their work according to their views and describe how they might develop it further</p>

<p>Drawing</p>	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media (For example Great Fire of London: crayons, pastels, chalk, pencils, felt tips- flames) (For example David Mackie- coloured pencils) Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour (For example The River Leven – explore line shape and colour to create river impressions using mark making)</p>	<p>Layer different media, for example crayons, pastels, felt tips, charcoal and ballpoint Understand the basic use of a sketchbook and work out ideas for drawings Draw for a sustained period of time from the figure and real objects, including single and grouped objects (For example observational drawings of different parts of a castle using pencil, charcoal or ballpoint to create shading) Experiment with the visual elements; line, shape, pattern and colour. (For example Neil Armstrong- line drawings of modern day space craft) (For example line drawing- cross hatching techniques to form Cholera cartoon drawings – George Cruickshank and John Leach) (For example felt tips- produce the ‘Iron Hills’ using the landscape style of David Hockney)</p>	<p>Experiment with different grades of pencil and other implements Plan, refine and alter their drawings as necessary Use their sketchbook to collect and record visual information from different sources Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern. (For example The Rainforest- look closely at the birds of the rainforest experiment with pencil gradients to draw feathers in fine detail) (For example Greek pottery- pencil drawings of designs)</p>	<p>Make informed choices in drawing inc. paper and media Alter and refine drawings and describe changes using art vocabulary Collect images and information independently in a sketchbook Use research to inspire drawings from memory and imagination. (For example The Romans- still life painting- ‘ Wall Painting from Pompeii inspiration) (For example The Dark Ages- stained glass window patterns) Explore relationships between line and tone, pattern and shape, line and texture. (For example The Romans- shadow drawings of the Roman pillars of the Colosseum)</p>	<p>Use a variety of source material for their work Work in a sustained and independent way from observation, experience and imagination Use a sketchbook to develop ideas Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (For example The Mummy Returns- study Pharaoh portraits looking at line, tone pattern, colour and shape) (For example The Tudors- study Tudor portraits)</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media. (For example World at War- explore Abstract Art by Caroline Ashwood) (For example Man Vs Volcano – experiment with splatting wet paint inspired by Nick Rowland / pop-artist painting ‘Vesuvius’ by Andy Warhol / blowing liquid water colours inspired by the work of Margarate Goodfrey) Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. (For example The Mayans Masks- research the celebration, battle and death masks - use pastels, clay) (For example use images from the Ancient Mayan calendar and explore the symbols- create some abstract art using symbols) Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
<p>Painting</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint (For example use acrylic paint to create fire impressions) (For example Animals and habitats- David Mackie uses watercolour) (For example The River Leven- Leonid Afremov uses oil paint and palette knife) Create different textures e.g. use of sawdust</p>	<p>Mix a range of secondary colours, shades and tones Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. (For example Neil Armstrong- marbled painting of the moon and planets, puffy painting, layering with white string) (For example Peter Thorpe – rocket paintings use of scraping through, building and layering/Julie Perrot – splat painting) Name different types of paint and their properties</p>	<p>Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc (For example Cave artists- used twigs, moss and horsehair brushes to dab paint, blowing paint through tubes or wind pipes onto rocks) Work confidently on a range of scales e.g. thin brush on small picture etc</p>	<p>Make and match colours with increasing accuracy Use more specific colour language e.g. tint, tone, shade, hue Choose paints and implements appropriately (For example The Dark Ages- ‘The Alfred Jewel’ and ‘The Purse Lid’ choose metallic paints to recreate artefacts) Plan and create different effects and textures with paint according to what they need for the task. (For example The Romans- painting on plaster and wood)</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours Work on preliminary studies to test media and materials (For example Japan- ink washing paintings based on ‘Pine Trees’ by Hasegawa) Create imaginative work from a variety of sources. (For example study the famous artists of Japan produce imaginative work based on their styles) (For example Tudor portraits- look at the use of colours)</p>	<p>Create shades and tints using black and white (For example World at War- experiment with black tints for silhouettes) Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies, test media and materials and mix appropriate colours Work from a variety of sources, including those researched independently Show an awareness of how paintings are created (composition).</p>

	(For example Beside the Seaside- mix sand and paint to form beach texture)	Work on a range of scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects.		(For example The Dark Ages- mix paint with gel glue to create a transparent glass look) Show increasing independence and creativity with the painting process. (For example The Romans- figure painting)		
Printing	<p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>☑ Carry out different printing techniques e.g. monoprint, block, relief and resist printing. (For example Great Fire of London- Foam printing, shaving foam and ink to represent flames and beams of the Tudor houses) (Card printing- Make a Tudor house from strips of card and print on top of flames) (For example Animals and their Habitats- Animal printing- bubblewrap, sponges, mushrooms, polystyrene, netting, corn on the cob, feathers and finger printing.</p> <p>☑ Make rubbings.</p> <p>☑ Build a repeating pattern and recognise pattern in the environment (For example Animal printing).</p>	<p>Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <p>☑ Design patterns of increasing complexity and repetition. (For example Captain Cook Aboriginal Artwork) (For example Stamped castles)</p> <p>☑ Print using a variety of materials, objects and techniques. (For example Neil Armstrong- foil printing to create the moon)</p>	<p>Print using a variety of materials, objects and techniques including layering. (For example Desert landscape collage- layering using different techniques- artist Cassie Stephens as inspiration)</p> <p>(For example using sand or studying sand rippling patterns in the desert to create textured prints)</p> <p>☑ Talk about the processes used to produce a simple print.</p> <p>☑ to explore pattern and shape, creating designs for printing. (For example study Stone Age repeated designs and create prints / hand prints as stencils blowing paint around your hand- Cave of Hands in Argentina)</p> <p>(For example Rainforests- study and draw tropical foliage stencils and create sponge prints/ negative pastel prints)</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>☑ Select broadly the kinds of material to print with in order to get the effect they want</p> <p>☑ Resist printing including marbling, silkscreen and coldwater paste. (For example The water cycle- make prints using marbling effects to create rainwater)</p>	<p>Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>☑ Choose the printing method appropriate to task. (For example Japanese calligraphy on silk and paper and the woodblock printing technique)</p> <p>(For example The Mummy Returns- printing Egyptian symbols using poly-block printing)</p> <p>☑ Build up layers and colours/textures. (For example The Victorians- decoupage technique using paper cut outs glued on in layers)</p> <p>☑ Organise their work in terms of pattern, repetition, symmetry or random printing styles. (For example The Victorians- create repeated and patterned wallpaper designs in style of William Morris)</p> <p>☑ Choose inks and overlay colours.</p>	<p>Describe varied techniques.</p> <p>☑ Be familiar with layering prints. ☑ Be confident with printing on paper and fabric. (For example The Mayans – print Mayan relic patterns onto different papers)</p> <p>☑ Alter and modify work. ☑ Work relatively independently</p>

<p>Textiles/Collage</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca (For example Beside the seaside- fish weaving)</p> <p>How to thread a needle, cut, glue and trim material (For example study 'The Seaside' by Kate Durdy using hand stitching and fabrics)</p> <p>Create images from imagination, experience or observation (Seaside experiences)</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc (For example Megan Coyle- Animals and their habitats using collage – different papers including magazines) (For example Van Gough based seascape collage painting)</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery</p> <p>Create textured collages from a variety of media (For example Neil Armstrong- create a view from a spaceship using paint and textured collage materials) (For example Catching Crabs- Robin Paris using batik wax technique) (For example Captain Cook's waistcoat patterns – embroidery)</p> <p>Make a simple mosaic (For example Captain Cook aboriginal art mosaic)</p> <p>Stitch, knot and use other manipulative skills</p>	<p>Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué (For example The Stonge Age- Fabric dyeing – use berries and flowers to dye cotton – experiment with different natural materials to make different colours) (For example Iron Age- explore Celtic designs and make prints using curves and twists) (For example It's all Greek to me- Ancient Greek Mosaics using different papers)</p> <p>Name the tools and materials they have used</p> <p>Develop skills in stitching. Cutting and joining</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p>	<p>Match the tool to the material</p> <p>Combine skills more readily</p> <p>Choose collage or textiles as a means of extending work already achieved (For example The Dark Ages- Anglo Saxons- Bayeux Tapestry use of embroidery)</p> <p>Refine and alter ideas and explain choices using an art vocabulary</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p> <p>Experiments with paste resist (For example The Romans- use paste resist to create Roman tiles and mosaics)</p>	<p>Join fabrics in different ways, including stitching. (For example The River Tees- create a river impression based on textile artist Mary Worwood- join different fabrics - netting, silk, beads, different threads / Carole Saxby textile artist- distress technique using layering of fabrics) (For example The Mummy Returns: study papyrus scrolls- stitch Egyptian symbols onto hessian material)</p> <p>Use different grades and uses of threads and needles (For example The Tudors- Tudor embroidery patterns/ Tudor 'loop weaving')</p> <p>Extend their work within a specified technique</p> <p>Use a range of media to create collage (For example We are cartographers- Use a range of materials inspired by New York City Pigeon by Jason LaFerra) (For example The Victorians- the 'decoupage technique' to create plates) (For example The River Tees- produce a river in the style of collage artist Eileen Downs)</p> <p>Experiment with using batik safely (For example The River Tees- create batik impressions of a river or use layered drawing and wax resist to make a river sculpture) (For example The Tudors- Henry the 8th collage based on Hans Holbein's famous painting in 1536)</p>	<p>Awareness of the potential of the uses of material (For example World at War- Jessica Coote 'Autumn Poppies' explore potential uses of materials) (For example The Mayans- explore Guatemalan Worry Doll tradition- Mayan worry dolls- use dolly begs and wool materials)</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work. (For example World at War- Jacqueline Hurley- impasto acrylic to form textures) (For example Poppy collage- inspired by Huichol art- construction paper, tissue paper and foil in layers- make poppies using beads, yarn and pom-poms) (For example tissue Paper layering (Margarate Goodfrey)</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
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<p>3D Form</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping Explore sculpture with a range of malleable media, especially clay (For example Chinese plates and patterns using clay and ink) (For example Beside the seaside plaques- impress shells and sand onto clay – experiment with textures)</p> <p>Experiment with, construct and join recycled, natural and man-made materials. (For example Great Fire of London- Create a 3-D Building with 3-D flames using recycled materials) (For example Chinese New Year- Create a Chinese dragon using wire and recycled water bottles/ Cardboard tube tiger craft) (For example River Leven- Andy Goldsworthy creates rivers from natural land materials)</p> <p>Explore shape and form.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models Build a textured relief tile (For example Neil Armstrong- flour and white paint mixture to create the moon) (For example Terrible Turrets- castle wall textured relief tiles)</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently (For example Stone Age carvings – the Romanian figurine ‘The Thinker’ as inspiration- making small statues of men, women, children and animals from clay/ imprinting stone age symbols into clay) (For example The Stone Age- make pottery pots used for cooking)</p> <p>(For example It’s all Greek to Me- Athenian pottery using red clay) Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively. (For example Iron Age- making wood carvings of idol Gods)</p> <p>Make a simple paper mache object. (For example Paper Mache Greek Vases – using scratch paper to create a design)</p> <p>Plan, design and make models. (For example Stone Age: plan, design and make a model of the Stonehenge)</p>	<p>Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Plan, design, make and adapt models Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of materials. (For example The Romans- using coloured chick peas to create mosaic designs)</p>	<p>Describe the different qualities involved in modelling, sculpture and construction. (For example The Mummy Returns- make an Egyptian Death Mask using clay – research how they modelled, sculpted and constructed the masks) (For example The Tudors- carve and sculpt a Tudor Rose using clay and paints)</p> <p>Use recycled, natural and man-made materials to create sculpture. (For example The Mummy Returns: Pyramids- use cardboard, matchsticks, cocktail sticks, sand mixed with paint , Styrofoam)</p> <p>Plan a sculpture through drawing and other preparatory work (For example The Mummy Returns – build a pyramid structure use sand mixed with paint to create texture)</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. (For example The Mayans- masks using Mayan imagery)</p> <p>Make a mould and use plaster safely (For example Man vs Volcano- mould and use plaster to form Pompeii figurines)</p> <p>Create sculpture and constructions with increasing independence</p>
<p>Breadth of study</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use ICT (For example Andreas Lie- use of photoshop)</p> <p>Investigate different kinds of art, craft and design. (For example David Best- burning wooden sculptures)</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. (For example Neil Armstrong- 3D view from space)</p> <p>Use ICT Investigate different kinds of art, craft and design.(For example Pop- Up Art- Wonders of the World 3D)</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales (For example create large scale patterns in sand- ‘Desert Breath’ by Danae Stratou (the installation artist), Alexandra Stratou (the industrial designer and architect), and Stella Constantides (the architect))</p> <p>Use ICT Investigate art, craft and design in the locality and in a variety of genres, styles and traditions (For example It’s all Greek to me- create mosaics using black and white pebbles outside) (For example It’s all Greek to me- tiling using wallpaper paste and ceramic to create a 3D mosaic)</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use ICT investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use ICT (For example Cartographers- map designs using ICT)</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. (For example The River Tees- textiles artists- Mary Worwood, Carole Saxby)</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales Use ICT (For example Man vs Volcano- pop-artist painting ‘Vesuvius’ by Andy Warhol- create computer art designs based on his style)</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions</p>

Computing Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text and Multimedia	Work with others and with support to contribute to a digital class resource which includes text, graphic and sound	Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work	Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed-back	Use advanced tools in word processing /DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience	Multimedia work shows restrained use of effects that help to convey meaning rather than impress	Multimedia work uses effects only to convey meaning
Digital Images (photos, paint, animation)	Use a range of simple tools in a paint package	Use a range of tools in a paint package/image manipulation software to create/ modify a picture to communicate an idea – all units Create a simple animation to tell a story	Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea	Make a short film/animation from images (still and/or moving) that they have sourced, captured or created	Use images that they have sourced /captured/manipulated as part of a bigger project (for example presentation or document)	Use images that they have sourced/ captured/manipulated as part of a bigger project, understanding that some images are copyrighted and thus shouldn't be used (for example presentation or document)
Electronic Communication	Contribute ideas to a class email to another class/school etc.	Work collaboratively by email to share and request information of another class or story character	Begin to understand the need to abide by school e-safety rules	Share ICT work they have done electronically by email, VLE, or uploading to authorised sites	Be able to explain the need for e-safety rules Be able to explain how to be a responsible online citizen	Help create and update school rules for e-safety
Research and E Safety	As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.) They show an awareness of different forms of information	Children use a search engine to find specific relevant information to use in a presentation for a topic They save and retrieve their work	Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found Children talk about using ICT to find information/resources noting any frustrations and showing an emerging	Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. They show an understanding that not all information on the internet is accurate Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety	Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate	Show an understanding of how/why search engine results are ranked Use appropriate methods to validate information and check for bias and accuracy

			understanding of internet safety	policy		
Control (algorithms)	Control simple everyday devices to make them produce different outcomes – beebots.	Control a device, on and off screen, making predictions about the effect their programming will have Children can plan ahead	Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen	Engage in Scratch based problem solving activities that require children to write procedures etc. and to predict, test and modify Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming - LEGO	Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs) - LEGO. Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose – create a map & sprite to traverse it.	Create and program using scratch
Handling information (databases and graphs)	As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness/ one to one correspondence	Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions Enter information into a simple branching database, database or word processor and use it to answer questions They save, retrieve and edit their work	Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject They follow straight forward lines of enquiry to search their data for their own purposes They talk about their experiences of using ICT to process data compared with other methods	Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions Enter information and interrogate it (by searching, sorting, graphing etc) Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered	Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings The need for accuracy is demonstrated and strategies for spotting implausible data are evident	Children should be able to talk about issues relating to data protection and the need for data security in the world at large

Data logging (science and maths)			Begin to use a data logger to sense physical data	Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings Interpret the results and use these in their investigations	Children are able to identify their own opportunities for data logging Realise the advantages of using ICT to collect data that might otherwise be problematic	Children are able to identify their own opportunities for data logging and carry out their own experiments They check and question results and are able to spot trends in data and identify when problems may have occurred
Understanding Technologies (individual technologies)	Show an awareness of the range of devices and tools they encounter in everyday life	Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)	Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made	Make choices about the devices and tools they use for specific purposes and explain them in relation to the context	Begin to show an awareness of specific tools used in working life	Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices
Understanding Technologies (networks)	Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, AppleTV)	Begin to show an awareness that computers can be linked to share resources	Show an understanding that their password is the key to accessing a personalised set of resources and files Show an awareness of where passwords are critical in everyday use (for example parents accessing bank details)	Show an understanding of the school network and how it links computers to resources in school and beyond.	Show an understanding of the school network and compare this with other networks they may encounter at home or in the wider world (e.g. banks)	Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.
Understanding Technologies (the internet)		Use websites and demonstrate an awareness of how to manage their journey around them (for example using the back/forward button, hyperlinks)	Show an awareness that not all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs.	Perform a search using different search engines and check the results against each other, explaining why they might be different.	Perform a search using different search engines and check the results against each other, explaining why they might be different. Show an awareness of the need for accuracy in spelling and syntax to search effectively.	Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Processes (Design)	<p>Create simple designs for a product</p> <p>(For example Great Fire of London- Design a Tudor house and fire engine)</p> <p>(For example Animals and their habitats- Design an animal enclosure / habitat in a box)</p> <p>(For example Chinese New Year- Chinese fan, kite, puppets, lanterns, life-size dragon)</p> <p>(For example Seaside- buggies, beach huts, seaside snacks)</p> <p>Use pictures and words to describe what they want to do</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>(For example Captain Cook- Design your own ship or undiscovered island)</p> <p>(For example Neil Armstrong- Design a spacesuit, space helmet, space buggy, solar system in a box)</p> <p>(For example Terrible Turrets- Design a castle, turret, bridge, catapult)</p> <p>(For example Catching crabs- Design a crabbing net)</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology</p> <p>(For example research Captain Cooks ship 'The Endeavour' and space buggy designs)</p>	<p>Use knowledge of existing products to design his/her own functional product</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programs</p> <p>(For example design a desert/ rainforest in a box (look at habitats)</p> <p>(For example analyse ancient hunting tools – design a tool that meets the needs of a Stone Age Hunter Gatherer)</p> <p>(For example design Stone Age clothing/Iron Age jewellery)</p>	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience</p> <p>Create designs using exploded diagrams</p> <p>(For example Romans – study shields, chariots, purse, Celtic huts, Roman villas, jewellery)</p> <p>(For example Vikings- Longboats, longhouses, helmets)</p>	<p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</p> <p>(For example Look at Tudor inventions)</p> <p>Create prototypes to show his/her ideas</p> <p>(For example Tudor crowns and costumes)</p> <p>(For example Victorians- Punch and Judy set up)</p> <p>(For example Victorian toys)</p>	<p>Use 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</p> <p>(For example World at War- Design and make a soldiers survival kit/stretcher for the battlefield/soldiers uniforms/air raid shelters/armoured vehicles /gas masks and boxes)</p> <p>(For example Man vs Volcano- Design and make a pulley to rescue people after volcano eruptions / 3D model of a volcano / ash clouds)</p> <p>(For example Mayan – 3D masks / pottery / Maya headdresses / Maya weaving into cloth)</p> <p>Generate, develop, model and communicate his/her own ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer-aided design</p>

<p>Processes (Make)</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing)</p> <p>Use a range of simple tools to cut, join and combine materials and their components safely</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing) accurately</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (For example Terrible Turrets- Build a tower using construction kits - Can you make a bridge out of paper?) (For example marshmallow and spaghetti bridges (explore structures)</p>	<p>Safely measure, mark out, cut, assemble and join with some accuracy Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them (For example Yabadabadoo! Technology tools and inventions/ Pottery) (For example Iron Age jewellery) For example Dying clothes in the Iron Age using natural materials and embroidery)</p>	<p>Use techniques which require more accuracy to cut, shape, join and finish his/her work for example cutting internal shapes, slots in frameworks</p> <p>(For example Romans- use techniques to make a shield)</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities (For example Romans – create a Roman purse using textiles (For example Romans- create a mini chariot, aqueduct or coliseum from construction materials) (For example Water- cycle- Build a 3D model) (For example Celtic huts/ Roman villas) (For example Viking weaving to create woolen patches</p>	<p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place</p> <p>(For example Egyptian jewellery)</p> <p>(For example make a Tudor money pouch using textiles and Tudor costumes)</p> <p>Provide step by step plans to guide his/her making demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques (For example Victorians- Punch and Judy puppets) (For example Design and make a Victorian toy) (For example Mummy returns- Use salt dough to make amulets / create a 3D cat mask / make the sarcophagus, coffin and mummy / canopic jars (pottery or clay)</p>	<p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p> <p>Use technical knowledge and accurate skills to problem solve during the making process</p>
<p>Processes (Evaluate)</p>	<p>Ask simple questions about existing products and those that they have made (For example Animals and their habitats- Evaluate animal enclosures in the zoo) (For example evaluate the materials houses were built from during the Great Fire of London) (For example evaluate beach huts – link to waterproof materials)</p>	<p>Investigate and analyse a range of existing products (For example Terrible Turrets - Evaluate bridges and structures of castles) Evaluate their ideas and products against design criteria</p>	<p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>	<p>Consider how existing products and his/her own finished products might be improved and meet the needs of the intended user For example evaluate the effectiveness of the Vikings longboat design / longhouses materials) (For example Romans- research Roman villas and Celtic huts)</p>	<p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she has made (For example Mayan pyramids)</p> <p>Understand how key events and individuals in design and technology have helped shape the world (For example explore Mayan technology)</p>

<p>Processes (Technical Knowledge)</p>	<p>Build structures exploring how they can be made stronger, stiffer and more stable</p> <p>(For example Great Fire of London- Are wood and straw good materials to build houses from? Investigate materials that could have made the houses stronger, stiffer and more stable)</p> <p>(For example The seaside- Build a beach hut- experiment with materials)</p> <p>Use wheels and axles in a product</p> <p>(For example make a fire engine to help put out the fire (use wheels and axles)</p> <p>(For example Seaside- Make a beach buggy using wheels and axles)</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>(For example 7 wonders of the world- explore structures – How have the structures lasted?)</p> <p>Explore and use mechanisms (For example leavers, sliders, wheels and axles) in their products</p> <p>(For example Neil Armstrong- Make a moon buggy using mechanisms based on the book ‘Man on the Moon’)</p> <p>(For example Terrible Turrets- Create a catapult using mechanisms)</p>	<p>Strengthen frames using diagonal struts</p> <p>(For example build a survival shelter to survive in a rainforest</p> <p>(For example Yabadabadoo Weapons using diagonal struts</p> <p>Understand how mechanical systems such as levers and linkages of pneumatic systems create movement</p> <p>(For example Yabadabadoo- Investigate tools and weapons in the Stone Age and Iron Age</p>	<p>Apply techniques that he/she has learnt to strengthen structures and explore his/her own ideas</p> <p>(For example Roman shields Design and build a bridge – how can you make it stronger?)</p> <p>(For example Viking helmets)</p> <p>Understand and use electrical systems in products (For example series circuits incorporating switches, bulbs, buzzers and motors)</p> <p>(For example Fan boats or electrical cars)</p>	<p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</p> <p>(For example Victorians- Clifton Suspension Bridge)</p> <p>(For example The Mummies Return- Build structures of the pyramids of Egypt / wooden coffins)</p> <p>(For example Tudors- Build a Tudor House / crowns)</p> <p>Understand how to use more complex mechanical or electrical systems</p> <p>[Mechanical for example gears, pulleys, cams, levers and linkages]</p> <p>(Electrical for example series circuits incorporating switches, bulbs, buzzers and motors)</p> <p>(For example compare Victorian toy cars to electrical toy cars today)</p> <p>(For example study clockwork toys – build a Victorian merry go round/ clockwork train/Jack in the Box)</p> <p>(For example Victorian light up house – compare Victorian forms of electricity to modern electricity)</p>	<p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p> <p>(For example build a Mayan pyramid/temple)</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product</p> <p>(For example World at War- Morse code)</p>
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<p>Cooking and Nutrition</p>	<p>Talk about what they eat at home and begin to discuss what healthy foods are Understand where some foods come from and give examples of food that is grown Use simple tools with help to prepare food safely</p> <p>(For example The Great Fire of London- Pudding Lane Bakery (make bread/cakes) – Discuss the importance of fire safety in the kitchen)</p> <p>(For example Chinese New Year- cook and prepare noodles/ dumplings – discuss safety rules)</p> <p>(For example The Seaside- Create a fruit salad, make savoury sandwiches, or create a drink to cool you down (milkshakes))</p>	<p>Understand the need for a variety of food in a diet Understand that all food has to be farmed grown or caught Use a wider range of cookery techniques to prepare food safely (For example investigate and read Captain Cook’s journal- what did he eat? (School trip- Captain Cooks museum- food tasting and making)) (For example 7 wonders of the world- taste and prepare simple foods from around the world)</p> <p>(For example The Plague- investigate and make foods that people used to try and cure the Plague)</p>	<p>Talk about the different food groups and name foods from each group Understand that food has to be grown, farmed or caught In Europe and the wider world (For example the development of food and cooking from the Stone Age to the Iron Ag that led people to move from hunting to farming (Hunter Gatherers to Farmers))</p> <p>(For example Rainforest Tribes- cooking</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</p>	<p>Understand what makes a healthy, balanced diet, and that different foods and drinks provide different substances and the body needs to be healthy and active Understand seasonality and the advantages of eating seasonal and locally produced food</p> <p>(For example identify foods that were brought to Britain by the Romans (For example make nettle tea))</p> <p>(For example make bread made by the Romans)</p> <p>(For example become Celtic chefs cooking foods for the Romans)</p> <p>(For example Dark Ages- make wheat porridge)</p>	<p>Understand the main food groups and the different nutrients that are important for health Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable/tasty to eat Select appropriate ingredients and use a wide range of techniques to combine them</p> <p>(For example design a Victorian themed menu – study/make Victorian foods)</p> <p>(For example plan and cook a Tudor Feast using recipes)</p> <p>(For example make a Tudor pomander (Christmas)</p>	<p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet Use information on food labels to inform choices Research, plan and prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques applying his/her knowledge of ingredients</p> <p>(For example World at War- rationing Follow recipes- carrot scones, Lord Woolton Pie, potato piglets, soup, almond biscuits, war fruit cake)</p> <p>(For example look at Mayan farming)</p> <p>(For example make Mayan tortillas/foods from maize/cocoa beans drink with chili)</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Name the four countries of the United Kingdom</p> <p>Locate the four countries of the United Kingdom, their capital cities and surrounding seas (find on a map and be able to label a map)</p> <p>Identify characteristics of the four countries of the United Kingdom</p> <p>Know which continent they come from</p> <p>Know the names of some other continents in the context of their new learning</p>	<p>Name and locate the world's seven continents (be able identify and label on a world map)</p> <p>Name and locate the world's five oceans (be able identify and label on a world map)</p> <p>Locate the equator and North and South Poles</p>	<p>Name and locate the world's seven continents (be able identify and label on a world map)</p> <p>Identify the location and significance of the Equator and the Northern and Southern hemisphere</p> <p>On a world map locate areas of similar environmental regions (deserts, rainforests or temperate regions)</p> <p>Name and locate the countries in Europe (including Russia, North and South America using continent maps (label maps)</p> <p>Name and locate major European capital and major cities on a map (label map)</p> <p>Name and locate major cities in the United Kingdom</p>	<p>Name and locate the countries in Europe, North and South America using continent maps (label maps)</p> <p>On a world map locate and explore areas with similar physical characteristics including rivers and mountain ranges</p> <p>Compare and contrast physical and human characteristics of regions of the UK, Europe and North America</p> <p>Name and locate major cities and counties and geographical regions in the United Kingdom and their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and land use patterns and identify how some of these have changed over time</p> <p>Identify the position and significance of the Arctic and Antarctic circle and Northern and Southern Hemisphere</p>	<p>Name and locate the World's counties using world and continent maps focusing on Europe and North and South America</p> <p>Name and locate major European, North American and South American capital and major cities as well as geographical regions on a map (label map) and explore their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and land use patterns and identify how some of these have changed over time comparing to the UK</p> <p>On a world map locate and explore areas with similar physical and/or human characteristics.</p> <p>Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich meridian and time zones</p>	<p>Name and locate the World's counties using world and continent maps focusing on Europe and North and South America and name and locate some countries of significance in Asia, Africa and Australasia in the context of their learning</p> <p>Name and locate major world capital cities, major cities and geographical regions on a map (label map) and explore their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and land use patterns and identify how some of these have changed over time</p>
Place Knowledge	<p>Begin to understand some geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country</p>	<p>Understand a range of geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country and how these have changed over time</p>	<p>Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region in a European country</p>	<p>Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country and a region within North America</p>	<p>Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country and a region within North and South America</p>	<p>Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country, a region within North and South America and the wider world</p>
Human	<p>Understand basic geographical vocabulary</p>	<p>Understand basic geographical vocabulary</p>	<p>Describe and understand key</p>	<p>Describe and understand key aspects</p>	<p>Describe and understand key</p>	<p>Describe and understand key</p>

Geography	and use to refer to key human features e.g. city, town, village, house, office, shop in a geographical context	and use to refer to key human features e.g. factory, farm, port and harbour in a geographical context	aspects of human geography including types of settlements and land use	of human geography including the distribution of natural resources including energy, food, minerals and water	aspects of human geography including economic activity including trade links	aspects of human geography including types of settlements and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water
Physical Geography	Identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features e.g. coast, forest, hill, mountain, sea, river, valley, season and weather in a geographical context	Identify seasonal and daily weather patterns in the United Kingdom and identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features e.g. cliff, coast, forest, sea, river, soil, valley, vegetation season and weather in a geographical context	Describe and understand the key aspects of climate zones and rivers Describe and understand the key aspects of some biomes and vegetation belts	Describe and understand the key aspects of climate zones, mountains and the water cycle Describe and understand the key aspects of a range of biomes and vegetation belts	Describe and understand the key aspects of climate zones, rivers and mountains in a world context Describe and understand the key aspects of the world's biomes and vegetation belts	Describe and understand the key aspects of volcanoes and earthquakes Describe and understand physical and human impact on biomes and vegetation belts
Geographical skill and fieldwork	Use United Kingdom, European and world maps, atlases and globes to identify the United Kingdom, its countries, capital cities and seas as well as its location in Europe Use world maps, atlases and globes to identify other countries and continents studied Begin to use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map Begin to use aerial photographs and plan	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied Begin to use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map and use basic symbols	Use maps, atlases and globes to locate countries and describe features studied Use four figure grid references and recognise some map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area	Use maps, atlases and globes to locate countries and describe features studied Use four figure grid references and recognise a range of map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps, plans and graphs Communicate geographical information including through maps, plans, graphs and writing	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use the eight points of a compass Use six figure grid references and recognise a range map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Begin to use accurate map symbols and keys including Ordnance Survey map symbols Use fieldwork to observe, measure and record the human and	Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use six figure grid references and recognise a range map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Use accurate map symbols and keys including Ordnance Survey map symbols Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods

	<p>perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding area Begin to communicate geographical information including through labelling</p>	<p>in a key in the context of a local study Begin to communicate geographical information including through maps and writing</p>	<p>using a range of methods including sketching maps and plans Communicate geographical information including through maps, plans and writing</p>		<p>physical features in the local area using a range of methods including sketching maps, plans, graphs and digital technologies Communicate geographical information including through maps, plans, graphs, digital technology and writing and length</p>	<p>including sketching maps, plans, graphs and digital technologies Communicate geographical information including through maps, plans, graphs, digital technology and writing and length</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in chronological order Sequence objects, artifacts or sources in chronological order (for example ordering photographs from different periods of history) Use common words and phrases relating to the passing of time	Sequence events in chronological order and discuss the similarities and differences between ways of life in different time periods Show an awareness of the past by using common words and phrases relating to the passing of time	Place events from the periods studied on a timeline, noting changes over time Begin to develop a chronologically secure knowledge and understanding of local history Understand more complex terms eg BC/AC	Place events studied on an overarching time line Create individual timelines for each era, demonstrating key events in each era and explaining why they were important. Use terms related to the period and begin to date events	Continue to develop a chronologically secure knowledge and understanding by establishing clear narratives within periods they study Place events and time periods studied on a timeline using relevant terms and period labels	Develop a chronologically secure knowledge and understanding by establishing clear narratives within and across periods they study, and have studied in primary school Place events and time periods studied on a timeline using relevant dates, terms and period labels
Range and depth of historical knowledge	Know and understand key features of important historic events Identify some similarities and differences between the past and the present, focusing on (but not limited to) changes within living memory	Learn about the lives of significant individuals in the past who have contributed to national and international achievements Identify some similarities and differences between the past and the present, focusing on (but not limited to) changes beyond living memory	Find out about everyday lives of people in this country in different ages in the past – compare these lifestyles with each other and with life today Understand lifestyles of an ancient civilisation, compare & contrast with today Appreciate the influence of an ancient civilisation on the modern world Understand why people may have believed in the stories of the gods in ancient civilisations	Use evidence to reconstruct life in an ancient civilisation Show more detailed understanding of the impact an ancient civilization had on today's world Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events in history Compare and contrast life in different ancient civilisations to now	Study different aspects of different people (for example differences between men and women) in history Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Make comparisons between specific aspects of life over periods of British history studied Make comparisons between an ancient civilisation's social structures to	Find out about beliefs, behaviour and characteristics of an ancient civilisation, recognising that not everyone shares the same views and feelings Compare beliefs and behaviours in ancient civilisations studied in Upper KS2 Write an explanation of key historical events in terms of cause and effect using evidence to support and illustrate their explanation. Focusing on finding deeper reasons using evidence Know key dates, characters and events of early 20 th Century Europe

				and each other	today's social structures Make comparisons between the role of rivers in an ancient civilization and the development of British towns and cities and modern-day Britain	
<p>Interpretations of history</p> <p>As well as increasing levels of scrutiny and exploration, progression will be evident in the types of sources studied.</p>	Use stories to encourage children to distinguish between fact and fiction Understand that different people can give different accounts of the same story Identify different ways that the past can be represented	Compare different accounts of important events in the past Explore in further detail different ways that the past can be represented	Identify and give reasons for different ways in which the past is represented Distinguish between different sources Look at different representations of a period (for example museums, cartoons, artifacts linked to the Stone Age)	Explore available evidence for the periods studied Begin to evaluate the usefulness of different sources Use text books to derive historical knowledge	Compare accounts from different sources – fact or fiction Explain why accounts and recounts may vary and establish which are more reliable and why	Link sources and establish how conclusions were drawn Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the school library and internet for research
<p>Historical enquiry</p>	Find answers to simple questions about the past from simple sources of information (for example from fossils, artifacts, picture books, accounts of the past, postcards, photographs) Describe similarities and	Show an understanding of the ways in which we find out about the past and identify different ways in which it is represented Use parts of stories and other sources to show understanding of the key features of events Ask and answer	Use a range of sources research periods studied Observe small details from artefacts and pictures Select and record information relevant to the period studied Begin to use the	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and	Confidently recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account

	differences between different sources Ask and answer basic questions about the past	questions about the past Develop questions to ask a local historian about important moments in local history (alicebarrigan@gmail.com , https://northyorkshirehistory.blogspot.com/2020/03/then-now-asiatic-cholera-covid-19.html)	library and internet for research	Use the school library and internet for research	internet for research with increasing confidence	
Organisation and communication	Talk, draw or write about aspects of the past	Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary		Recall, select and organise historical information Communicate their knowledge and understanding in an organised and structured way using appropriate terminology	Present findings and communicate knowledge and understanding in different ways Provide an account of an historical event based on more than one source	
Topic links to trade, empire, invasion, tax and democracy	<p>Empire – why was the Great Fire of London an important event in the British Empire?</p> <p>Trade – why are there towns next to the sea?</p> <p>Democracy – who decided what happened after the Great Fire of London? Why were they in charge? Who would decide today? Why are they in charge?</p>	<p>Tax – link the castles topic to Robin Hood and how tax is involved in that story.</p> <p>Invasion – why were castles built on hills?</p> <p>Empire – how did Captain Cook play an important role in building the British Empire?</p> <p>Trade – build on the reasons why towns are next to the sea, link to geography.</p> <p>Democracy – who lived in castles? How did they get them? Were they powerful? How do we decide who has the power today?</p>	<p>Invasion – in the Stone Age topic, link to how and why tribes invaded each other. How did the Ancient Greeks build their empire?</p> <p>Trade – how has trade from the local areas developed over the course of history. How has farming impacted the local area and how has this changed over history? What did Ancient Greeks trade? How did this help their empire?</p> <p>Empire – introduce other empires in the Ancient Greece topic, how was the Greek Empire different from the British Empire?</p>	<p>Empire – how did the Roman Empire come to be? How was this empire different / similar to the British Empire that would come later? How did the fall of the Roman Empire lead to the beginning of the Anglo-Saxon era?</p> <p>Invasion – how did invasions help the Roman Empire? How did they invade places? What happened when they invaded Britain? Why were there so many invasions in Anglo Saxon Britain? From where did the Vikings invade? Why was Britain so easy to invade in this time period?</p>	<p>Empire – did we have an empire in Tudor times? No but we were trying to take the countries closest to us – we were trying to start one!</p> <p>What were the Egyptian Pharaohs ruling over? How was this empire different from other empires studied?</p> <p>How did the British Empire become so powerful in Victorian times?</p> <p>Invasions – see Empire for Tudors and Victorians. What did a Victorian ‘invasion’ look like?</p>	<p>Invasion – why was Britain so difficult to invade compared to in Tudor, Anglo Saxon, Viking & Roman times?</p> <p>How did the Aztecs and Mayans meet their end? Lots of PSHE links here about who were the ‘good guys’ in this scenario.</p> <p>Empire – how did The British Empire help the Allies in the war? Which other empires were there at the time? How did the empires change from 1914 – 1945? How did the Aztecs grow to be the most powerful people around this time?</p>

			<p>Tax – how did tax work in Ancient Greece? The rich voluntarily paid more – Aristotle developed the idea of the “Magnificent Man” who gave vast sums to the community. Rich people wanted to be magnificent.</p> <p>Democracy – was there democracy in the Stone / Iron Age? How were things decided then? Why is Athens known as ‘the birthplace of democracy’?</p>	<p>Trade – how did the Roman’s grow their empire through trade? How did the Anglo-Saxons trade with each other? What kind of things were imported / exported during the Viking period?</p> <p>Tax – how did taxation work in the Roman Empire? It was usually 1%, raising to as high as 3% during times of war. Things like land, slaves, animals and wealth were taken into account. How did taxation work in Anglo Saxon Britain?</p> <p>Democracy – how did Ancient Rome contribute to democracy? What happened to democracy during the Dark Ages? Did the Vikings believe in democracy?</p>	<p>Trade – why was the Nile vital? Compare and contrast with Tudors and how they would trade. How did trade work in the British Empire in Victorian times? What did we trade and why? Who did we trade with and why?</p> <p>Tax – how were taxes collected in Ancient Egypt? Most people paid tax in grain or labour.</p> <p>Democracy – How did someone become pharaoh? How did the kings and queens of the Tudor times ascend to the throne? Was there any democracy involved here?</p>	<p>Tax – what happened with taxation during the wars and after? Was there any in Ancient Mayan times? How was it different from what we use tax for today?</p> <p>Trade – how was trade affected? Trading routes. Trade with America before they joined in WW2. What would have happened if they didn’t trade with us? Trade sanctions on Germany in 20s and 30s. How did this help the rise of Nazism? Trade between tribes. How different was it from what we know from more modern history / European history?</p> <p>Democracy – when did <i>all</i> men get the vote in the UK? Why did it happen? When did women get the vote in the UK? Why? How was Western democracy threatened during the early 1900s? How did Hitler use and then destroy democracy in Germany? What was the democratic situation in Ancient Mayan civilisations?</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Recognise and understand some familiar words and phrases in written form.	Read aloud in chorus, with confidence and enjoyment, from a known text.	A.) Make links between some phoneme, rhymes and spellings and read aloud familiar words B.) Notice the spelling of familiar words C.) Recognise how sounds are represented in written form D.) Identify specific sounds, phonemes and words.	A.) Read and understand familiar words and short written phrases B.) Follow a short text while listening and reading, saying some of the text C.) Read a wider range of words, phrases and sentences aloud D.) Apply phonic knowledge to decode text E.) Recognise and apply simple agreements (e.g. gender, plural, singular) F.) Recognise negative statements G.) Recognise categories of words (e.g. colours) and word classes	Read and understand some of the main points from a short text Recognise typical conventions of word order and compare with English Understand and use negative statements	Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information Match sound to sentences and paragraphs Notice and manipulate agreements Apply knowledge of word order and sentence construction to support understanding of written text
Writing			A.) Write some familiar simple words accurately using a model (copy) B.) Write some familiar simple words from memory	Write some familiar words and phrases (noun & gender and adjectives) without help (from memory) Copying simple structures Use question forms Use phonic knowledge to support accurate pronunciation and to write simple words and phrases Recognise and apply simple agreements (e.g. gender, plural, singular)	Understand how a simple sentence is written Write words, phrases and a few sentences using a model Remembering simple structures and applying in new contexts Joining simple sentences using y/pero Manipulate language by changing a single element in a sentence Understand and use negative statements Apply knowledge of language rules and conventions when building short sentences Use 1st, 2nd and 3rd person singular forms of familiar verbs.	Write several sentences from memory Develop a short text using a model Know how to use a bilingual dictionary to check their spelling and the gender Notice and manipulate agreements Use knowledge of words, text and structure to make meaning, using simple language Apply knowledge of words and text conventions to build meaningful sentences and short texts Use 1st, 2nd and 3rd person singular forms of familiar verbs.

Speaking	Imitate pronunciation	Respond to familiar spoken words and phrases	A.) Communicate with others using simple words and phrases B.) Use the correct pronunciation in spoken work C.) Recognise question forms and negatives	Use question forms Use phonic knowledge to support accurate pronunciation and to say	Communicate by asking a wider range of questions Express simple opinions Make a short presentation using a model Develop accuracy in pronunciation and intonation Manipulate language by changing a single element in a sentence Use repair strategies to keep a conversation going Understand and use negative statements Apply knowledge of language rules and conventions when building short sentences	Join in a short conversation Give a clear presentation in a clear audible voice Recognise the importance and significance of intonation
Listening	Listen to familiar spoken words and phrases.	Respond to familiar spoken words and phrases	A.) Link sounds to meanings B.) Recognise question forms and negatives C.) Identify specific sounds, phonemes and words	Listen to and identify words and short phrases Communicate by answering a wider range of questions Sort words according to sounds Recognise negative statements Recognise categories of words (e.g. colours) and word classes	Pick out some of the main points from short spoken passages Join in a short conversation Understand simple opinions Recognise typical conventions of word order and compare with English Understand and use negative statements	Listen to and understand the main points and some detail from a short spoken passage Notice and manipulate agreements

This part of the curriculum has been designed to show how we will cover all of the relevant Primary Languages (Spanish) knowledge and skills across our school. The context in which these are taught is left to the discretion of teacher, where possible trying to match the content of their termly topic. Although Primary Languages is only statutory in key stage 2, to prepare our children for their learning, we begin teaching the skills in KS1.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of voice expressively and creatively	<p>Explore the use of the voice in different ways, such as speaking, singing and chanting</p> <p>Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects</p> <p>Children are to discover how to sing with some expression, creatively and confidence in front of an audience. control and expression</p>	<p>Sing with a sense of the shape of a melody</p> <p>To represent sounds with symbols</p> <p>To improvise in making sounds with the voice</p> <p>Perform songs using creativity and expression and create dramatic effect</p>	<p>Sing in tune</p> <p>Perform simple melodic and rhythmic parts</p> <p>Improvise repeated patterns</p> <p>Beginning to understand the importance of pronouncing the words in a song well</p> <p>Start to show control in voice</p> <p>Perform with confidence</p>	<p>Sing in tune with awareness of others</p> <p>Perform simple melodic and rhythmic parts with awareness of others</p> <p>Improvise repeated patterns growing in sophistication</p> <p>Sing songs from memory with accurate pitch</p> <p>Maintain a simple part within a group</p> <p>Understand the importance of pronouncing the words in a song well</p> <p>Show control in voice</p> <p>Play notes on instruments with care so they sound clear</p> <p>Perform with control and awareness of what others in the group are singing or playing</p>	<p>I create songs with an understanding of the relationship between lyrics and melody</p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect</p> <p>Breathe well and pronounce words, change pitch and show control in singing</p> <p>Perform songs with an awareness of the meaning of the words. Hold a part in a round</p> <p>Perform songs in a way that reflects there meaning and the occasion</p> <p>Sustain a drone or melodic ostinato to accompany singing</p> <p>Play an accompaniment on an instrument (For example glockenspiel, bass drum or cymbal)</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution</p> <p>Refine and improve my own work</p> <p>Sing or play from memory with confidence, expressively and in tune</p> <p>Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group</p> <p>Sing a harmony part confidently and accurately</p>
Play tuned and untuned instruments	<p>Play instruments showing an awareness of others</p> <p>Repeat and investigate simple beats and rhythms</p> <p>Learn to play sounds linking with symbols</p> <p>Understand how to play an instrument with care and attention</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse</p> <p>Recognise and explore how sounds can be organised</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should</p>	<p>To compose music that combines musical elements</p> <p>Carefully choose sounds to achieve an effect</p> <p>Order my sounds to help create an effect</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases</p>	<p>Compose music that combines several layers of sound</p> <p>Awareness of the effect of several layers of sound</p> <p>compose and perform melodies and songs. (Including using ICT)</p> <p>Use sound to create abstract effects</p> <p>Recognise and create repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience</p> <p>Compose by developing ideas within musical structures</p> <p>Improvise melodic and rhythmic phases as part of a group performance</p> <p>Improvise within a group</p>	<p>Improvise melodic and rhythmic material within given structures</p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea</p> <p>Create my own musical patterns</p> <p>Use a variety of different musical devices including melody, rhythms, and chord</p>

Listen with concentration and understanding	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> <p>Reflect on music and say how it makes people feel, act and move</p> <p>Respond to different composers and discuss different genres of music</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas</p> <p>Listen and understand how to improve own composition</p> <p>Sort composers in to different genres and instruments in to different types</p>	<p>To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians</p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect</p>	<p>Notice and explore the relationship between sounds</p> <p>Notice and explore how music reflects different intentions</p>	<p>Notice, comment on and compare the use of musical devises</p> <p>Notice, comment on and compare the relationship between sounds</p> <p>Notice, comment on, compare and explore how music reflects different intentions</p>
Experiment with, create, select and combine sounds	<p>Create a sequence of long and short sounds with help, including clapping longer rhythms</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.)</p> <p>Explore own ideas and change as desired</p>	<p>Choose carefully and order sounds in a beginning, middle and end</p> <p>Use sounds to achieve an effect. (including use of ICT) Create short musical patterns</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea</p>	N/A	<p>Learn to read music during recorder lessons. Use Staff and musical notation when composing work</p> <p>Know how many beats in a minim, crotchet and semibreve and I recognise their symbols</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p>	<p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE</p> <p>Draw a treble clef at the correct position on the stave</p>	<p>Use of a variety of notation when performing and composing</p> <p>Compose music for different occasions appropriate musical devises</p> <p>Quickly read notes and know how many beats they represent</p> <p>Use a range of words to help describe music. (For example pitch, duration, dynamics, tempo, timbre, texture, and silence</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music</p>

National Curriculum summary	
'Performing' focus <i>National Curriculum</i>	<p>KS1: Use voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically</p> <p>KS2: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)</p>
'Creating' focus <i>National Curriculum</i>	<p>KS1: Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>KS2: Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
'Listening' and 'Notation' focus <i>National Curriculum</i>	<p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music</p> <p>KS2: Use and understand staff and other musical notations</p>

PE Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Link 2 or more actions to make a sequence</p> <p>Show contrasts (such as small/tall, straight/curved, wide/narrow)</p> <p>Travel by rolling forwards & sideways</p>	<p>Travel by rolling forwards, backwards and sideways</p> <p>Hold a position whilst balancing on different parts of the body</p> <p>Climb safely on equipment</p> <p>Stretch and curl to develop flexibility</p> <p>Jump in a variety of ways and land with increasing control and balance</p>	<p>Plan, perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Refine movements</p> <p>Show changes of direction, speed and level during performance</p>	<p>Travel in a variety of ways including flight, by transferring weight to generate power in movements</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts, for example, in balances, experiment to find out how to get the center of gravity successfully over base and organize body parts to create an interesting body shape</p> <p>Swing from equipment safely using hands</p>	<p>Create complex and well-executed sequences that include a full range of movements including, travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills</p> <p>Hold shapes that are strong, fluent and expressive</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements</p>	<p>Vary speed, direction, level and body rotation during floor performances</p> <p>Practice and refine the gymnastic techniques used in performances: travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills</p> <p>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions)</p> <p>Use equipment to vault and to swing (remaining upright)</p>
Dance	<p>Copy and remember moves and positions</p> <p>Move with careful control and coordination</p> <p>Link 2 or more actions to produce a sequence</p>	<p>Link 2 or more actions to produce a sequence</p> <p>Choose movements to communicate a mood, feeling or idea</p> <p>Plan, perform and sequences</p>	<p>Plan, perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Refine movements</p>	<p>Create dances and movements that convey a definite idea</p> <p>Change speed and levels within a performance</p> <p>Develop physical strength and suppleness by practicing moves and stretching</p>	<p>Compose and create imaginative dance sequences</p> <p>Perform expressively and hold a precise and strong body posture</p> <p>Perform and create complex sequences</p>	<p>Express and idea in original and imaginative ways</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this pace throughout</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels and handstands)</p>

Multi-skills	Run at different speeds with good control, changing direction when necessary Throw with a degree of accuracy Catch larger objects confidently	Run confidently at different speeds over a variety of distances, changing direction when necessary Throw with accuracy over a range of distances Catch objects, such as a tennis ball, with a degree of confidence	Apply different skills to game situations, for example: Throwing and catching when fielding in rounders Throw with accuracy over a range of distances to a teammate Catch objects, such as a tennis ball with a degree of confidence whilst on the move	Apply different skills to game situations, for example: Throwing and catching when fielding in rounders Apply skills when under pressure from an opponent Throw with accuracy over a range of distances to a teammate – using tennis balls & netballs	Children should have strong skills: running, jumping, throwing and catching Children to throw and catch a range of objects with confidence and use this in game situations Children should run over different distances, choosing which pace to run at Children to change direction with speed and confidence	Children should have strong skills: running, jumping, throwing and catching Children to throw and catch a range of objects with confidence and use this in increasingly complex game situations Children should run over different distances, choosing which pace to run at Children to change direction with speed and confidence
Games	Use the terms 'opponent' and 'team-mate' Use rolling, running, jumping and kicking skills in combination	Use rolling, hitting, jumping, catching and kicking skills in combination Develop tactics Lead others where appropriate Throw and catch	Throw and catch with control and accuracy Strike a ball and field with control Choose appropriate tactics to cause problems for the opposition Follow the rules of the game and play fairly	Maintain possession of a ball for example, with feet, hockey stick or hands Pass to teammates at appropriate times Lead others and act as a respectful team member	Choose and combine techniques in game situations (running, catching, throwing, passing and kicking etc) Work alone, or with teammates in order to gain points or possession Strike a bowled or volleyed ball with accuracy	Use forehand and backhand when playing racket games Field, defend and attack tactically by anticipating the direction of play Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations Lead others when called upon and act as a good role model within a team
Swimming	N/A	N/A	Swim aided up to 25m Use one basic stroke, breathing correctly Swim up to 25m with aid if necessary Control leg movements Use more than one stroke and coordinate breathing appropriately Swim up to 25m Coordinate leg and arm movements Swim at the surface and below the water Swim between 25-50m unaided Use more than one stroke and ordinate breathing as appropriate Use breast stroke, front crawl and back stroke,	N/A	N/A	N/A

			ensuring that breathing is correct so as not to interrupt the pattern of swimming Swim over 100m unaided Swim fluently with controlled strokes Turn efficiently at the end of a length			
Athletics	Athletic activities are combined with games in Years 1 & 2 Run over a short distance up to 60m	Run over a longer distance, conserving energy in order to sustain performance Run over a short distance up to 60m	Sprint over a short distance up to 60m Run over a longer distance, conserving energy in order to sustain performance	Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performances	Combine sprinting with low hurdles over 60m Choose the best pace for running over a variety of distances	Throw accurately and refine performance by analysing technique and body shape Show control in take-off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement
Yoga	Introduce a series of stencches	Learn to balance and hold position	Learn to balance and hold position for increasing lengths of time	Recognise and perform common yoga poses	Learn transitions between poses	Complete a Sun Salute routine combining previously practiced poses

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Culture and Community	<ul style="list-style-type: none"> -To begin to identify people who look after them in the community, e.g. their family and who to go to if they are worried. -To begin to recognise that they belong to different social groups and communities such as family and school. -To identify ways in which we are the same or different as other people in our community, what we have in common with everyone else e.g. pets or hobbies. 	<ul style="list-style-type: none"> -To identify their special people in the community (family, friends, carers), what makes them special and how special people should care for one another -To identify the 'special people' e.g. NHS workers who work in their community and how to contact if they need their help e.g. 999 in an emergency. -To identify that they belong to different groups and communities such as family and school, for example friendships inside and outside of school -To begin to understand what harms their local environment and develop strategies to improve these areas within the community. - To begin to identify and respect the differences and similarities between people in the community, e.g. hair colour. 	<ul style="list-style-type: none"> -To identify that differences and similarities between people in the community arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). - To begin to understand the range of national, regional, religious and ethnic identities within our community and in the United Kingdom. -To begin to consider the lives of people living in other communities, and people with different values and cultures. 	<ul style="list-style-type: none"> -To recognise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child. -To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc. -To recognise different types of relationships in your community: friends, acquaintances, family, relatives -To begin to identify stereotypes and how to challenge them in the community. 	<ul style="list-style-type: none"> -To define what being a part of a community means, varied institutions that support communities e.g. our school fundraisers, charities, summer fayre etc. - To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc. - To understand and recognise the range of national, regional, religious and ethnic identities within our community and in the UK. - To identify the lives of people living in other communities compared to their own, and people with different values and cultures. 	<ul style="list-style-type: none"> -To understand and discuss differences and similarities between people in the community arise from: family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in Equality Act 2010.) -To verbalise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child. -To know some cultural practices against the law and human rights e.g. female genital mutilation (FGM) -To discuss, identify and challenge a range of stereotypes in the community.

<p>Healthy Mind & Body</p>	<ul style="list-style-type: none"> -To begin to recognise what they like and dislike and how to make sensible choices to improve their body e.g. eating fruit and vegetables. - To begin to discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends). -To begin to understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. -To begin to understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). 	<ul style="list-style-type: none"> - To understand what they like and dislike, how to make sensible choices that improve their mind and body. -To recognise that choices can have good and not so good consequences on your mind and body e.g. eating too many fats. -To recall the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. - To understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid in a range of contexts. -To judge what kind of physical contact is acceptable, comfortable and unacceptable and how to respond (including who to tell and how to tell them) -To begin to identify rules for and ways of keeping your mind and body safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. 	<ul style="list-style-type: none"> - To recognise the emotions associated with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. - To begin to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy to their mind and body, that makes them uncomfortable or anxious. - To recognise ways in which a relationship can be unhealthy for your mind and whom to talk to if they need support -To begin to understand the concept of 'keeping something confidential or secret', to keep a healthy mind when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<ul style="list-style-type: none"> -To begin to understand what positively and negatively affects their mind and body. -To begin to understand how their body will and emotions may change as they approach and move through puberty. -To understand how to take care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others. -To identify which, why and how commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety, that some are restricted and some are illegal to own, use and give to others. - To recognise and manage dares. 	<ul style="list-style-type: none"> - To recognise what constitutes a positive, healthy relationship and develop skills to maintain healthy relationships with a positive mindset. - To discuss ways, in a range of contexts, in which a relationship can be unhealthy for your mind and whom to talk to if they need support. - To discuss good and not good feelings, extend their vocabulary to enable them to explain their feelings to others. -To verbalise the emotions surrounding change, including transitions between key stages, loss, separation, divorce and bereavement. - To describe how their body will and emotions may change as they approach and move through puberty. - To understand and discuss keeping secrets when they should or shouldn't agree to this, to keep a healthy mind, the right to break a confidence or share a secret. -To discuss and understand human reproduction. 	<ul style="list-style-type: none"> - To identify what positively and negatively affects their physical, mental and emotional health. -To deepen their understanding of good and not good feelings in a range of contexts, extend their vocabulary to enable them to explain their feelings to others. -To recognise and discuss when they need help and develop the skills to ask for help, use techniques for resisting pressure to do something dangerous, unhealthy or anxious to their body and mind. -To highlight the importance of taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact in a range of contexts, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others. - To identify several ways how their body will and emotions may change as they approach and move through puberty. -To highlight which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. -To have a deep understanding of human reproduction and how their bodies may change over time. -To recognise, discuss and manage dares in a range of environments.
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<p>Individual Excellence</p>	<p>-To understand the responsibilities that increasing independence may bring e.g. monitors. -To understand that people have rights and that everyone has an individual responsibility to protect others' bodies and feelings; being able to take turns and share. -To begin to understand ways in which they are all individually excellent and understand there has never been and never will be another 'them'.</p>	<p>- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring e.g school council, buddies -To discuss that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns) -To identify various ways in which they are all individually excellent and understand that there has never been and will never be another 'them'</p>		<p>-To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. -To begin to understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.</p>	<p>-To understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.</p>	<p>-To understand and discuss personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.</p>
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<p>Lifelong Learners</p>	<ul style="list-style-type: none"> - To begin recognise different types of teasing and bullying, to understand that these are wrong and unacceptable in your life. -To begin to learn about teasing, if they experience or whiteness it in their life, whom to go to and how to get help. 	<ul style="list-style-type: none"> -To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -To realise what is meant by 'privacy'; their right to have a 'private' life; the importance of respecting others' privacy. -To identify strategies to resist teasing or bullying, if they experience or whiteness it, whom to go to and how to get help. -To understand that money comes from different sources and can be used for different purposes, including concepts of spending and saving. 	<ul style="list-style-type: none"> -To begin to understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. - To begin to define the term 'habit' and why habits can be hard to change. - To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. -To recognise risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 	<ul style="list-style-type: none"> - To learn about school rules about health and safety, basic emergency aid procedures, where and how to get help. - To begin to learn about keeping safe online, importance of protecting personal information, including passwords, addresses and the distribution of images of themselves or others. - To introduce the use of mobile phones, keeping safe, user habits. - To learn about managing requests for images of themselves or others, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable. -To begin to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling. - To begin to learn about bullying and abuse in all its forms (online and through social media) -To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To begin to determine what is presented to them on social media, misrepresenting or misleading - To begin to differentiate between the term's 'risk', 'danger' and 'hazard'. -To recognise, predict and assess different situations and decide how to manage them responsibly including sensible road use and risks in their local environment and to use this as an opportunity to build resilience. 	<ul style="list-style-type: none"> -To understand the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people or on social media. -To understand and discuss what is meant by habit and why habits can be hard to change, whether we have any life habits. -To begin to understand the difference between the terms sex, gender, identity and sexual orientation. -To realise consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To understand what is meant by enterprise and begin to develop these enterprise skills. 	<ul style="list-style-type: none"> - To understand and discuss strategies for keeping safe online, importance of protecting personal information, including passwords/images of themselves or others. - To learn and discuss the responsible use of mobile phones, safe user habits. - To discuss how to manage requests for images of themselves or others as they grow older, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable. -To highlight and discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling. -To highlight the difference between the terms sex, gender, identity and sexual orientation. -To discuss and recognise bullying and abuse in all its forms in a range of contexts (online and through social media) -To realise the serious consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk in a range of contexts. -To recognise and discuss images in the media and how they do not always reflect reality and can affect how others feel. - To discuss and differentiate between the term's 'risk', 'danger' and 'hazard'.
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Determination	To think about themselves, to learn from their experiences, to recognise and celebrate their determination and set simple goals.	- To think about in a range of contexts, in school or at home, to learn from their experiences, to recognise and celebrate their determination and set simple but challenging goals.	-To reflect on and celebrate their achievements due to their determination, identify their strengths and areas for improvement, set high aspirations and goals			
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AUT 1	<p>1.6 How and why do we celebrate special and sacred times? (Christmas)</p> <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). 	<p>1.6 How and why do we celebrate special and sacred times? (Eid)</p> <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<p>U2.1 Why do some people think God exists?</p> <p>Expected:</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 	<p>U2.5 Is it better to express your beliefs in arts and architecture or charity and generosity?</p> <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding::</p> <ul style="list-style-type: none"> Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).

<p>AUT 2</p>	<ul style="list-style-type: none"> Identify some similarities and differences between the celebrations studied (B3). 	<ul style="list-style-type: none"> Identify some similarities and differences between the celebrations studied (B3). 	<p>L2.1 What do different people believe about God? (Christians, Hindus, Muslims)</p> <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). 		
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<p>SPR 1</p>	<p>1.7 What does it mean to belong to a faith community?</p> <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3). 	<p>1.8 How should we care for others and the world and why does it matter?</p> <p>Expected:</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Answer the title question thoughtfully, in the light of their learning in this unit (C1). 	<p>L2.5 Why are festivals important to religious communities? (Easter)</p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2). 	<p>L2.3 Why is Jesus inspiring to some people?</p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<p>U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <p>Expected:</p> <ul style="list-style-type: none"> Make connections between beliefs and behaviour in different religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).
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				<p>Christians (A1).</p> <ul style="list-style-type: none">• Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).		
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<p style="text-align: center;">SPR 2</p>	<p>1.1 Who is a Christian and what do they believe?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what Jesus taught and what Christians believe and do (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>1.2 Who is a Muslim and what do they believe?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>L2.4 Why do people pray?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between how people pray (B3). • Consider and evaluate the significance of prayer in the lives of people today (A1). 	<p>L2.5 Why are festivals important to religious communities? (Eid)</p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). • Suggest how and why religious festivals are valuable to many people (B2). 	<p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p> <p>Expected:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity expressing their own ideas (C3). 	<p>U2.7 What matters most to Christians and Humanists?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). • Give examples of similarities and
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						<p>differences between Christian and Humanist values (B3).</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).
SUM 1	<p>1.5 What makes some places sacred?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which symbols and actions used in churches, mosques and/or 	<p>1.4 How can we learn from sacred books?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories 	<p>L2.2. Why is the bible so important for Christians today?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest 	<p>L2.6 Why do some people think life is like a journey and what significant experiences mark this?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and 	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of 	<p>U2.3 What do religions say to us when life gets hard?</p> <p>Expected:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).

<p style="text-align: center;">SUM 2</p>	<p>synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>Jesus told and from another religion (C1).</p> <ul style="list-style-type: none"> Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). Make links between the messages within sacred texts and the way people live (A2). 	<p>reasons why Christians use the Bible today (B1).</p> <ul style="list-style-type: none"> Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). 	<p>say what these rituals mean (A3).</p> <ul style="list-style-type: none"> Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	<p>the Holy Qur'an to Muslims (B1).</p> <ul style="list-style-type: none"> Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).
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Year Group Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	The Great Fire of London	Animals and their habitats. Where do our favourite animals come from?	Chinese New Year	Terror Lizard	The River Leven	Oh I do like to be beside the seaside!
Hook	Set fire to houses with a fireman	Flamingo Land or Yorkshire Wildlife Park	Chinese banquet and taster day	The Hancock Museum Fossil hunt	Learning walk to the River Leven in Hutton Rudby	Seaside trip Visit to the life boat station
Links To Vision	<p>Culture & Community During this term, the children will learn about London in the past and the present. We will research what life was like in this period and compare this to modern life. In PSHE the children will learn about who cares for them in the community.</p> <p>Healthy Bodies The children will look at how we keep our bodies safe and healthy. We will compare the benefits of our health care today to the health care available in the past. Live it get active lessons.</p> <p>Individual Excellence Children will learn about the excellence shown by individuals during the 17th century. This will include looking at how hard the people worked to put the fire out. We will also look at Samuel Pepys diary entries, King Charles the 2nd and Thomas Farriner.</p> <p>Lifelong Learners Children will have opportunities to research information and facts. They will develop their questioning and skills through speaking and listening activities. They will learn about fire safety and how mistakes in the past will not be repeated. They will learn about the four countries of the UK including London on a map.</p> <p>Determination Examples will be shared with the children of how individuals have shown resilience overcoming challenges (particularly the people mentioned above).</p>	<p>Culture & Community During this term, the children will learn about a range of animal habitats. They will understand how to take care of animals taken from their local environment and the need to return them safely.</p> <p>Healthy Bodies The children will look at the parts of the human body and the senses. They will look at what animals and humans need to survive. Live it get active lessons.</p> <p>Individual Excellence The children will learn about the excellence of how individual animals adapt to their environments. The children will learn about how to care for different animals from professionals (farmer, zoo keeper)</p> <p>Lifelong Learners Children will have opportunities to research information and facts about animals. They will identify where animals live on a map including continents and oceans.</p> <p>Determination Examples will be given to the children of how animal care workers look after animals from birth and then release them back into the wild.</p>	<p>Culture & Community During this half term, children will compare our traditional community celebrations to the culture and values of Chinese New Year. We will compare our customs and values during key festivals to Chinese New Year. We will study food, decorations, presents etc.</p> <p>Healthy Bodies The children will be having a tasting afternoon and learn about healthy traditional Chinese food. Learn about the Chinese values that a healthy mind and body prevents ill health. The children will learn how to look after their bodies in Science. Live it get active lessons.</p> <p>Individual Excellence The children will research why each animal is individually excellent. The children will particularly focus on the ‘Year of the Tiger’ and what traits and qualities the tiger has.</p> <p>Lifelong Learners Children will look at which other animals Chinese New Year celebrates. They will compare China to the UK. They will learn about the geographical similarities and</p>	<p>Culture & Community During this half term, we will look at how our community has changed from the dinosaur era to now. We will look at different periods of time including the Triassic Period and Jurassic Period.</p> <p>Healthy Bodies The children will learn about dinosaur diets including omnivores, carnivores and herbivores. They will learn about how dinosaurs hunt their food in order to keep their bodies healthy. Live it get active lessons.</p> <p>Individual Excellence We will learn about the individual excellent of Mary Anning the fossil discoverer. The children will go on a fossil hunt and a fossil tool kit to explore. They will also learn how to be independent and how they are unique in PSHE.</p> <p>Lifelong Learners To learn about what Earth was like millions of years ago.</p> <p>Determination Examples will be shared with the children of how individuals have shown resilience (particularly the people mentioned above).</p>	<p>Culture & Community This term, the children will study the River Leven in their local environment. They will learn about rivers and canals.</p> <p>Healthy Bodies Learn about the calming affect rivers can have on your mind.</p> <p>Lifelong Learners The children will discuss ways to conserve water. We will look at river safety and the pollution of rivers. We will discuss ways in which natural areas can be harmed e.g: littering and the impact it could have on river wildlife. Live it get active lessons. In PSHE the children will begin to recognise teasing and discuss examples.</p> <p>Individual Excellence & Determination The children will learn how determined local River Conservation groups are. They will discover how these groups maintain and care for rivers.</p>	<p>Culture & Community During this term, we will compare life beside the seaside in Victorian times to modern times. We will look how entertainment and facilities at the beach have changed over time.</p> <p>Healthy Bodies The children will prepare healthy seaside snacks for a picnic (fruit kebabs, fruit lollies, smoothies, healthy sandwiches or salads). Live it get active lessons.</p> <p>Individual Excellence The children will look at examples of how lifeguards keep us safe. We will discuss the bravery and heroic actions of lifeguards.</p> <p>Lifelong Learners The children will learn about safety at the beach. We will discuss weather changes and recognise if it is safe to swim. They will learn about the coloured flags.</p> <p>Determination Examples will be shared with the children of how individuals have shown resilience overcoming challenges (particularly the people mentioned above). In PSHE they will learn to celebrate their strengths and set simple goals for the future.</p>

			<p>differences between the areas.</p> <p>Determination The children will learn about the Chinese Zodiac Story and the determination of the twelve animals to cross the river. The children will focus on how the animals challenged each other to win the race. We will discuss their tactics and whether the rat won in the right way.</p>			
Maths	<p>Number & Place Value Place Value (within 10) Sorting, counting and recognising numbers using objects and practical resources. Practise counting forwards and backwards within 10. To sort, compare and order numbers within 10 using the language of greater than, less than and equal to. Ordinal numbers, one more and one less and the use of a basic number line.</p> <p>Addition & Subtraction Addition and Subtraction (within 10) The children will become familiar with part whole models and tens frames. Addition and subtraction symbols, number bonds to 10 and addition and subtraction fact families.</p>	<p>Shape Recognise and sort 2D and 3D shapes. Patterns with 2D and 3D shapes.</p> <p>Number & Place Value Place Value (within 20) Count forwards and backwards to 20 in numerals and words. Tens and ones numbers between 11-20. Compare and order groups of objects and numbers.</p> <p>Addition & Subtraction Addition and Subtraction (within 20) Number bonds to 20. Addition and subtraction strategies, related facts and comparing number sentences.</p>	<p>Consolidation of areas taught at the end of the Autumn 1.</p> <p>Addition & Subtraction Addition and Subtraction (within 20) Number bonds to 20. Addition and subtraction strategies, related facts and comparing number sentences.</p> <p>Number and Place Value (Within 50) Look at numbers to 50, tens and ones, one more and one less and comparing /ordering numbers to 50. We will learn to count in 2s and 5s.</p>	<p>Number and Place Value (Within 50) Look at numbers to 50, tens and ones, one more and one less and comparing /ordering numbers to 50. We will learn to count in 2s and 5s.</p> <p>Measurement (Length and Height) The children will compare lengths and heights. They will measure lengths and heights.</p> <p>Measurement (Weight and Volume) Introduce weight and mass and measure / compare mass. Introduce capacity and volume and measure / compare capacity.</p>	<p>Number: Multiplication and Division Count in 2s, 5s and 10s. Make and add equal groups, make arrays, make doubles and learn about sharing.</p> <p>Fractions Find and recognise a half Find and recognise a quarter</p> <p>Position and Direction Describe positions and turns using language.</p> <p>Addition and Subtraction Consolidation</p>	<p>Place Value (Within 100) Counting forwards and backwards within 100, partitioning, comparing and ordering numbers and one more / one less.</p> <p>Money Recognising and counting coins.</p> <p>Time Telling time to the hour and half an hour. Writing and comparing time.</p>
English	<p><u>Handwriting</u> Unit 1-5</p> <p>Traditional Tale <u>Text / Stimulus:</u> The Gingerbread Man <u>Reading:</u> Read the story and join in with predictable phrases, actions and role play. <u>Skills:</u> Retelling a story through drama, pictures and sentences. How words can combine to make sentences, separate</p>	<p><u>Handwriting</u> Unit 6-10</p> <p>Recount <u>Text / Stimulus:</u> School trip to a zoo or national park. <u>Skills:</u> Use of the past tense, adding the suffix 'ed'. Time adverbials, parts of a sentence. Use of punctuation. <u>Writing:</u> Plan and write a recount about the trip</p>	<p><u>Handwriting</u> Unit 11-15</p> <p>Non-Chronological Report <u>Text / Stimulus:</u> National Geographic Kids 'Celebrate Chinese New Year by Caroline Otto <u>Reading:</u> Read non-fiction books about Chinese New Year and gather a range of facts. Learn about the</p>	<p><u>Handwriting</u> Unit 16-20</p> <p>Newspaper Report There is a dinosaur in the classroom! <u>Reading:</u> Read examples of newspaper reports <u>Skills:</u> Add -s or -es to plurals, time adverbials, use of the joining word 'and' and other simple</p>	<p><u>Handwriting</u> Unit 21-25</p> <p>Recount: <u>Text / Stimulus:</u> River Leven learning walk <u>Skills:</u> Use of the past tense, adding the suffix 'ed'. Time adverbials, parts of a sentence. Use of punctuation.</p>	<p><u>Handwriting</u> Unit 26-28</p> <p>Acrostic Poem <u>Text / Stimulus:</u> Seaside Poems by Jill Bennett <u>Reading:</u> Read and identify features of a range of Acrostic poems <u>Skills:</u> Features of an acrostic poem, onomatopoeia, rhyming</p>

	<p>words using spaces, use of capital letters and full stops, join words and clauses using 'and'</p> <p><u>Writing</u>: Sequence and order pictures from the story and write simple captions to retell the story.</p> <p>Senses Poetry: Fire and the senses <u>Text / Stimulus</u>: Five Little Senses in a Row by Andrew Peters / London is Burning song <u>Reading</u>: Read and learn about the 5 senses and poems about different elements (water, earth and fire) <u>Skills</u>: Alliteration, onomatopoeia and rhyming couplets. The structure and basic features of a poem. Vocabulary and adjectives to describe a fire. <u>Writing</u>: Plan, write and edit a sensory poem about fire.</p> <p>Diary Entry <u>Text / Stimulus</u>: Toby and The Great Fire London <u>Reading</u>: Read the historical account of Toby and the Great Fire of London. Read the diary entries of Samuel Pepys (linked with History lessons) <u>Skills</u>: Use the personal pronoun 'I', use time adverbials to order events and adjectives to describe feelings. (Prefix 'un?') <u>Writing</u>: Plan, write and edit a diary entry in Toby's shoes.</p>	<p>Letter <u>Text / Stimulus</u>: The Tiger Who Came to Tea <u>Reading</u>: Read the story, answer simple questions about the story, explain their understanding, discuss favourite parts etc. <u>Skills</u>: The structure of a letter and features / rehearse sentences, capital letters for names, places and days of the week and the personal pronoun 'I' / use of a question mark. <u>Writing</u>: Plan, write and edit a letter to their favourite animal that they would like to invite for tea.</p> <p>Fact file <u>Text / Stimulus</u>: Non-Fiction books about Animal habitats <u>Reading</u>: Read examples of animal fact files. <u>Skills</u>: Asking questions, use of a question mark, writing facts, headings etc. <u>Writing</u>: Draft, plan and edit a fact file on their favourite animals</p>	<p>difference between fiction and non-fiction. <u>Skills</u>: The structure of a reports, using suffixes (ed, ing, er and est) no change to the root word. <u>Writing</u>: Plan, write and edit a report including key facts about Chinese New Year traditions.</p> <p>Setting Description <u>Text / Stimulus</u>: The Magic Paintbrush- What setting would you paint? <u>Reading</u>: Read and retell the story of the Magic Paintbrush <u>Skills</u>: Write sentences to form short narratives, adjectives and vocabulary, parts of a sentence. <u>Writing</u>: Plan, draft and edit a setting description based on what the children would draw with a magic paintbrush.</p> <p>Instructions <u>Text/Stimulus</u>: Lanterns and Firecrackers: The Chinese New Year Story <u>Reading</u>: Read examples of instructions linked to design and technology. <u>Skills</u>: Learn how to write in chronological order, time adverbials, use bullet points or numbered steps and simple imperative verbs / use of a question mark. <u>Writing</u>: Plan, draft and edit a set of instructions on how to make a Chinese lantern.</p>	<p>conjunctions / use of an exclamation mark. <u>Writing</u>: Plan, write and edit a newspaper about the dinosaur who destroyed the classroom.</p> <p>Character Description <u>Text / Stimulus</u>: First Dinosaur Encyclopaedia <u>Reading</u>: Read non-fiction texts and learn about the characteristics of different dinosaurs and what makes each type unique. <u>Skills</u>: Adjectives, parts of a sentence, verbs- describe dinosaurs actions, sound and movement. <u>Writing</u>: Describe and think of their own dinosaur using adjectives.</p> <p>Letter <u>Text / Stimulus</u>: Dear Dinosaur <u>Reading</u>: Read the story <u>Skills</u>: The structure of a letter and features / rehearse sentences, capital letters for names, places and days of the week and the personal pronoun 'I' / use of a question mark. <u>Writing</u>: Plan, write and edit a letter to their favourite dinosaur</p>	<p><u>Writing</u>: Plan and write a recount about the walk.</p> <p>Non- Chronological Report <u>Text / Stimulus</u>: Rivers and Streams <u>Reading</u>: Read non-fiction books about rivers and gather a range of facts. Research about the River Leven and links with the River Tees. <u>Skills</u>: The structure of a reports, using suffixes (ed, ing, er and est) no change to the root word. <u>Writing</u>: Plan, write and edit a report including key facts about local rivers.</p> <p>Pocahontas – traditional tale <u>Text/ Stimulus</u>: Pocahontas <u>Skills</u>: Looking at the characteristics of a traditional tale. Retelling a story through drama, pictures and sentences. Parts of a sentence, using a range of punctuation etc. <u>Writing</u>: Plan and write a retelling of the story or a setting description based on where Pocahontas lives.</p>	<p>schemes and an introduction to similes. <u>Writing</u>: Plan, write and edit an acrostic poem related to the seaside.</p> <p>Postcard <u>Text / Stimulus</u>: Receive a postcard from Baloo on his holidays at the beach <u>Reading</u>: Read and identify features of a postcard. <u>Skills</u>: use of capital letters for names, places and people / description <u>Writing</u>: Plan, write and edit an a postcard related to the seaside.</p> <p>Diary Entry <u>Text / Stimulus</u>: The Lighthouse Keepers Lunch <u>Reading</u>: Read the story together / retell the story <u>Skills</u>: Use the personal pronoun 'I', use time adverbials to order events and adjectives to describe feelings. (Prefix 'un?') <u>Writing</u>: Plan, write and edit a diary in from Mr Gringlings point of view.</p>
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English: Suggested Texts	The Great Fire of London (Unclassified Secrets Revealed) (Beginning History version) (Anniversary Edition) Vlad and the Great Fire of London Changing Materials	Whose habitat is that? Questions and answers about animals Living Habitats What's Inside? Book of Animals	The Great Race Dragon Dance Ruby's Chinese New Year Bringing in the New Year What do you Celebrate?	Tyrannosaurus Drip Stomp Dinosaur Stomp Dinosaur Dig The Dinosaur's Diary	Who is Hiding on the River? A Home on the River What a Waste The River of Adventure Valerie Bloom One River Many Creaks The River by Hanako Clulow	Commotion in the Ocean Snail on the Whale Who is Hiding at the Seaside? Lucy and Tom at the Seaside Sharing a Shell
Science	Seasonal Changes Discuss different seasons and how to describe them. Understand how each season is different and why. To discover how animals and humans are affected by seasons. Explore how day length is affected by the seasons. Investigate weather during the seasons.	Identifying animals To identify and name a variety of common animals, UK mammals, UK birds and reptiles, UK fish and amphibians. To sort carnivores, herbivores and omnivores to take care of animals. Collect data about animals and answer questions.	My Body Identify, name and label body parts. Identify, name and label body parts. Find out about the five senses, in particular the sense of sight. To explore the sense of touch, smell, taste and sound.	Everyday Materials Identify a variety of common materials and distinguish between an object and the material from which it is made. Describe materials according to their properties. Describe why some materials suit certain objects better than others. Conduct an experiment to find out which materials are waterproof.	Identifying Plants To define what a plant is. Identify and describe garden plants, wild plants and a range of trees. Identify the parts of a plant and make observations of plant growth.	Seasonal Changes To observe changes across the four seasons. Discuss different seasons and how to describe them. Understand how each season is different and why. To discover how animals and humans are affected by seasons. Explore how day length is affected by the seasons.
Computing	Digital Images Use the paint software to make a bright fire.	Database and Graphs Create a simple pictogram to show the children's favourite animals.	Electronic Communication Email another class to invite them to a Chinese banquet	Text and Multimedia Create an animated dinosaur with text, graphics and sound. Safer Internet Day Health, well-being & lifestyle	Control- Algorithms Link to position and direction in maths and control a beebot.	Understanding Technologies Discuss how displays on a computer can be shown on other devices (for example print out seaside photos)
History	The Great Fire of London Chronological Understanding Sequence key events from the Great Fire of London. Look at artefacts from Samuel Pepys and use common words / phrases to relate to the passing of time. Range & Depth of Historical Knowledge Compare London in the past and the present focusing on some similarities and differences. Compare fire safety, housing and lifestyles. Interpretations of History	Animals and their habitats Organisation and Communication Talk, draw and write about aspects of the past. Discuss animals that have become extinct and why. Discuss the history of life on earth from small insects to large mammals.	Chinese New Year Historical Enquiry Describe similarities and differences between different sources- Look at different accounts of how the festival of Chinese New Year began. Use stories to encourage children to distinguish between fact and fiction. Discuss myths and legends associated with Chinese New Year and the	Terror Lizard Chronological Understanding To sequence and order different periods of time and events in the life of dinosaurs (understand key features of historical events) Study fossils or teeth that link to the dinosaur age. Range & Depth of Historical Knowledge	The River Leven Range & Depth of Historical Knowledge Identify some similarities and differences between the past and the present. (Example: In Stokesley, the river crossed by Taylorson's Bridge, a 17th-century packhorse bridge, which was once the only crossing in the town. In Hutton Rudby, a plaque on a bridge marks the spot of a water	Oh, I do like to be beside the seaside! Chronological Understanding Sequence photographs, postcards or photographs in chronological order. Use vocabulary to relate to the passing of time. Range & Depth of Historical Knowledge Identify similarities and differences between the

	<p>Explore different accounts of people from The Great Fire of London. Identify different ways that the past can be represented e.g: diary entries, artefacts or old photographs.</p> <p>Historical Enquiry Compare different sources. Ask and answer questions about The Great Fire of London.</p> <p>Organisation and Communication Talk, draw and write about aspects of the past. Retell the Great Fire of London story through writing. Discuss and act out key events and draw what London looked like in the past.</p> <p>Empire – why was the Great Fire of London an important event in the British Empire?</p> <p>Democracy – who decided what happened after the Great Fire of London? Why were they in charge? Who would decide today? Why are they in charge?</p>		<p>history of the colour red. Learn about the history of the traditions and customs.</p>	<p>Learn about the key historical discovery by Mary Anning. Identify some similarities and differences between the past and the present including the lives of humans in the dinosaur age to modern times. Compare the differences in landscape then and now. Explore what the Earth looked like millions of years ago.</p> <p>Interpretations of History Learn from interpretations of significant people who made discoveries including William Walker, Mary Anning and Barnum Brown etc. Understand that different people can give different accounts of the same story.</p> <p>Historical Enquiry Ask and answer questions about the characteristics of dinosaurs. Look at theories of extinction.</p> <p>How and why dinosaurs are no longer alive today. Find answers to simple questions about the past from simple sources of information including fossils and picture books.</p>	<p>mill that, amongst several uses, once made sailcloth)</p> <p>Discuss the river uses in the past compared to the present.</p>	<p>past and present at the seaside. Focus on entertainment, seaside snacks and life in Victorian times.</p> <p>Interpretations of History Watch videos, look at photos and study accounts at the seaside in Victorian times compared to now.</p> <p>Historical Enquiry Ask questions from key sources. Research answers to our questions about the seaside in the past.</p> <p>Organisation and Communication Talk, draw and write about aspects of the past.</p> <p>Trade – why are there towns next to the sea?</p>
<p>Geography</p>	<p>The Great Fire of London</p> <p>Locational Knowledge Name the four countries of the United Kingdom Locate the four countries of the United Kingdom, their capital cities and surrounding seas (find on a map and be able to label a map)</p>	<p>Place Knowledge- Where do our favourite animals come from? Begin to understand some geographical similarities and differences through comparing the human and physical geography of a small area of the United Kingdom to a small area in a contrasting non-European country</p>	<p>Place Knowledge - Chinese New Year Compare the UK to China. Compare the similarities and differences between the human and physical features of both areas.</p>	<p>Terror Lizard</p> <p>Locational Knowledge Use a map to show where dinosaur fossils have been found across the world. Begin to name and</p>	<p>Locational & Place Knowledge/ Skills and Fieldwork - The River Leven Go on walk to the River Leven and create a simple map of the local area. Follow the route on a map and begin to use</p>	<p>The Seaside</p> <p>Human and Physical Geography Use aerial photographs and plan perspectives to look at local beaches.</p>

	<p>Find the location of The Great Fire of London on a map. Identify characteristics of the four countries of the United Kingdom.</p> <p>Human Geography Understand basic geographical vocabulary and use to refer to key human features e.g. city, town, village, house, shop in a geographical context by comparing London in the past and present. Use aerial photographs and landmarks to look at London in the past and present.</p>	<p>African animal habitats compared to the UK. Compare the habitats of UK and non-European animals.</p> <p>Locational Knowledge Know which continent they come from habitats in the UK Know the names of some other continents by studying the habitats of non-European animals.</p> <p>Human Geography / Skills and Fieldwork Use world maps, atlases and globes to identify the UK, its countries and seas as well as its location in Europe. Study animal habitats in the local area by looking at the geography of school and the grounds.</p>	<p>Use world maps, atlases and globes to identify other countries and continents studied (explore which continent China is in)</p> <p>Human and Physical Geography Understand basic geographical vocabulary and use to refer to key human features and physical features by comparing China and the UK.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Track and monitor the weather and compare this to China.</p>	<p>locate the continents and discover which dinosaurs lived in which continents.</p> <p>Physical Geography Compare the physical features of dinosaur landscapes to modern landscapes (volcanoes, mountains etc.)</p>	<p>simple compass directions (North, South, East, West) and locational and directional language.</p> <p>Spot key physical features e.g. coast, forest, hill, mountain, sea, river, valley, season and weather in a geographical context</p> <p>Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (birds eye view of the river)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas and rivers. Look at seasonal and daily weather patterns.</p>	<p>Identify physical features such as the coast, sea, season and weather. Identify seasonal and daily weather patterns in the United Kingdom. Name and locate the seas on a map. Locate local seaside towns on a map to consolidate the four countries of the UK.</p>
<p>Art & DT</p>	<p>Drawing Use a range of tools including chalk, pastels and crayons to create flames.</p> <p>Textiles and Collage Use materials to create a collage scene of the fire.</p> <p>3D Form Create a pop-up fire using card.</p> <p>Design & Evaluate Design and make a Tudor house from the Great Fire of London. Evaluate the properties: Are the materials effective?</p> <p>Cooking and Nutrition Compare diets between London in the past and present.</p>	<p>Printing Print animal patterns and create a repeated pattern.</p> <p>Exploring and developing ideas Look at different artists for example 'Tiger in a Tropical Storm' by Henry Rousseau. Learn how to paint using different medias (watercolour, oils or acrylic paints) / Daniel Mackie</p> <p>Design & Evaluate / 3D form Design a habitat in a box linked to favourite animals.</p>	<p>Design & Evaluate / 3D Form / Printing Create a Chinese plate using clay. Paint and decorate. Create a Chinese dragon using recycled materials such as egg boxes. Chinese lanterns and printing.</p> <p>Cooking and Nutrition Cook simple traditional Chinese dishes.</p>	<p>Exploring and developing ideas/ Drawing Design your own dinosaur thinking about characteristics. Observational drawings of parts of dinosaurs including scales.</p> <p>Printing Dinosaur scales form repeated patterns.</p> <p>3D Form Dinosaur pop up card- egg and dinosaur. Create a clay fossil using pasta for bones. Dinosaur using natural materials on the playground</p>	<p>Textiles and Collage Make a river collage or mosaic using different materials.</p> <p>Printing Print river patterns.</p> <p>Exploring and developing ideas/ Painting Look at artists such as Leonid Afremov and Claude Monet. Design and create a painting in the style of the artists. Create a class mural of a river on a large scale using different media.</p> <p>3D Form</p>	<p>Design & Evaluate/ Painting / 3D Form Design and paint a lighthouse using clay form or recycled materials (e.g: kitchen rolls and yoghurt pots)</p> <p>Drawing Observational drawings of shells up close and sea creatures.</p> <p>Textiles and Collage Make a seaside fabric collage using hessian and wool.</p> <p>Cooking and Nutrition</p>

				(collect twigs and stones) / Papier mache dinosaur egg.	Sculpt dragonflies using willow and masking tape.	Prepare a picnic with healthy seaside snacks such as sandwiches, fruit lollies and fruit salads.
RE	<p>How and why do we celebrate special and sacred times? (Eid)</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>How and why do we celebrate special and sacred times? (Eid)</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<p>Who is a Christian and what do they believe?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> Respond to examples of co-operation between different people (C2) Give examples of ways in which believers express their identity and belonging 	<p>Who is a Christian and what do they believe?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about what is special and of value about belonging to a group that is important to them (B2). Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2) <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of ways in which believers express their identity and belonging 	<p>What makes some places sacred?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p>	<p>What makes some places sacred?</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p>

			<p>within faith communities, responding sensitively to differences (B2).</p> <ul style="list-style-type: none"> Identify some similarities and differences between the ceremonies studied (B3). 	<p>within faith communities, responding sensitively to differences (B2).</p> <ul style="list-style-type: none"> Identify some similarities and differences between the ceremonies studied (B3). 	<ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).
PE	<p>Games</p> <p>Use the terms 'opponent' and 'team-mate'</p> <p>Use rolling, running, jumping and kicking skills in combination</p>	<p>Games</p> <p>Use the terms 'opponent' and 'team-mate'</p> <p>Use rolling, running, jumping and kicking skills in combination</p>	<p>Gymnastics</p> <p>Link 2 or more actions to make a sequence</p> <p>Show contrasts (such as small/tall, straight/curved, wide/narrow)</p> <p>Travel by rolling forwards & sideways</p>	<p>Dance</p> <p>Copy and remember moves and positions</p> <p>Move with careful control and coordination</p> <p>Link 2 or more actions to produce a sequence</p>	<p>Multi-skills</p> <p>Run at different speeds with good control, changing direction when necessary</p> <p>Throw with a degree of accuracy</p> <p>Catch larger objects confidently</p>	<p>Athletics</p> <p>Athletic activities are combined with games in Years 1 & 2</p> <p>Run over a short distance up to 60m</p>
Music	<p>Use of voices expressively</p> <p>Explore the use of the voice in different ways, such as speaking, singing and chanting</p> <p>Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects</p> <p>Children are to discover how to sing with some expression, creatively and confidence in front of an audience. control and expression</p>	<p>Play tuned and untuned instruments</p> <p>Play instruments showing an awareness of others</p> <p>Repeat and investigate simple beats and rhythms</p> <p>Learn to play sounds linking with symbols</p> <p>Understand how to play an instrument with care and attention</p>	<p>Listen with concentration</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> <p>Reflect on music and say how it makes people feel, act and move</p> <p>Respond to different composers and discuss different genres of music</p>	<p>Experiment with and create combined sounds</p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms</p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.)</p> <p>Explore own ideas and change as desired</p>	<p>Use of voices expressively</p> <p>Explore the use of the voice in different ways, such as speaking, singing and chanting</p> <p>Discover how the voice can produce rhythm and pulse, high and low pitch to create different effects</p> <p>Children are to discover how to sing with some expression, creatively and confidence in front of an audience. control and expression</p> <p>Summer Play (Use of voice expressively and creatively & listen with concentration and understanding)</p>	
PSHE & SMSC	<p>Culture and Community</p> <p>To begin to identify people who look after you in the community, e.g. family and firefighters</p> <p>To begin to recognise that they belong to different social groups and communities such as family and school.</p>	<p>Culture and Community</p> <p>To identify ways in which we are the same or different as other people in our community, what we have in common with everyone else e.g. pets or hobbies.</p>	<p>Healthy Mind and Body</p> <p>To begin to recognise what they like and dislike and how to make sensible choices to improve their body e.g. eating fruit and vegetables.</p> <p>To discuss changes and associated feelings</p>	<p>Individual Excellence</p> <p>To understand the responsibilities that increasing independence may bring e.g. monitors. To understand rights.</p> <p>To begin to understand ways in which they are all individually excellent and understand there has never been and never will be another 'them'.</p>	<p>Lifelong Learners</p> <p>To recognise types of teasing and bullying. To discuss who to go to in order to ask for help.</p>	<p>Determination</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their determination and set simple goals.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	Terrific Turrets	Our wonderful world- What are the 7 wonders of the world? MODERN VS ANCIENT	Plague! Cholera in Hutton Rudby	Naturally Nutritious (Farming and agriculture, growing food- Farm to fork)	Captain Cook and others e.g. Neil Armstrong	Catching Crabs
Hook	Visit to a castle Alnwick Castle	Create our own 7 wonders in our local area	Walk around Hutton Rudby – Visit to the Church	Spilmans Farm shop – Roots Café Allotment in the Village Farmer	Visit to Stewarts Park- Captain Cook Birthplace Museum (Captain Cook workshop and aboriginal workshop)	Visit to Saltburn Robin Hood’s Bay – Rockpool fishing
Links to Vision	<p>Culture and Community This half term, children will learn about times when castles were built, how the culture and community may have changed over time, what resources were available, who lived in castles, what were their roles and what was their lifestyle and culture like. Children will learn about the roles around the school and why is it important to support each other in the school community e.g. friendships and buddy systems.</p> <p>Healthy mind and body Children will learn about the lifestyle of people living in castles, what was their diet and how they looked after their bodies e.g. the surrounding water was filled with fish to feed the people working inside the castle. Children will understand how times have changed from then until now and what they can do to make sure their mind and body are healthy. In Science, children will learn about reproduction in humans, animals and plants. In PE, children will</p>	<p>Culture and Community This half term, children will learn about the modern 7 wonders of the world in comparison with the ancient 7 wonders of the world; where they are located; who may live around the 7 wonders; what is the community and culture like? People may have a religious connection to the wonders, such as Christ the Redeemer.</p> <p>Healthy mind and body Children will learn about the 7 wonders of the world and how they might make others feel, for example Christ the Redeemer might make people feel closer to their religion, therefore make them feel calm and at peace; What emotions could you feel? What is the impact of the 7 wonders? In PE, children will have ‘Live it Get Active’ which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence Children will learn about who created the 7 wonders of the world, what makes them so wonderful, how</p>	<p>Culture and Community This half term, children will learn about the effects of Cholera in the 1800s. Children will understand how this was transmitted in our local community, visiting the local Church and the plague pit. Children will learn about the culture from the 1800s in Hutton Rudby.</p> <p>Healthy Mind and Body Children will learn about the health care available in the 1800s. Were there any Doctors? What medicines were available? Antibiotics? What did civilians do to keep their body and mind healthy? In PE, children will have ‘Live it Get Active’ which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence Children will learn about excellent individuals, research John Snow and how he in 1854 discovered the cause of cholera, who were the heroes in the period of the cholera outbreak?</p> <p>Lifelong Learners Children can ask questions such as: What is the meaning of plague? Cholera? What did we learn from the outbreak? What measures do we take now to avoid more infections? Children will access a range of resources, provided with the chance to research information</p>	<p>Culture and Community This half term, we will be discussing farming and agriculture within our local community. We will have children’s parents telling us about farming and agriculture life. Parents will discuss the day in the life of a farmer.</p> <p>Healthy body and mind Children will learn about nutritious foods to keep their body and mind healthy. Children will taste new foods, fruits and vegetables. Children will learn about exercise to keep their body and mind healthy. In PE, children will have ‘Live it Get Active’ which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence Children will learn about the excellent individuals in our local community who provide our food through farming and agriculture.</p> <p>Lifelong learners Children will learn how to grow fruit and vegetables e.g. cress hair/hands, cucumbers, lettuce etc. Children will focus on how to keep their bodies healthy throughout their life time. Children will have access to a range of sources, text books, online websites to learn about farming.</p> <p>Determination Children will learn about</p>	<p>Culture and Community Children will learn about Captain Cook, his life including his upbringing, community and culture. Children will compare Captain Cook’s life to their own, do the children have the same lifestyle? Likes/dislikes?</p> <p>Healthy body and mind Children will learn about how Captain Cook and his fellow sailors had a very poor diet on the ship, many had scurvy from the poor diet and poor living conditions. Children could learn about how to keep their body healthy through eating well and having a nutritious diet. In PE, children will have ‘Live it Get Active’ which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence What were Captain Cook’s achievements? What makes him such an excellent individual? Children could compare themselves to Captain Cook, what could they do to be an excellent individual like him?</p> <p>Lifelong Learners Children will be learning about Captain Cook’s life and achievements, they will access a</p>	<p>Culture and Community</p> <p>In this topic, children will learn about the local seaside in their surrounding area and local community. Children could learn about what they need to do to protect their local environment and the seaside.</p> <p>Healthy body and mind Children could learn about what food and drink they could have at the seaside, is it healthy for your body e.g fish and chips? How does the seaside make you feel? Is it good for your mind? What activities could you do at the seaside to keep your body and mind healthy e.g. rock pool fishing? In PE, children will have ‘Live it Get Active’ which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence Children could have the opportunity to go crab fishing e.g. rock pool fishing, children could display individual excellence by cleaning up the beach e.g. picking up litter and</p>

	<p>have 'Live it Get Active' which will provide understanding into how to keep their body and mind healthy.</p> <p>Individual Excellence Children will learn about the excellence of people living in Castles such as royalty, brave knights, Kings and Queens. They will learn about our current reigning Queen Elizabeth and what she has done to display such excellence to our country and across the world.</p> <p>Lifelong Learners Children will have opportunities to access a range of materials, they will research information and facts. Children will ask questions, developing their questioning skills through speaking and listening activities. Children will use a range of maps to identify where different castles are in our local area. Children will identify why castles had certain features, such as being on a hill or being surrounded by water. Children will develop their Geographical but also their Historical skills during this half term.</p> <p>Determination Children will learn about brave knights, Kings and Queens in this topic, what they have done to show true determination during worrying times of invasion and how they overcame these terrifying challenges. Children will be encouraged to reflect on the attitude these people demonstrated.</p>	<p>are they excellent? Who was given the authority to select the 7 wonders of the world? How did they select the 7 wonders of the world? Can you make your own 7 wonders of the school/village/local area? How many people have shown individual excellence by seeing all of the 7 wonders of the world?</p> <p>Lifelong Learners Children will have opportunities to access a range of resources, provided with the chance to research information and facts about the 7 wonders or a particular wonder e.g. the Great Wall of China. Children could seek information from older relatives etc? They will be given the chance to present their favourite wonder of the world to the class, developing their speaking and listening skills. Children will use a range of maps to locate the wonders in specific areas or on the world map. Children can devise their own 7 wonders in their local area and put these onto a map.</p> <p>Determination Children will learn about the determined workers and the visionaries who created, designed and built the 7 wonders of the world. What processes needed to happen in order to create these? Consider the determination and mindset of these visionaries and reflect on their own attitude.</p>	<p>and facts about Cholera in Hutton Rudby. Children will visit the local area e.g. Hutton Rudby Church & plague pit.</p> <p>Determination Children will learn about the determined character of John Snow and how he pursued and made his discovery, children can reflect on the attitude of themselves vs the attitude of John Snow. What could they do in school to be more like John Snow?</p>	<p>the determination in farmers who have to stay determined in all weather conditions to ensure that they are successful in their growth of produce.</p>	<p>range of resources to research about Captain Cook's life, achievements etc. Children will learn about sailing on the sea and the challenges sailors may face.</p> <p>Determination Children will take inspiration from Captain Cook and his determined mindset to explore, navigate and voyage the seas. Children may want to be like Captain Cook and stay focused and determined on their goal.</p>	<p>protecting their environment.</p> <p>Lifelong Learners Children could learn about the different species of sea life e.g. what would you find in a rock pool? Children will use a range of resources to find out facts about their local seaside location – Children will learn about what is found at the seaside: fish and chips, lemon top, sand, sea, rocks, bay, shells, rock pools, coast, headlands etc.</p> <p>Determination By the end of this term, children will be determined to protect their seaside environment, they will understand the dangers of plastic pollution and littering to the sea life. Children could stay determined by creating advertisements and leaflets to keep children focused on protecting the seaside environment.</p>
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Maths	<p>Number and Place Value</p> <p>Count in 2s, 3s, 5s from zero and in 10s from any number.</p> <p>Recognise place value of each digit in a two-digit number (tens and ones)</p> <p>Identify, represent & estimate numbers using different representation e.g. number lines</p> <p>Addition and Subtraction</p> <p>Number bonds to 20, derive these rules up to 100.</p> <p>Solve problems using a range of representations.</p> <p>Two-digit numbers and ones.</p> <p>Two-digit numbers and tens.</p> <p>Measures - Money</p> <p>Recognise symbols for pounds & pence, combine to make different amounts.</p> <p>Incorporate simple addition and subtraction problems.</p> <p>Understand different combination of coins can equal the same amount in total.</p>	<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for 2/5/10 tables, recognize odd and even numbers</p> <p>Calculate mathematical statements within tables write them using \times \div and $=$</p> <p>Multiplication can be done in any order (commutative) and division by one number cannot</p> <p>Measures - Time</p> <p>Compare and sequence intervals of time</p> <p>Know the number of minutes in an hour and hours in a day</p> <p>Tell & write the time to 5 minutes, including quarter past/to the hour & draw hands on clock</p> <p>Shape</p> <p>Identify and describe 2D shapes, number of sides and lines of symmetry</p> <p>Identify and describe 3d shapes, number of edges, vertices and faces</p>	<p>Multiplication and Division</p> <p>Solve problems using multiplication and division, use materials, arrays, repeated addition, mental methods, facts and problems in contexts</p> <p>Revise 2, 5 and 10 tables, recognize odd and even numbers</p> <p>Addition and Subtraction</p> <p>Show addition can be done in any order (commutative) but subtraction cannot</p> <p>Recognize and use the inverse operation</p> <p>Three one-digit numbers together</p> <p>Two-digit number and ones</p> <p>Two-digit and tens</p> <p>Two two-digit numbers</p> <p>Shape</p> <p>Identify 2d shapes on 3d shapes e.g. circle on a cylinder</p> <p>Compare and sort common 2d and 3d shapes and every day objects.</p>	<p>Fractions</p> <p>Recognise, find, name & write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and begin to recognize equivalence</p> <p>Length and Height</p> <p>Choose appropriate standard units to measure length and height in any direction (rules, scales, thermometers, measuring vessels)</p> <p>Compare and order lengths, mass, volume/capacity and record using $<=>$</p> <p>Position and Direction</p> <p>Order and arrange combination of mathematical objects in patterns and sequences e.g. patterns of shapes</p> <p>Use mathematical vocabulary to describe position, direction and movement including clockwise and anticlockwise</p>	<p>Fractions</p> <p>Recognise, find, name & write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and begin to recognize equivalence</p> <p>Mass, Capacity & Temperature</p> <p>Choose appropriate standard units to measure length and height in any direction (rules, scales, thermometers, measuring vessels)</p> <p>Compare and order lengths, mass, volume/capacity and record using $<=>$</p> <p>Addition & Subtraction</p> <p>Solve problems, concrete objects, pictorial representations, increasing knowledge mental and written methods</p> <p>Revise inverse</p> <p>Revise:</p> <p>Three one-digit numbers together</p> <p>Two-digit number and ones</p> <p>Two-digit and tens</p> <p>Two two-digit numbers</p>	<p>Place Value</p> <p>Identify, represent and estimate numbers using different representations, including number lines</p> <p>Order and compare numbers from 0-100</p> <p>Write numbers to at least 100 in numerals and words</p> <p>Statistics</p> <p>Interpret pictograms/tally charts/block diagrams/simple tables</p> <p>Answer simple questions</p> <p>Ask/answer questions about totaling and comparing categorical data</p> <p>Consolidation</p>
English / Genres	<p><u>Handwriting</u></p> <p>Units 1-5</p> <p>Diary Entry</p>	<p><u>Handwriting</u></p> <p>Units 6-10</p> <p>Non-Chronological Report</p>	<p><u>Handwriting</u></p> <p>Units 11-15</p> <p>Newspaper Report</p>	<p><u>Handwriting</u></p> <p>Units 16-20</p> <p>Instructions - (Labels, lists and captions)</p>	<p><u>Handwriting</u></p> <p>Units 21-25</p> <p>Newspaper report</p>	<p><u>Handwriting</u></p> <p>Units 26-30</p> <p>Poetry – (Senses Poetry)</p>

<p><u>Text / Stimulus:</u> The Tunnel by Anthony Browne</p> <p><u>Reading:</u> (VIPERS) Prediction: Predict what may happen based on the information given. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Hook through journey through the slimy tunnel/conscience alley/. Discussing sequence of events and how events are related.</p> <p><u>Skills:</u> Sentence types (command, question, exclamation, statement); develop positive attitudes writing about experiences of others (fiction); planning & saying out loud what they want to write.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, Diary entry about Rose walking through the tunnel.</p> <p>Setting Description</p>	<p><u>Text/Stimulus:</u> Videos about the Great Wall of China</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain their understanding of the text after reading. Summarise: Summary of ideas identified. Link new meanings to known vocabulary.</p> <p><u>Skills:</u> writing about real events; writing for different purposes' re-reading to check that their writing makes sense; read aloud what they have written; expanded noun phrases; different sentence types; formal language some features of Standard English.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, writing a non-chronological report on one of the 7 wonders (Great Wall of China).</p> <p>Travel Leaflet</p>	<p><u>Stimulus:</u> Real reports/Teacher example/Videos</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain their understanding of the text after reading. Summarise: Summary of ideas identified. Link new meanings to known vocabulary. Discussing sequence of events and how events are related.</p> <p><u>Skills:</u> writing about real events; planning what they want to say; sentences with different forms; using tenses correctly; following appropriate format using Standard English.</p> <p><u>Writing:</u> Draft, edit and add additions to writing a Newspaper report about Cholera in Hutton Rudby.</p> <p>Letter Writing</p> <p>Stimulus: Information about John Snow</p> <p><u>Text:</u> Videos/Teacher example letter</p> <p><u>Reading:</u> (VIPERS) Prediction: Predict what may happen based on the information given. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read.</p> <p><u>Skills:</u> Sentences with different forms; writing for difference purposes (letter format); using tenses correctly; encapsulating writing sentence by sentence; capital letters for proper nouns; Write sentences thematically,</p>	<p><u>Text/Stimulus:</u> How to make smoothies real instructions</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Identify vocabulary in instructions e.g. imperative verbs. Explain: What is asked by the set of instructions. Retrieval: Retrieve information identifying what is needed to do with instructions.</p> <p><u>Skills:</u> Sentences with commands and statements; time adverbials; use present tense correctly; follow sequence of instructions; write for different purposes; re-reading, making sure clear and concise; correct use of verbs; Use commas to separate items in a list.</p> <p><u>Writing:</u> Plan, write & edit set of instructions for making smoothies (link with Naturally Nutritious topic)</p> <p>Poetry</p> <p><u>Text:</u> How the Bumblebee got his stripes by Michael Rosen</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Explain:</u> Thoughts, preferences and opinions. <u>Retrieval:</u> explain their understanding of what they have read. Summarise: Summary of ideas identified.</p>	<p><u>Text:</u> Real news reports about Captain Cook/Teacher examples</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain their understanding of the text after reading. Link new meanings to known vocabulary. Discussing sequence of events and how events are related.</p> <p><u>Skills:</u> writing about real events; planning what they want to say; sentences with different forms; using tenses correctly; following appropriate format using Standard English.</p> <p><u>Writing:</u> Draft, edit and add additions to writing a Newspaper report about Captain Cook reaching Australia.</p> <p>Non-Chronological Report</p> <p><u>Text:</u> Fact files about Captain Cook</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain their understanding of the text after reading. Summarise: Summary of ideas identified. Link new meanings to known vocabulary.</p> <p><u>Skills:</u> writing about real events; writing for different purposes' re-reading to check that their writing makes sense; read aloud what they have written; expanded noun phrases; different sentence types; formal language some features of Standard English.</p>	<p><u>Text:</u> Flotsam by David Wiesner & examples of Senses poetry</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Skills:</u> Perform their own compositions, so that meaning is clear; use high level vocabulary; planning/saying out loud what they want to write; writing poetry; expanded noun phrases; sentences with different forms. Write poetry to develop positive attitudes and stamina.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, write a poem in the style mentioned above taking inspiration from Flotsam by David Wiesner.</p> <p>Character Description (Traditional Tales)</p> <p><u>Text / Stimulus:</u> Jack and the Beanstalk</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text.</p>
<p><u>Text / Stimulus:</u> The Tunnel by Anthony Browne</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Retrieve: Identify and explain the key features from the text. Summarise: Summary of ideas identified.</p> <p><u>Skills:</u> Link ideas across paragraph; develop positive attitudes writing about</p>	<p><u>Text/Stimulus:</u> Real examples of travel leaflets</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain understanding of the text after reading. Summarise: Summary of ideas identified. Link new meanings to known vocabulary</p> <p><u>Skills:</u> writing about real events; writing for different purposes' re-reading to check that their</p>	<p><u>Text:</u> Videos/Teacher example letter</p> <p><u>Reading:</u> (VIPERS) Prediction: Predict what may happen based on the information given. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read.</p> <p><u>Skills:</u> Sentences with different forms; writing for difference purposes (letter format); using tenses correctly; encapsulating writing sentence by sentence; capital letters for proper nouns; Write sentences thematically,</p>	<p><u>Text:</u> How the Bumblebee got his stripes by Michael Rosen</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Explain:</u> Thoughts, preferences and opinions. <u>Retrieval:</u> explain their understanding of what they have read. Summarise: Summary of ideas identified.</p>	<p><u>Text:</u> Fact files about Captain Cook</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Retrieval: Explain their understanding of the text after reading. Summarise: Summary of ideas identified. Link new meanings to known vocabulary.</p> <p><u>Skills:</u> writing about real events; writing for different purposes' re-reading to check that their writing makes sense; read aloud what they have written; expanded noun phrases; different sentence types; formal language some features of Standard English.</p>	<p><u>Text:</u> Flotsam by David Wiesner & examples of Senses poetry</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Skills:</u> Perform their own compositions, so that meaning is clear; use high level vocabulary; planning/saying out loud what they want to write; writing poetry; expanded noun phrases; sentences with different forms. Write poetry to develop positive attitudes and stamina.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, write a poem in the style mentioned above taking inspiration from Flotsam by David Wiesner.</p> <p>Character Description (Traditional Tales)</p> <p><u>Text / Stimulus:</u> Jack and the Beanstalk</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text.</p>

<p>experiences of others (fiction); in narratives, describe settings and atmosphere; planning & saying out loud; expanded noun phrases (Describe and specify); use the passive to affect the presentation of information in a sentence; link ideas across a paragraph using repetition of a word or phrase;</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, setting description of the mysterious woods out of the tunnel.</p> <p>Character Description (Traditional Tales)</p> <p><u>Text / Stimulus</u>: Rapunzel by Bethan Woollvin</p> <p><u>Reading</u>: (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Summarise: Summary of ideas identified. Increasing understanding of poems/books and other literary materials. Increasing familiarity with traditional stories and fairy tales.</p> <p><u>Skills</u>: Use familiar and new punctuation correctly; link ideas across paragraph; in narratives, describe character; expanded noun phrases (describe and specify); subordination; conjunctions; excellent adjectives</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, character</p>	<p>writing makes sense; read aloud what they have written; expanded noun phrases; different sentence types; formal language some features of Standard English.</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, creating a travel leaflet to one of the 7 wonders of the world (Taj Mahal, India)</p> <p>Persuasion text- Letter to home</p> <p><u>Text/Stimulus</u>: Videos about Christ the Redeemer/Teacher examples of letter</p> <p><u>Reading</u>: (VIPERS) Vocabulary: Draw upon vocabulary from videos to understand. Inference: Infer meaning from text. Retrieval: Retrieve information from video/teacher examples. Discussing sequence of events and how events are related.</p> <p><u>Skills</u>: develop attitudes writing narratives about experiences & those of others; writing for different purposes; planning/saying out loud what they writing; sentences with different forms; past tense correctly; expanded noun phrases; subordinating clauses; coordinating clauses; Write sentences thematically, experiences of theirs and others (real and fiction).</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, writing</p>	<p>experiences of theirs and others (real and fiction).</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, follow structure of letter from John Snow to home about his discovery of Cholera.</p> <p>Diary Entry</p> <p><u>Stimulus</u>: Videos/Life accounts from 1800s/Videos/Teacher example</p> <p>Reading: (VIPERS) Prediction: Predict what may happen based on the information given. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text.</p> <p><u>Skills</u>: Sentence types (command, question, exclamation, statement); develop positive attitudes writing about experiences of others (fiction); planning & saying out loud what they want to write; writing about real events.</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, Diary entry from a person living in Hutton Rudby during the 1800s, experiencing Cholera outbreak.</p> <p>Poetry (Performance Poetry)</p> <p>Stimulus: Examples of performance poetry</p> <p>online https://www.youtube.com/watch?v=RvV23xoZRkl</p> <p>Reading: (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their</p>	<p><u>Skills</u>: Perform their own compositions, so that meaning is clear; use high level vocabulary; planning/saying out loud what they want to write; expanded noun phrases; sentences with different forms; Write poetry to develop positive attitudes and stamina.</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, perform a poem in the style mentioned above.</p> <p>Setting Description (Stories from other cultures – African Culture)</p> <p><u>Stimulus</u>: Zahra (Literacy Shed+)</p> <p><u>Reading</u>: (VIPERS) Infer: Infer ideas from video to identify key themes/emotions from character. Retrieval: Retrieve information from video to identify themes and ideas. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Discussing sequence of events and how events are related.</p> <p><u>Skills</u>: writing narratives about experiences of others; writing for different purposes; planning ideas/saying out loud; using tenses correctly; link ideas across paragraph; develop positive attitudes writing about experiences of others (fiction); in narratives, describe settings and atmosphere; planning & saying out loud; expanded noun phrases (Describe and specify); use the passive to affect the presentation of information in a sentence; link ideas across a paragraph using repetition of a word or phrase. Write sentences thematically, experiences of theirs and others (real and fiction).</p>	<p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, writing a non-chronological report about the achievements of Captain Cook (or another important individual e.g. Neil Armstrong – idea pending).</p> <p>Letter Writing</p> <p><u>Text</u>: Videos/Teacher example letter</p> <p>Reading: (VIPERS) Prediction: Predict what may happen based on the information given. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read.</p> <p><u>Skills</u>: Sentences with different forms; writing for difference purposes (letter format); using tenses correctly; encapsulating writing sentence by sentence; capital letters for proper nouns. Write sentences thematically, experiences of theirs and others (real and fiction).</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, follow structure of letter from Captain Cook on his voyage to someone at home.</p>	<p>Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Increasing understanding of poems/books and other literary materials. Increasing familiarity with traditional stories and fairy tales.</p> <p><u>Skills</u>: Use familiar and new punctuation correctly; link ideas across paragraph; in narratives, describe character; expanded noun phrases (describe and specify); subordination; conjunctions; excellent adjectives</p> <p><u>Writing</u>: Plan, write and make simple additions, corrections & revisions to writing, character description of the Giant in Jack and the Beanstalk, children to create their own vicious giant</p> <p>Instructions (Labels, lists and captions)</p> <p><u>Text</u>: How to fish in rockpools set of instructions (teacher made)</p> <p><u>Reading</u>: (VIPERS) Vocabulary: Identify vocabulary in instructions e.g. imperative verbs. Explain: What is asked by the set of instructions. Retrieval: Retrieve information identifying what is needed to do with instructions.</p> <p><u>Skills</u>: Sentences with commands and statements; time adverbials; use present tense correctly; follow sequence of instructions; write for different purposes; re-reading, making sure clear and</p>
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	<p>description of Rapunzel stuck in the tall tower.</p> <p>Letter Writing to Rapunzel from the children (Traditional Tales)</p> <p><u>Text / Stimulus:</u> Rapunzel by Bethan Woollvin</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their understanding of what they have read. Increasing understanding of poems/books and other literary materials.</p> <p><u>Skills:</u> Sentences with different forms; writing for difference purposes (letter format); using tenses correctly; encapsulating writing sentence by sentence; capital letters for proper nouns.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, follow structure of letter to Rapunzel from the children to make her happy in the tower.</p> <p>Acrostic Poem – C A S T L E / T U R R E T</p> <p><u>Stimulus:</u> Acrostic Poem related to topic (Example created by ET)</p> <p><u>Reading:</u> (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from text. Explain: Thoughts, preferences and opinions. Retrieval: explain their</p>	<p>persuasive letter home to encourage family to visit Christ the Redeemer, Rio de Janeiro.</p>	<p>understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Skills:</u> Perform their own compositions, so that meaning is clear; use high level vocabulary; planning/saying out loud what they want to write; write poetry to develop positive attitudes and stamina; expanded noun phrases; sentences with different forms.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, perform a poem in the style mentioned above.</p>	<p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, setting description of the atmosphere in Zahra Video.</p>	<p>Recount (Stories from other cultures - Australian Myths and Legends)</p> <p><u>Text:</u> Tiddalick the Frog</p> <p><u>Reading:</u> (VIPERS) Summarise: Summary of ideas identified. (VIPERS) Vocabulary: Draw upon vocabulary to understand the text. Inference: Infer meaning from the text. Predict: Predict what may happen next. Explain: Explain series of events, why/how they have occurred. Recognizing simple literary language in stories and poetry. Increasing understanding of poems/books and other literary materials. Discussing sequence of events and how events are related.</p> <p><u>Skills:</u> writing narratives about experiences of others; writing for different purposes; planning/saying out loud; use tenses correctly; subordination.</p> <p><u>Writing:</u> Writing recount from Tiddalick the Frog.</p>	<p>concise; correct use of verbs; Use commas to separate items in a list.</p> <p><u>Writing:</u> Plan, write & edit set of instructions for fishing in rockpools (inspired after Saltburn Trip)</p>
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	<p>understanding of what they have read. Summarise: Summary of ideas identified. Recognizing simple literary language in stories and poetry. Build up a repertoire of poems learnt by heart. Increasing understanding of poems/books and other literary materials.</p> <p><u>Skills:</u> Perform their own compositions, so that meaning is clear; use high level vocabulary; planning/saying out loud what they want to write; writing poetry; expanded noun phrases; sentences with different forms; Write poetry to develop positive attitudes and stamina.</p> <p><u>Writing:</u> Plan, write and make simple additions, corrections & revisions to writing, write a poem in the style mentioned above.</p>					
Suggested Texts	<p>The Tunnel by Anthony Browne Rapunzel by Bethan Woolvin By Mara Alperin The Castle by Anna Milbourne See Inside Castles (Usbourne books) The Princess and the Pea by Christian Anderson</p>	<p>My First Travel Book- The Seven Wonders of the World Ancient Wonders - Then & Now by LonelyPlanet Kids Usborne - Illustrated stories from around the world</p>	<p>The Black Death by Rob Llyod Jones Samuel Pepys' Diary, Summer 1665 Plague: A Cross on the Door by Ann Turnbull The Plague- Beginning History by Liz Gogerly Plague: Outbreak in London by Tony Bradman Great Plague (My Story) by Pamela Oldfield Plague and Fire: (Collins Big Cat) by Richard Platt</p>	<p>The Secrets of the Vegetable Garden by Carron Brown A Farmers Diary by Sally Urwin A Visit to the farm by Michael Morpurgo Granny Marmalade and Uncle Tractor Food From Farms – Acorn Go Facts Food Farms A & C Black How do animals give us food? By Linda Staniford From Farm to Fork: Where do grains come from? By Capstone Global Library Limited Handra's Surprise</p>	<p>Captain Cook's Diary Extracts Captain Cook by Rebecca Levene Captain Cook by Haydan Middleton Great Voyages by Deborah Patterson One Giant Leap by Don Brown One Giant Leap by Robert Burleigh First Man on the Moon by Ben Hubbard Neil Armstrong and the Moon Landings (Why do we remember) by Izzi Howell Tiddalick the Frog</p>	<p>The Little Mermaid – Ladybird Tales Jack and the Beanstalk The Storm Whale by Benji Davies The Snail and the Whale / Tiddler / Sharing a Shell by Julia Donaldson Lucy and Tom at the seaside by Shirley Hughes Sally and the Limpet by Simon James At the Seaside Valerie Thomas</p>

Science	Science: Growth and Survival	Science: Living in Habitats	Science: Growing Plants	Science: Growing Plants	Science: Super Scientists	Science: Living in Habitats
	<p>Understand that animals including humans, have offspring which grow into adults</p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Working Scientifically:</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the NC</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Communicate ideas and what is found out in a variety of ways</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify</p> <p>Use observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p>	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>

Computing	Research and E-Safety Use a search engine to present information about castles Save and retrieve their work Electronic Communication Email to request information from a story character (for example Rapunzel) Digital Images Map making - Create a bird's eye view map of a castle. What features lay within the castle walls?	Research and E-Safety Use a search engine to present information about the 7 wonders- save and retrieve their work Understanding Technologies Using the back/forward button, or hyperlinks to manage journeys around websites Digital Images Create an image using the paint package for the front cover of non-chronological report/leaflet/ brochure	Research and E-Safety Use a search engine to present information about the Plague- save and retrieve their work Handling Information Graphing package- tracking plant growth Creating statistics graphs (link to Maths) Research and E-Safety Use search technologies effectively to answer questions about Hutton Rudby during the Plague.	Handling Information Graphing package- tracking plant growth Digital Images Create a simple animation to show plant growth or the process of how food gets from the farm to forks	Digital Images Create a simple animation to tell a story of the moon landing Research and E-Safety Research and create fact files about Neil Armstrong and Captain Cook Control (Algorithms) Programme a space buggy or space rovers Control Captain Cook's Ship	Electronic Communication Email to request information from The Lighthouse Keeper. Text and Multimedia Combine text, graphics and sound to create an interactive seaside scene Handling Information Graphing package- tracking ice cream flavours
History	Chronological understanding Castles through the ages – explore similarities and differences of different castles Chronological building of castles, incorporate maps into timeline. Range and depth of historical knowledge Compare castles in the past to castles in the present – Do they have the same features? Who lived there? What were there roles? How many castles are there in England? Which is the tallest in England? Healthy mind and body (banquets) Interpretations of history Photographs and models of castles, do we trust these sources? What shows that they are real? Where were the cameras?	Chronological understanding Comparing the Ancient Wonders of the World to the Modern Wonders of the World Oldest wonder to the youngest wonder, timeline activity Use relative vocabulary e.g. time adverbials 'Long ago...' Range and depth of historical knowledge Individuals who created seven wonders, life story etc. Historical enquiry Ask & answer about their own wonder. Why is it important? Why is it relevant to you? Journey on an airplane.	Chronological understanding Local history study – Cholera in Hutton Rudby – Timeline from outbreak to clearance/cure Range and depth of historical knowledge Comparing life in Hutton Rudby and England during the Cholera epidemic of 1832 to life in Hutton Rudby & England now (Local History Study) Life of John Snow – important individual discovered the cause of Cholera Prominent individuals in Hutton Rudby (?) How we keep healthy body & mind, clean water, wash body & clothes etc, sewage system got into the water supply, run through the streets. Organisation and Communication Create a cartoon comic book (link to George Cruickshank and John Leach)	Chronological understanding Farming through ages – difference and similarities, e.g. machinery vs by hand View how the local farms have adapted over time How the land use has changed over time e.g. housing Range and depth of historical knowledge Comparing farms then and now Agricultural technology How transport of food has changed over time e.g. import of food from abroad. Access to fruit & vegetables e.g. seasonal diets... Would we have been able to eat pineapples or bananas years ago and how would it have travelled here? Organisation and Communication Drawing/ diagram to show the steps of the food process	Chronological understanding Range and depth of historical knowledge Captain Cook (sailed Pacific Ocean to Australia) – significant individuals e.g. Neil Armstrong (first man on the Moon) . Who were they? What did they do? Did they make history? Comparing ways of life at different times in the context of Captain Cook and Neil Armstrong Contributed to national and international achievements Differences between past and present events Historical Enquiry Find information about the Moon Landing and Cook's adventures using	Chronological understanding Look at similarities and differences between seaside destinations then and now- seashores through the ages e.g. Saltburn 100 years ago vs now. Use common words or phrases to show an awareness of the past e.g. Long ago... Range and depth of historical knowledge Compare seashores then and now, identify similarities and differences between the past and present, focusing on changes beyond living memory. Local history study Saltburn beach

	<p>Historical Enquiry</p> <p>Castle Study- Pickering (?) find out about the past, features, how was it built, houses vs castles, materials (link with science), position of castle e.g. why were they built? Use of the moat, e.g. rubbish and refuse</p> <p>Organisation and Communication</p> <p>Castle drawings, diagrams and models</p> <p>Drama and role play (job roles in the castle)</p> <p>Interview a Knight – ask questions</p> <p>Difference between Knight & Servant</p> <p>Invasion – Did castles protect us from invaders?</p> <p>Tax – The main tax was the geld, still based on the land, and unique in Europe at the time as being the only land tax that was universal on all the king's subjects, not just his immediate feudal tenants and peasants. It was still assessed on the hide, and the usual rate was 2 shillings per hide.</p>		<p>drawings) – talk, draw and write about aspects of the past</p> <p>Interpretations of history</p> <p>Accounts and stories of the Hutton Rudby Cholera epidemic – Visit town hall along with the church for information?</p> <p>Accounts from London, Italy etc.</p> <p>Newspaper reports, diary entries, accounts, town crier</p> <p>Historical Enquiry</p> <p>Potential visit from local historian – WORKSHOP GET IN TOUCH alicebarrigan@gmail.com, https://northyorkshirehistory.blogspot.com/2020/03/then-now-asiatic-cholera-covid-19.html</p> <p>Trade – What was trade like in the 1800s?</p> <p>Youtube links:</p> <p>https://www.youtube.com/watch?v=JHmdH-PkTRI</p>	<p>Local history study surrounding local farm – Children's parents, how farms have changed in the area</p> <p>Trade – Farming and agriculture trading, transportation to large food chains e.g. M&S / Tesco</p>	<p>artefacts, books, photos, diary entries)</p> <p>Interpretations of history</p> <p>Views of Captain Cook and Neil Armstrong</p> <p>Different accounts & perspectives, children emphasise their thoughts about achievements reaching Australia</p> <p>Organisation and communication</p> <p>Role play – Interviews with Captain Cook & Neil Armstrong</p> <p>Empire – How did Captain Cook built his Empire?</p>	<p>Organisation and Communication</p> <p>record what they have been learning in writing/drawings/diagrams or models.</p> <p>Use a wide range of historical vocabulary.</p> <p>Trade – Reasons why towns are next to the sea e.g. Redcar</p>
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<p>Geography</p>	<p>Geographical Skill and Fieldwork</p> <p>Aerial photographs (Google Maps) of castles- identify key features of the castle- plan view map – add North East South & West</p> <p>Devise a map of a castle and use a basic key 4000 castles in England, locate on the</p> <p>What features they have e.g. river, hill, moat atc</p> <p>Locational Knowledge and Map Knowledge</p> <p>Locate local castles and castles in the UK and mark them on a map. Could you go and visit?</p> <p>Human geography</p> <p>Surrounding, villages & bridges from castles</p>	<p>Locational Knowledge</p> <p>Name the 7 continents that the 7 Wonders of the World are in – label and identify on a world map</p> <p>Identify and locate the world's 5 oceans</p> <p>Research and discover information about the 7 wonders of the world. Locate North and South poles & the equator.</p> <p>Geographical Skill and Fieldwork</p> <p>Use world maps, atlases and globes to identify the location of the 7 Wonders</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans studied .</p> <p>· Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features · Devise a simple map and use basic symbols in a key in the context of a local study ·</p> <p>Begin to communicate geographical information including through maps and writing</p> <p>Physical Geography</p> <p>Location of hot and cold areas around the world Compare human features vs surrounding</p> <p>Physical features.</p> <p>Identify hot and cold areas, seasonal and daily weather patterns and compare to another location</p> <p>Basic geographical vocabulary e.g. cliff, hill etc.</p>	<p>Locational Knowledge</p> <p>Local study of Hutton Rudby- Compare human and physical features during the Plague in Hutton Rudby to now.</p> <p>Plot areas in the UK on a map and plot the most affected areas of the Plague (E.g. London)</p> <p>Place Knowledge</p> <p>Compare and contrast London vs Hutton Rudby in the during the 1800s Cholera outbreak.</p> <p>Geographical skill and field work</p> <p>Compare dates on the graves - maps with simple key locate graveyard and church</p> <p>Aerial photographs of map of the village Hutton Rudby</p> <p>Simple map of Hutton Rudby with simple key</p>	<p>Place Knowledge</p> <p>Farming and food production in a small area of the UK (our locality) to a small contrasting non-European country (Similarities and differences)</p> <p>Hutton Rudby vs China (Rice farming)</p> <p>World map – China vs Hutton Rudby</p> <p>Human Geography</p> <p>Factory, farm, port, harbor, link to farming, food, coastlines and production</p> <p>Physical Geography</p> <p>How seasonal and daily weather patterns effect farming and food production in the UK</p> <p>Key vocabulary to refer to physical features: cliff, coat, forest, sea, river, soil, valley, vegetation season & weather</p>	<p>Locational Knowledge</p> <p>Captain Cooks Travels across the oceans</p> <p>Identify and locate the world's 7 continents</p> <p>Identify and locate the world's 5 oceans</p> <p>Locate the equator and North and South Poles</p> <p>Geographical skill and fieldwork</p> <p>Compass directions-Captain cook's voyages:</p> <p>North, East, South, West</p> <p>Devise a simple map and use basic symbols in a key in the context of a local study ·</p> <p>Understand the term port, cliff, sea, weather and harbour</p> <p>Physical Geography</p> <p>Location of hot and cold areas around the world</p> <p>Style of map</p> <p>Find land/sea on a globe</p> <p>Use large OS Maps</p> <p>Infant atlas</p> <p>Identify UK on these resources</p> <p>Communicate geographical information through maps and writing</p>	<p>Human Geography</p> <p>Geographical vocabulary linked to coast lines: sea, cliff, harbor, weather, tides</p> <p>Physical Geography</p> <p>Seasonal and daily weather patterns – tides and the UK coastline</p> <p>Geographical skill and field work</p> <p>Compass directions, North East South West</p> <p>Create simple map with key with local study e.g. Saltburn</p> <p>Local study – Saltburn beach/Redcar/Robin Hood's Bay (yet to decide)</p> <p>identify key human and physical features</p> <p>Compare a seaside destination in a non-European country and one in the UK (compare the human and physical features in both areas)</p> <p>Locational Knowledge</p> <p>Name 5 oceans, 7 continents, locate the equator and North & South poles.</p>
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Art & DT	<p>Processes (Design)</p> <p>Design / make / evaluate</p> <p>Castle, turret, bridge or catapult</p> <p>Plan-make-evaluate draw bridge (link to Rapunzel)</p> <p>Processes (Technical Knowledge)</p> <p>Catapult using levers, sliders, wheels and axles</p> <p>Exploring and Developing Ideas</p> <p>Compare Paul Klee 'Castle and the Sun' and Paul Signac 'The Chateau des Papes'</p> <p>Observational drawing of Pickering Castle or castle study</p> <p>Drawing</p> <p>Observational drawings of different parts of a castle using pencil, charcoal or ballpoint to create shading</p> <p>Printing</p> <p>Stamped castles with paint & sponges</p>	<p>Processes (Technical Knowledge)</p> <p>How have the structures lasted?</p> <p>Christmas Crafts – mosaics ; practice the techniques in sketch books. Annotate ideas and choose final design for Christmas card.</p> <p>Cooking and Nutrition</p> <p>Prepare and taste simple foods from around the world</p> <p>Exploring and Developing ideas</p> <p>Focus on designers and visionaries of the 7 wonders, look at shape & materials</p> <p>Breadth of study – ICT and 3D forms</p> <p>Pop-up Art – Wonders of the World 3D</p>	<p>Cooking and Nutrition</p> <p>Make potions used in the Plague</p> <p>Investigate and make foods that people used to try e.g. herbs like tumeric.</p> <p>Exploring and Developing Ideas</p> <p>Hutton Rudby – Compare 'Cholera' Joseph Legare and 'Cholera Plague, Quebec 1832')</p> <p>Drawing</p> <p>Line drawing -cross hatching techniques to form</p> <p>Cholera cartoon drawings – George Cruickshank and John Leach</p> <p>Town crier – children dramatize</p>	<p>Cooking and Nutrition</p> <p>Farm to fork- understand that food has to be grown, farmed or caught in Europe and the wider world</p> <p>Arts with seeds</p> <p>Potato printing</p> <p>Vegetable printing</p> <p>Drawing and painting</p> <p>Observational drawing and paintings of food and farm life</p> <p>Collages</p> <p>Outdoor/natural materials to create a farming scene</p> <p>Processes (Design)</p> <p>Design/make/evaluate</p> <p>Potato cars</p> <p>Clocks out of potatoes & apples</p>	<p>Processes (Design)</p> <p>Design your own ship or undiscovered desert island</p> <p>Design a space suit, helmet & buggy</p> <p>Processes (Technical Knowledge)</p> <p>Make a space buggy using mechanisms</p> <p>Exploring and Developing Ideas</p> <p>Compare Van Gogh Starry night, William turner, Arthur Dove, 'The moon and me' and Thai Pagoda 'Moon Painting'</p> <p>Painting</p> <p>Peter Thorpe – rocket paintings use of scraping</p> <p>Through, building and layering/ Julie Perrot – splat painting</p> <p>Printing</p> <p>Captain Cook Aboriginal Artwork</p> <p>Textiles / Collage</p> <p>Captain Cook aboriginal art mosaic</p>	<p>Processes (Design, make and evaluate)</p> <p>Crabbing net</p> <p>Exploring and Developing Ideas</p> <p>Compare Catching Crabs by William Smith, Jewett and Catching Crabs by Winslow Homer</p> <p>Processes (Design, make and evaluate) / Textiles</p> <p>Create a Punch and Judy Show</p>
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RE	How and why do we celebrate special and sacred times? (Eid)		How should we care for others and the world and why does it matter?	Who is a Muslim and what do they believe?	How can we learn from sacred books?	
PE	<p>Games</p> <p>Use rolling, hitting, jumping, catching and kicking skills in combination</p> <p>Develop tactics</p> <p>Lead others where appropriate</p> <p>Throw and catch with control and accuracy</p>	<p>Gymnastics</p> <p>Travel by rolling forwards, backwards and sideways</p> <p>Hold a position whilst balancing on different parts of the body</p> <p>Climb safely on equipment</p> <p>Stretch and curl to develop flexibility</p> <p>Jump in a variety of ways and land with increasing control and balance</p>	<p>Dance</p> <p>Link 2 or more actions to produce a sequence</p> <p>Choose movements to communicate a mood, feeling or idea</p> <p>Plan, perform and repeat sequences</p>	<p>Multi-skills</p> <p>Run confidently at different speeds over a variety of distances, changing direction when necessary</p> <p>Throw with accuracy over a range of distances</p> <p>Catch objects, such as a tennis ball, with a degree of confidence</p>	<p>Athletics</p> <p>Run over a longer distance, conserving energy in order to sustain performance</p> <p>Sprint over a short distance up to 60m</p>	
Music	<p>Christmas Play (Use of voice expressively and creatively & listen with concentration and understanding)</p> <p>Sing with a sense of the shape of a melody</p> <p>To represent sounds with symbols</p> <p>To improvise in making sounds with the voice</p> <p>Perform songs using creativity and expression and create dramatic effect</p>			<p>Play tuned and untuned instruments</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse</p> <p>Recognise and explore how sounds can be organised</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound, as they should</p>	<p>Experiment with, create, select and combine sounds.</p> <p>Choose carefully and order sounds in a beginning, middle and end</p> <p>Use sounds to achieve an effect. (including use of ICT) Create short musical patterns</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea</p>	

<p>PSHE & SMSC</p>	<p>Assemblies / Picture News</p> <p>Culture & Community</p> <p>To begin to identify and respect the differences and similarities between people in the community, e.g. hair colour.</p> <p>To identify that they belong to different groups and communities such as family and school, for example friendships inside and outside of school</p> <p>Healthy Mind & Body</p> <p>To recall the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>Individual Excellence</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring e.g. school council, buddies</p> <p>To discuss that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns)</p>	<p>Assemblies / Picture News</p> <p>Culture & Community -To identify the 'special people' e.g. NHS workers who work in their community and how to contact if they need their help e.g. 999 in an emergency.</p> <p>To identify their special people in the community (family, friends, carers), what makes them special and how special people should care for one another</p> <p>Healthy Mind & Body</p> <p>To understand what they like and dislike, how to make sensible choices that improve their mind and body.</p> <p>To recognise that choices can have good and not so good consequences on your mind and body e.g. eating too many fats.</p> <p>Individual Excellence</p> <p>To identify various ways in which they are all individually excellent and understand that there has never been and will never be another 'them'</p> <p>Lifelong Learners</p> <p>To realise what is meant by 'privacy'; their right to have a 'private' life; the importance of respecting others' privacy.</p> <p>To identify strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>Determination</p> <p>To think about in a range of contexts, in school or at home, to learn from their experiences, to recognise and celebrate their determination and set simple but challenging goals.</p>	<p>Assemblies / Picture News</p> <p>Culture and Community</p> <p>To begin to understand what harms their local environment and develop strategies to improve these areas within the community.</p> <p>Healthy Mind & Body</p> <p>To understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid in a range of contexts.</p> <p>To begin to identify rules for and ways of keeping your mind and body safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>Lifelong Learners</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>To understand that money comes from different sources and can be used for different purposes, including concepts of spending and saving.</p>			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	Yabba Dabba Doo	Deadly Deserts	Rainforests	How has Hutton Rudby changed over time?	It's all Greek to me!	Why are capital cities in Britain, Europe and the World located near rivers?
Hook	Ryedale Folk Museum Stone Age Day.	Design a desert and desert animal	Create your own rainforest eco system	Local walk Guest speaker?	Greek day! Dress up, making Greek salad and hummus, Olympics on the field.	Visit to Newcastle-upon-Tyne BALTIC? Princess river Tees cruise
Links To Vision	<p>Culture & Community During this half- term, the children will learn about how people lived in pre-history and how they compare to how people live in communities today.</p> <p>Healthy Minds and Bodies The children will learn about how Stone Age people were hunter gatherers. How they planned their next meal, what they ate and how they obtained it.</p> <p>Individual Excellence Children will learn about the excellence shown by tribes in pre-history and how they were resourceful without certain materials and technologies. Also, the children will learn about how experts developed their knowledge on history before it was recorded.</p> <p>Lifelong Learners Children will have opportunities to research information and facts about the Stone Age . They will develop their questioning skills through speaking and listening activities. They will learn about key moments in our history and where they fit on a timeline.</p> <p>Determination Examples will be shared with the children of how individuals have shown resilience in reaching their goals and overcoming challenges for example; hunting to feed themselves and their families. They will be encouraged to</p>	<p>Culture & Community During this half- term, the children will learn about nomads and how they live in deserts and comparing them to people in our local community.</p> <p>Healthy Minds and Bodies The children will learn about Nomads’ and desert animals’ diets. Nomads tend to be hunter-gatherers and travel to where food is for survival for them and their animals. Comparison to modern farmers. How can they sustain their diet in such climates?</p> <p>Individual Excellence Children will learn about the excellence shown by people and animals who live in the desert and how they have adapted to survive in such climates. Nomads tend to be hunter-gatherers and travel to where food is for survival for them and their animals. Comparison to modern farmers.</p> <p>Lifelong Learners Children will have opportunities to research different deserts to gain an understanding that they can have significant differences. They will develop questioning, presentation and debating skills through speaking and listening activities. They will learn to celebrate the differences in cultures.</p>	<p>Culture & Community During this half term, children will compare different rainforests. They will learn about how they impact the culture and lifestyle of local tribes and will compare their culture and community to the community and culture here. The children will learn about how our food chain impacts forests the process of deforestation.</p> <p>Healthy Mind and Bodies Challenging the class to go a half term without eating McDonalds and consuming anything with palm oil which is contributing towards forest destruction. List items they have in their home which contain palm oil. View statistics on how much McDonalds is consumed in the UK. What impact do such things have on our bodies?</p> <p>Individual Excellence Children will learn about activists who are protesting to save the rainforests and will take part in their own debate/persuasion regarding the topic.</p> <p>Lifelong Learners Children will have opportunities to research different rainforests. They will develop questioning, presentation and debating skills through speaking and listening activities.</p>	<p>Culture & Community Children will look at how our local community has changed over the years, and people of different cultures who live there. School charity, local class charity and other local charities and how they help people in our community. Looking at how people moved to Hutton Rudby from other areas due to industry developments past and present.</p> <p>Healthy Mind and Bodies Links to local clubs for fitness and social clubs e.g. Brownies, Scouts etc... Link to local charity focussing on children’s mental health (RDHP).</p> <p>Individual Excellence Looking at local people who have successes to celebrate. Daniel Reed – went to Hutton Rudby and represented Great Britain in table tennis, came to Hutton Rudby Primary School – parents still live in the village.</p> <p>Lifelong Learners Children will have opportunities to research The history of the local village to gain an understanding of how things have changed for better or for worse and how it may change in future. They will develop questioning, presentation and debating skills</p>	<p>Culture & Community This term, the children will learn about a culture that is completely different from their own as we travel to Greece! They will learn about the differences in ancient Greece compared to the UK. Study on words that have derived from ancient Greece.</p> <p>Healthy Bodies The children will learn about the kind of diet people in Greece have. What effects would this have had on their health / their bodies? The children will also learn about the different Ancient Olympic sports that the Greeks participated in. What kind of fitness would be required for this? How could that kind of fitness be achieved?.</p> <p>Individual Excellence The children will research famous Greek philosophers such as Socrates and Plato. What impact did their research and findings have on society today? The children will also look at Greek Gods and what they were known for.</p> <p>Lifelong learners Children will have the opportunity to research information and facts about both present-day Greece and the Ancient Greece. They will develop questioning,</p>	<p>Culture & Community The children will reflect on why people built cities near rivers. They will learn to celebrate the differences in cultures and cities from around the world.</p> <p>Healthy Mind and Bodies Children will have the opportunity to research the food transportation industry between cities. We will also look at rowing clubs on rivers.</p> <p>Individual excellence Looking at different city Universities. Researching famous architects. The children can develop their own cities.</p> <p>Lifelong Learners Children will have the opportunity to research information and facts about how cities have changed over time. They will develop questioning, presentation and debating skills through speaking and listening activities.</p> <p>Determination Rome wasn’t built in a day! Children will learn about the determination and resilience needed to build a city alongside the planning and organisational skills required. The children will experience building structures as individuals and in teams to try and create the most effective one for the job.</p>

	reflect on the attitudes these people demonstrated when they are faced with challenges and moral dilemmas and will be questioned on what consequences would occur based on their actions.	Determination Examples will be shared with the children of how nomads have shown resilience in reaching their goals and overcoming challenges for example; hunting and gathering to feed themselves and their families and take care of their animals in tricky climates.	Determination Challenging the class to go a half term without eating McDonalds and consuming anything with palm oil which is contributing towards forest destruction.	through speaking and listening activities. Determination Linking to Daniel Reed – work hard to achieve your goals/never give up. What do the children want to do when they grow up and what are their plans of achieving it. What have they found challenging and how have they overcome it?	presentation and debating skills through speaking and listening activities. They will learn to celebrate the differences in cultures. Determination Holding our own Olympic day. What does it take to be an athlete today? What sports are we good at? What sports can we improve on? How can we overcome hurdles literally and figuratively?	
Maths	<p>Number & Place Value</p> <p><i>Begin with Y2 recap – represent numbers to 100</i></p> <p>Count from 0 in multiples of 4, 8, 50 and 100 work out if a given number is greater or less than 10 or 100 recognise the place value of each digit in a 3-digit number (hundreds, tens, and ones) solve number problems and practical problems involving these ideas</p> <p>Addition & Subtraction</p> <p>Add and subtract numbers mentally, including:</p> <p>a 3-digit number and ones a 3-digit number and tens a 3-digit number and hundreds</p> <p>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>Multiplication & Division</p> <p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p>Fractions and decimals</p> <p>count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing 1-digit numbers or quantities by ten recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$) compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above</p> <p><i>Consolidation of previous learning</i></p>	<p>Measurement</p> <p>measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, and 12 and 24-hour clock</p>	<p>Geometry</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>recognise angles as a property of shape or a description of a turn</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>identify horizontal and vertical lines, and pairs of perpendicular and parallel lines</p> <p><i>Consolidation of previous learning</i></p>	<p>Statistics</p> <p>interpret and present data using bar charts, pictograms and tables</p> <p>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms, and tables</p>

<p>English</p>	<p><u>Handwriting</u> Book 3 unit 1-6</p> <p>Character description <u>Text / Stimulus:</u> Character description of a mammoth</p> <p><u>Reading:</u> Reading comprehension on a character description. Vocabulary, inference, prediction and retrieval skills.</p> <p><u>Skills:</u> Plan writing by identifying audience; write for a range of purpose / audiences; use a range of punctuation, expanded noun phrases, metaphors and similes.</p> <p><u>Writing:</u> Plan, write and edit a character description.</p> <p>Diary entry <u>Text / Stimulus:</u> Stone Age Boy book & written diary entry</p> <p><u>Reading:</u> Using inference and retrieval skills to answer questions based off written stimulus.</p> <p><u>Skills:</u> 'a or 'an'</p> <p><u>Writing:</u> Plan, write and edit a diary entry of a child who visited the Stone Age.</p> <p>Instructional writing <u>Text / Stimulus:</u> Stone Age Boy & written instructions</p> <p><u>Reading:</u> Children to read and follow instructions to build their own spear.</p> <p><u>Skills:</u> Imperative verbs, time adverbials,</p> <p><u>Writing:</u> Plan, write and edit a character description of a soldier. Use vocabulary to establish the personality, without explicitly stating whether the person is good or bad.</p>	<p><u>Handwriting</u> Book 3 unit 7-13</p> <p>Non-chronological report – Desert animals. <u>Text/stimulus</u> A non chronological report</p> <p><u>Reading:</u> Retrieval skills based off text.</p> <p><u>Writing:</u> Plan, write and edit a letter home, written in the trenches from the character they described previously.</p> <p>Non -chronological report. How to survive in a desert, Stimulus – Bear Grills. Coyote Pete’s sting challenge.</p> <p>Setting description <u>Text / Stimulus:</u> A setting description created by class teacher</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit instructions for erecting an Anderson Shelter</p> <p>Create their own desert creature that has had to adapt to a created location. E.g. ice/sand desert.</p> <p><u>Other possible stimuli to support learning</u> Videos (Attenborough etc), creating their own desert.</p>	<p><u>Handwriting</u> Book 2 unit 14-19</p> <p>Fact File <u>Text / Stimulus:</u> non fiction rainforest books</p> <p><u>Reading:</u> Retrieval – explain their understanding of what they have read</p> <p><u>Writing:</u> Plan, draft and edit a fact file designed to teach other children about rainforests.</p> <p>Setting Description <u>Text / Stimulus:</u> <u>Reading:</u> Summarise – summarise the main ideas from more than one paragraph</p> <p><u>Writing:</u> Plan, write and edit a description of a volcanic environment</p> <p>Debate <u>Text/stimulus:</u> ‘Rangtan’ advert</p> <p>Poetry <u>Text / Stimulus:</u> The sound collector</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit their own poem based off sounds heard in the rainforest</p> <p><u>Other possible stimuli to support learning</u> Videos (Attenborough etc), creating their own rainforest.</p>	<p><u>Handwriting</u> Book 3 units 20-24</p> <p><u>Recap</u></p> <p>Diary entry – historical time contrast between children in the 1930s</p> <p>Interview Derek.</p> <p>Newspaper report on how cholera has entered Hutton Rudby.</p> <p>Character description Hot seating</p>	<p><u>Handwriting</u> Book 4 unit 1-5</p> <p>Myths <u>Text / Stimulus:</u> A setting description created by class teacher</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit instructions for erecting an Anderson Shelter</p> <p>Playscripts <u>Text / Stimulus:</u> Peter Pan play script</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit instructions for erecting an Anderson Shelter</p> <p>Instructions <u>Text / Stimulus:</u> A setting description created by class teacher</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit instructions for erecting an Anderson Shelter</p> <p>Fables <u>Text / Stimulus:</u> A setting description created by class teacher</p> <p><u>Reading</u> vocabulary and retrieval</p> <p><u>Writing:</u> Draft, plan and edit instructions for erecting an Anderson Shelter</p>	<p><u>Handwriting</u> Book 4 unit 6-10</p> <p>Post Card Choose a City from another Country to write a postcard home.</p> <p>New York New York! Re-create lyrics to the song with a European city e.g. Paris, London.</p> <p>Setting description. ‘Concrete jungle’ comparison to the rainforests. ‘Alicia Keys – New York.’</p>
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English: Suggested Texts	Stone Age Boy The Wild Way Home	The Explorer Survivors: The toughest creatures on Earth.	The Kapok tree The Shaman's Apprentice	A Traveller in Time	Who Let the Gods out Greek Myths	To the Edge of the World A Walk in Paris
Science	<p>Rocks and soils Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter</p> <p>Working Scientifically Ask relevant questions and begin to use different types of scientific enquiries to answer them · Set up simple practical enquiries and begin to understand what makes a fair test</p>	<p>Light and shadow Recognise that light is needed in order to see things and that the dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change</p> <p>Working Scientifically Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. · Gather, record, classify and present data to help in answering questions</p>	<p>How plants grow Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers · Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and they vary from plant to plant · Investigate the way in which water is transported within plants · Explore the part that flowers play in the life cycle of flowering plants, including pollination & seed formation</p> <p>Working Scientifically Record findings using simple scientific language, drawings, labelled diagrams, keys and tables · Report on findings from enquiries, including oral and written explanations.</p>	<p>Animals 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 · Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Working Scientifically Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Forces and magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Working Scientifically Identify differences, similarities or changes related to simple scientific ideas and processes · Use straightforward scientific evidence to answer questions or support finding</p>	<p>Health and movement 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Working Scientifically Record findings using simple scientific language, drawings, labelled diagrams, keys and tables · Report on findings from enquiries, including oral and written explanations.</p>
Computing	<p>Research - ask own questions and use ICT sources to find answers. Electronic Communication Begin to understand the need to abide by school e-safety rules Understanding Technologies (networks) Show an understanding that their password is the key to accessing a personalised set of resources and files</p>	<p>Text and Multimedia – create their own presentation on their chosen desert. Data Logging – monitor the strength of the sun over time. Control/algorithms Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen Understanding Technologies (the internet) Show an awareness that not</p>	<p>Research - ask own questions and use ICT sources to find answers. Digital Images (photos, paint, animation) Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea Understanding Technologies (individual technologies) Begin to show discernment in their use of computing devices and tools for a particular</p>	<p>Research - ask own questions and use ICT sources to find answers. Handling information (databases and graphs) Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject They follow straight forward lines of enquiry to search their data for their own purposes</p>	<p>Research - ask own questions and use ICT sources to find answers. Text and Multimedia Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback</p>	<p>Research - ask own questions and use ICT sources to find answers. Research and E Safety Children talk about using ICT to find information/resources noting any frustrations and showing an emerging understanding of internet safety Understanding Technologies (individual technologies) Begin to show discernment in their use of computing devices</p>

	Show an awareness of where passwords are critical in everyday use (for example parents accessing bank details)	all the resources/tools they use are resident on the device they are using. Begin to show an understanding of URLs.	purpose and explain why their choice was made	They talk about their experiences of using ICT to process data compared with other methods	Data logging (science and maths) Begin to use a data logger to sense physical data	and tools for a particular purpose and explain why their choice was made
History	<p>Chronological Understanding – Place events from the periods studied on the class timeline; Understand BC/AD</p> <p>Range and Depth of Historical Knowledge - Find out about everyday lives of people in the Stone & Iron Ages – compare these lifestyles with each other and with life today. Understand lifestyles of an ancient civilisation, compare & contrast with today Appreciate the influence of an ancient civilisation on the modern world</p> <p>Interpretations of History - Look at different representations of prehistory. (eg. cartoons, artefacts, art)</p> <p>Historical Enquiry – Use a range of sources to find out about the Stone Age, Bronze Age and Iron Age; observe small details from artefacts and pictures.</p> <p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Invasion – in the Stone Age</p>	<p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Chronological Understanding When were different deserts discovered?</p>	<p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Range and Depth of Historical Knowledge - Find out about everyday lives of tribes in the rainforests used to live – compare these lifestyles with each other and with life today.</p>	<p>Chronological Understanding – Begin to develop a chronologically secure knowledge and understanding of local history by studying changes in Hutton Rudby over time - Derek.</p> <p>Interpretations of History – Distinguish between different sources - compare different versions of the same story pertaining to the development of Hutton Rudby</p> <p>Historical Enquiry – Use a range of sources to find out about Hutton Rudby; observe small details from artefacts and pictures.</p> <p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Trade – how has trade from the local areas developed over the course of history. How has farming impacted the local area and how has this changed over history?</p>	<p>Chronological Understanding – Place events from the periods studied on the class timeline; Understand BC/AD.</p> <p>Range and Depth of Historical Knowledge - Understand Ancient Greek lifestyles, compare & contrast with today. Appreciate the influence of Ancient Greece on the modern world; Understand why people may have believed in the stories of the Greek Gods.</p> <p>Historical Enquiry – Use a range of sources to find out about Ancient Greece; observe small details from artefacts and pictures.</p> <p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Invasion -How did the Ancient Greeks build their empire?</p> <p>Trade - What did Ancient Greeks trade? How did this help their empire?</p> <p>Empire – introduce other empires</p>	<p>Organisation and communication Talk confidently about what they have found out about the past including through discussion/drama/role play Record what they have been learning in drawings/diagrams or models Record what they have been learning in writing Use a wide range of everyday historical vocabulary</p> <p>Range and Depth of Historical Knowledge - Find out about everyday lives of how people lived in London in the past and compare with another – compare these lifestyles with each other and with life today.</p>

	<p>How and why did tribes invade each other. Democracy – was there democracy in the Stone / Iron Age? How were things decided then?</p>				<p>How was the Greek Empire different from the British Empire? Tax – how did tax work in Ancient Greece? The rich voluntarily paid more – Aristotle developed the idea of the “Magnificent Man” who gave vast sums to the community. Rich people wanted to be magnificent. Democracy - Why is Athens known as ‘the birthplace of democracy’?</p>	
Geography	<p>Human Geography – understand how natural resources were distributed throughout the different ages. Geographical Skills and Fieldwork – sketch maps of Stone Age, Bronze Age & Iron Age settlements.</p>	<p>Locational Knowledge – Identify the location and significance of the Equator and the Northern and Southern hemisphere; Identify the location and significance of the Arctic and Antarctic Physical Geography – describe and understand the key aspects of climate zones and biomes. Geographical Skills and Fieldwork – use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Sketch a map (for example of a country with deserts or rainforests)</p>	<p>Locational Knowledge – Identify the location and significance of the Equator and the Northern and Southern hemisphere; Identify the location and significance of the Arctic and Antarctic Physical Geography – describe and understand the key aspects of climate zones and biomes. Geographical Skills and Fieldwork – use maps, atlases, globes and digital computer mapping to locate countries and describe features studied</p>	<p>Geographical Skills and Fieldwork – use fieldwork to observe, measure and record the human and physical features in the local area. Identify Hutton Rudby on a map in relation to the Country. Perspective Begin to draw a sketch map from a high view point. (Roseberry topping.) Map Knowledge Begin to identify points on maps A, B and C</p>	<p>Locational Knowledge Locate the countries in Europe on a map Locate European capital cities on a map and identify human and physical characteristics (for example rivers)</p>	<p>Locational Knowledge – Locate the countries in Europe on a map; Locate European capital cities on a map and identify human and physical characteristics; Locate large UK cities on a map and identify human and physical characteristics. Place Knowledge – Explore geographical similarities and differences through studying a region of the UK, Europe and North and South America. Geographical Skills and Fieldwork - Use four figure grid references, mapping symbols</p>
Art & DT	<p>Exploring and Developing Ideas/Painting - Research cave paintings and then create their own using twigs, moss and horsehair brushes to dab paint, blowing paint through tubes or wind pipes onto rocks Exploring and Developing Ideas/Textiles - Comparing modern day clothing with Iron Age Clothing. Creating their own Stone Age bag.</p>	<p>Printing - Desert landscape collage- layering using different techniques– artist Cassie Stephens as inspiration Breadth of Study/3D Form - Create large scale patterns in sand- ‘Desert Breath’ by Danae Stratou (the installation artist), Alexandra Stratou (the industrial designer and architect), and Stella Constantides (the architect)</p>	<p>Exploring and Developing Ideas/Painting/Collage - Rainforest- Explore artists Henry Rousseu, Ruth Daniels, John Dyer and Nixiwaka Yawanawá and create their own pieces in the style of chosen artist.</p>	<p>Breadth of Study - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions Cooking and Nutrition - Understand that food has to be grown, farmed or caught In Europe and the wider world</p>	<p>Exploring and Developing Ideas - Compare different Ancient Greek mosaics, compare Greek sculptures such as the statue of Zeus at Olympia and the statue of Athena at Parthenos Collage - Ancient Greek Mosaics using different papers. 3D Form - Sculptures, Mosaics, Pottery</p>	<p>Painting - Watercolours, 3D Form/Processes (Design, Make, Evaluate) - Model of famous buildings in Capital</p>

	<p>3D Form - Clay Stone Age jewellery</p> <p>Processes (Design, Make, Evaluate) - 3D models of Stonehenge</p> <p>Cooking and Nutrition - Prehistoric food tasting – different foods from different ages. Development of farming.</p>	<p>Work on a large scale</p> <p>Sketch and create their desert creatures.</p>				
RE	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	
PE	<p>Games</p> <p>Throw and catch with control and accuracy</p> <p>Strike a ball and field with control</p> <p>Choose appropriate tactics to cause problems for the opposition</p> <p>Follow the rules of the game and play fairly</p> <p>Yoga</p> <p>Live it get active</p>	<p>Dance</p> <p>Plan, perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Refine movements</p> <p>Live it get active</p>	<p>Gymnastics</p> <p>Plan, perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Refine movements</p> <p>Show changes of direction, speed and level during performance</p> <p>Live it get active</p>	<p>Multi Skills</p> <p>Apply different skills to game situations, for example:</p> <p>Throwing and catching when fielding in rounders</p> <p>Throw with accuracy over a range of distances to a teammate</p> <p>Catch objects, such as a tennis ball with a degree of confidence whilst on the move</p>	<p>Swimming</p> <p>Swim aided up to 25m</p> <p>Use one basic stroke, breathing correctly</p> <p>Swim up to 25m with aid if necessary</p> <p>Control leg movements</p> <p>Use more than one stroke and coordinate breathing appropriately</p> <p>Swim up to 25m</p> <p>Coordinate leg and arm movements</p> <p>Swim at the surface and below the water</p> <p>Swim between 25-50m unaided</p>	<p>Athletics</p> <p>Sprint over a short distance up to 60m</p> <p>Run over a longer distance, conserving energy in order to sustain performance</p> <p>Live it get active</p>

					Use more than one stroke and ordinate breathing as appropriate Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming Swim over 100m unaided Swim fluently with controlled strokes Turn efficiently at the end of a length	
Music	Christmas Play: (Use of voice expressively and creatively & listen with concentration and understanding) Sing in tune Perform simple melodic and rhythmic parts Improvise repeated patterns Beginning to understand the importance of pronouncing the words in a song well Start to show control in voice Perform with confidence		Play tuned and untuned instruments To compose music that combines musical elements Carefully choose sounds to achieve an effect Order my sounds to help create an effect Create short musical patterns with long and short sequences and rhythmic phrases	Listen with concentration and understanding To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians	Use of voice expressively and creatively & listen with concentration and understanding) Sing in tune Perform simple melodic and rhythmic parts Improvise repeated patterns Beginning to understand the importance of pronouncing the words in a song well Start to show control in voice Perform with confidence	
MFL	Reading A.) Make links between some phoneme, rhymes and spellings and read aloud familiar words B.) Notice the spelling of familiar words C.) Recognise how sounds are represented in written form D.) Identify specific sounds, phonemes and words.	Writing Write some familiar simple words accurately using a model (copy) B.) Write some familiar simple words from memory	Speaking A.) Communicate with others using simple words and phrases B.) Use the correct pronunciation in spoken work C.) Recognise question forms and negatives	Communication A.) Link sounds to meanings B.) Recognise question forms and negatives C.) Identify specific sounds, phonemes and words	Writing Write some familiar simple words accurately using a model (copy) B.) Write some familiar simple words from memory	Reading A.) Make links between some phoneme, rhymes and spellings and read aloud familiar words B.) Notice the spelling of familiar words C.) Recognise how sounds are represented in written form D.) Identify specific sounds, phonemes and words.
PSHE & SMSC	TEAM C To identify that differences and similarities between people in the community arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see	IT'S MY BODY H To recognise the emotions associated with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.	L To begin to understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.	H To recognise ways in which a relationship can be unhealthy for your mind and whom to talk to if they need support -To begin to understand the concept of 'keeping something confidential or secret', to keep a healthy mind when they	C To begin to understand the range of national, regional, religious and ethnic identities within our community and in the United Kingdom. -To begin to consider the lives of people living in other	D To reflect on and celebrate their achievements due to their determination, identify their strengths and areas for improvement, set high aspirations and goals

	<p>'protected characteristics' in the Equality Act 2010).</p> <p>-</p>	<p>- To begin to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy to their mind and body, that makes them uncomfortable or anxious.</p> <p>-</p>	<p>- To begin to define the term 'habit' and why habits can be hard to change.</p> <p>- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>-To recognise risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p>	<p>should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>communities, and people with different values and cultures.</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	<u>Roman Victoria</u>	<u>Water Cycle</u>	<u>Mountain Climbers</u>	<u>Dark Ages</u>	<u>Villainous Vikings and Stormin' Normans</u>	<u>Climate Change Study</u>
Hook	Trip - Vindolanda Roman Day – End topic	Extreme weather report	Trip - Indoor Ski Slope	King Arthur, sword in the stone/knights of the round table book	Yorvik trip	David Attenbrough: Climate Change – The Facts Documentary
Links To Vision	<p>Culture & Community : During this term, children will learn to appreciate the influence of Ancient Rome on the modern world and their community. They will learn about the Romanisation of Britain & the legacy of Roman architecture. They will discuss how Rome contributed to democracy and how the Romans grew their empire through trade</p> <p>Healthy Mind and Bodies : The children will compare and contrast life in each era to now and each other, as well as look specifically what was in a Roman diet both during 'Roman Day and their trip to Vindolanda.</p> <p>Individual Excellence : They will assume the role of a Roman general within their writing and form up their own Roman legion to explore the tactics that helped Romans successfully defeat their enemies. They will also build a Roman catapult and create mosaics.</p> <p>Lifelong Learners : Children will explain how to use Roman numerals and explore examples of where they are still used today. They will research the Romanisation of Britain & the legacy of Roman architecture.</p> <p>Determination:</p>	<p>Culture & Community : As part of this half term children will identify key topographical features including hills, mountains, coasts and rivers and how these impact their local community.</p> <p>Healthy Mind and Bodies : As part of their science they will describe the simple functions of the basic parts of the digestive system and identify the different types of teeth in humans, their simple functions and how to keep them healthy.</p> <p>Individual Excellence : The children will compose an acrostic poem linked to information learned about the water cycle.</p> <p>Lifelong Learners : They will be required to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods and present their findings.</p> <p>Determination: The class will write and perform a weather report in front of a green screen to be shown to their peers as a performance.</p>	<p>Culture & Community : The children will research and compose a brochure on a ski resort and explore reasons that make this kind of community attractive for others to visit.</p> <p>Healthy Mind and Bodies : The trip to an indoor ski slope will provide a significant opportunity to test the children's physical potential.</p> <p>Individual Excellence : During this term children will draw a sketch map from a high view point of a mountainous region.</p> <p>Lifelong Learners : Whilst completing their setting description children will begin to experience the works and worlds of Tolkein. When creating their ski resort brochure, the children will begin to incorporate the usage of a wide variety of maps, including the use of Google Earth. They will also need to describe and demonstrate a good understanding of mountains, where they are located and how they are formed.</p> <p>Determination: Whilst on their trip to the indoor ski slope children will encounter challenges both physically and mentally that will need test their determination.</p>	<p>Culture & Community : This term the class will compare and contrast life in each era to now and each other. They will also explore what happened to democracy during the Dark Ages following the end of Roman rule in Britain.</p> <p>Healthy Mind and Bodies : Children will explore what was life like in the Dark Ages and discuss how this will have affected the minds and bodies of those alive during those times.</p> <p>Individual Excellence : They will be given opportunities to ask a variety of questions on prominent historical characters from the time, analyse their lives and the impact they see today.</p> <p>Lifelong Learners : The class will learn about the legend of King Arthur and the Knights of the Round Table. They will also continue to place events studied on an overarching time line. Including individual time lines for each era, demonstrating key events in each era and explaining why they were important. This will allow them to use terms related to the period and begin to date events.</p> <p>Determination: As part of their research into the Dark Ages they will begin to understand various forms of torture that were enacted during the middle ages and why this happened.</p>	<p>Culture & Community : Living in Yorkshire the class will get to learn about how Vikings affected their local environment. This will be supported by a trip to the Yorvik centre. As part of this children will understand if the Vikings believed in democracy, and how their societies worked.</p> <p>Healthy Mind and Bodies : Children will look at what was life like aboard a Viking longboat and how that impacted their minds and bodies.</p> <p>Individual Excellence : They will create instructions for how to build a Viking longboat, in addition to building their own (mini) long ships.</p> <p>Lifelong Learners : They will uncover the origins and meanings of Viking myths and legends. Children will learn where from where the Vikings invaded and how this relates to locations on a map of Europe.</p> <p>Determination: Examples will be given as to why Britain was so easy to invade in this time period and what native people did in response to these invasions.</p>	<p>Culture & Community : This term children will recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> <p>Healthy Mind and Bodies They will discuss how the things we eat and waste have an effect on the environment.</p> <p>Individual Excellence : Children will explore changes they can make to positively impact climate change.</p> <p>Lifelong Learners : They will broaden their understanding of the globe and identify the significance of the Arctic and Antarctic circle and how these have changed over time, and will keep on changing.</p> <p>Determination: The class will understand that although climate change is significantly affecting the world, it can still be slowed and even reversed.</p>

	In the lead up to, and during, the trip to Vindolanda they will experience what life was like in Roman Britain and specifically what was life like on Hadrian's Wall at the edge of the empire.					
Maths	<p>Number and Place value Count in multiples of: 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 and understand why the numeral system changed over time</p> <p>Addition and Subtraction Add numbers up to 4 digits using the formal method Estimate and use inverse operations to check answers Subtract numbers with up to 4 digits using formal method Solve addition and subtraction two-step problems</p> <p>Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12 x 12</p>	<p>Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12 x 12 Use place value and known facts to multiply and divide mentally including multiplying three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply 2 and 3 digit numbers by 1-digit numbers using the formal method Solve problems involving multiplying and adding</p> <p>Fractions Recognise and show using diagrams families of common equivalent fractions Count up and down in hundredths and recognise hundredths arise when dividing tenths by 10 Add and subtract fractions with the same denominator Recognise and write equivalents of any number of tenths of hundredths Recognise and write decimal equivalents for: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>Measurement Convert between different units of measure Measure and calculate perimeter of rectilinear figures in centimetres and metres Find the area of rectilinear shapes by counting squares Estimate, compare and calculate different measures - including money Read, write and convert time between analogue and digital clocks Solve problems involving converting units of time</p> <p>Shape Compare and classify geometric shapes including quadrilaterals and triangles Identify acute and obtuse angles, and compare angles by size Identify lines of symmetry in 2D shapes, in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry Recognise where angles are greater than 2 right angles and know the term 'straight' angle refers to right angles together</p> <p>Multiplication and Division Recall multiplication and division facts for</p>	<p>Number and Place value Revisit</p> <p>Addition and Subtraction Revisit</p> <p>Position and Direction Describe positions on a 2D grid as coordinates in the first quadrant Describe movements between positions as translations Plot specific points and draw sides to complete a given polygon</p> <p>Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12 x 12</p>	<p>Multiplication and Division Revisit</p> <p>Statistics Interpret and present discrete and continuous data using appropriate graphical methods Solve comparisons, sum and difference problems using information presented in a variety of graphs and charts</p>	<p>Fractions Revisit</p> <p>Measurement Revisit</p> <p>Shape Revisit</p>

			multiplication tables up to 12 x 12			
English	<p>Handwriting: Practising joining from the letter e Practising joining to and from the letter s Practising writing letters at the correct size and height Practising writing double letters Practising consistency in spacing</p> <p>Spelling: Commonly misspelt words from baseline assessment Spell homophones and near homophones Words with the /s/ sound spelt sc Statutory Word List</p> <p>Grammar and punctuation: Capital letters, full stops and commas Conjunctions Full stops, question marks and exclamation marks. Prepositions Words to express time</p> <p>Fact File <u>Text / Stimulus</u> - Gods and Goddesses of Ancient Rome <u>Reading:</u> Information texts about Roman gods Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them <u>Skills:</u> Capital letters, full stops and commas <u>Writing:</u> Plan, write and edit a fact file about a Roman god</p> <p>Diary Entry</p>	<p>Handwriting: Practising using a diagonal join Practising using the horizontal join More practise joining to the letter y Practising speedwriting Practising the size and height of letters</p> <p>Spelling: Spell homophones and near homophones Use prefix super Use prefix im Statutory Word List Add the suffix ation</p> <p>Grammar and punctuation: Pronouns Present and past tense Direct speech Adverbs</p> <p>Extreme Weather report <u>Text / Stimulus</u> - non-chronological report of extreme weather <u>Reading:</u> Make predictions about what might happen from the details stated and implied <u>Skills:</u> Paragraphs, pronouns, conclusion, present and past tense <u>Writing:</u> Plan, write, edit an perform a weather report</p> <p>Poetry - Acrostic <u>Text / Stimulus</u> - The Works page 145 - 150 <u>Reading:</u> Recognise some different forms of poetry <u>Skills:</u> Perform their own compositions, using appropriate intonation, volume and</p>	<p>Handwriting: Practising spacing within words Practising joining to and from the letter w Practising joining from the letter m Practising joining to the letter a from the letter w Practising using a diagonal joining line</p> <p>Spelling: Use possessive apostrophes with plural words Use prefix inter Statutory Word List Add the suffix ous</p> <p>Grammar and punctuation: Alternative verbs Sentence structure Paired adjectives Clauses within sentences Non-countable nouns</p> <p>Setting description <u>Text / Stimulus</u> - Mount Doom - Lord of the Rings, text and video resources <u>Reading:</u> Identify main ideas drawn from more than one paragraph and summarise them Identify themes and conventions in a wide range of books Discuss words and phrases that capture the readers interest and imagination <u>Skills:</u> Paired adjectives Clauses within sentences Use of senses <u>Writing:</u> Plan, write and edit a setting description of Mount Doom</p>	<p>Handwriting: Practising speedwriting Practising joining from the letter i Practise the diagonal join to ascenders Practising joining to and from the letter f Practising joining to and from the letter e</p> <p>Spelling: Words ending with the /g/ sound spelt - gue and the /k/ sound spelt - que Use prefixes sub anti and auto Use prefix il and il words Statutory Word List Add endings which sound like 'shun' spelt tion</p> <p>Grammar and punctuation: Linking ideas in sentences Prepositions Statements into questions Fronted adverbials Adverbs (not ending in ly)</p> <p>Book study <u>Text / Stimulus</u> - King Arthur (sword in the stone/knights of the round table legends) <u>Reading:</u> Identify main ideas drawn from more than one paragraph and summarise them Identify themes and conventions in a wide range of books Read fairy stories, myths and legends and retell some of these orally <u>Skills:</u> Linking ideas in sentences, retrieval skills, reading aloud to the class <u>Writing:</u> Answer and create comprehension questions to explain, predict and summarise ideas based on a fictional text</p> <p>Analysis / comprehension of non-fiction newspaper report</p>	<p>Handwriting: Practising punctuation Practising consistency in forming and joining letters Practising printing to make captions Practising joining to and from the letter v Practising break letters</p> <p>Spelling: Add endings which sound like 'shun' spelt sion Add endings which sound like 'shun' spelt ssion Add endings which sound like 'shun' spelt cian Statutory Word List</p> <p>Grammar and punctuation: Word classes (parts of speech) Alternative adjectives Present perfect and past perfect Different sentence structures Prefixes</p> <p>Myths and legends <u>Text / Stimulus</u> - Viking sagas: Odin, Freya, Thor <u>Reading:</u> Discussion about the range of texts, taking turns and sees what others say Identify main ideas drawn from more than one paragraph and summarise them Identify themes and conventions in a wide range of books Discuss words and phrases that capture the readers interest and imagination Read fairy stories, myths and legends and retell some of these orally</p>	<p>Handwriting: Practising drafting and editing Practising speedwriting Practising printing to make a poster</p> <p>Spelling: Use prefix in Use the prefix ir Add the suffix ous Statutory Word List</p> <p>Grammar and punctuation: Apostrophes for contraction Regular and irregular plurals Determiners Apostrophe for possession Regular and irregular adjectives</p> <p>Persuasive argument: Text / Stimulus - climate change, linked to Attenbrough documentary <u>Reading:</u> Vocabulary – why were certain words or phrases chosen by the author, what impact did they have on the reader? Make predictions about what might happen from the details stated and implied Discuss words and phrases that capture the readers interest and imagination <u>Skills:</u> Use of language (rhetorical questions); writing for purpose / audience; recap key punctuation; formal speech, repetition, emotional language <u>Writing:</u> Plan, write and edit a letter to convey an opinion linked to climate change</p> <p>Biography <u>Text / Stimulus</u> - Climate activists: Sir David Attenbrough Greta Thunberg Ella and Caitlin McEwan (English school girls who</p>

	<p><u>Text / Stimulus</u> - Escape from Pompeii <u>Reading</u>: Draw inferences from the text such as characters thoughts feelings and motives and justify these with evidence Identify themes and conventions in a wide range of books <u>Skills</u>: Conjunctions Full stops, question marks and exclamation marks, first-person pronouns. <u>Writing</u>: Plan, write and edit a diary entry for a survivor of Pompeii</p> <p>Instructions <u>Text / Stimulus</u> - How to build a Roman army (and defeat your enemies) <u>Reading</u>: Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them <u>Skills</u>: Prepositions, words to express time, imperative verbs, chronological order, formal tone, words to express time</p> <p><u>Writing</u>: Plan, write and edit instructions to form a Roman legion ready for battle</p>	<p>movements so that meaning is clear; use high level vocabulary <u>Writing</u>: Plan, write and edit an acrostic poem</p> <p>Comprehension <u>Text / Stimulus</u> - Coca Cola (holidays are coming) Christmas advert <u>Reading</u>: Make predictions about what might happen from the details stated and implied Draw inferences from the text such as characters thoughts feelings and motives and justify these with evidence Discuss words and phrases that capture the readers interest and imagination <u>Skills</u>: Adverbs, comprehension, prediction <u>Writing</u>: Answer and create comprehension questions to explain, predict and summarise ideas based on an advert</p>	<p>Travel brochure <u>Text / Stimulus</u> - Ski resort: Courchevel, France Zermatt, Switzerland Val d'Isere, France Cortina d'Ampezzo, Italy St. Am Arlberg, Austria Zugspitze, Germany Or resort children have visited <u>Reading</u>: Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them Discuss words and phrases that capture the readers interest and imagination <u>Skills</u>: Subheadings, words and phrases to grab the readers attention <u>Writing</u>: Plan, write and edit a travel brochure for a ski resort</p> <p>Poetry - Limerick <u>Text / Stimulus</u> - The Works page 243 - 247 <u>Reading</u>: Recognise some different forms of poetry <u>Skills</u>: Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear; use high level vocabulary <u>Writing</u>: Plan, write and edit a limerick</p>	<p><u>Text / Stimulus</u> - China cuts video games for children (online article) <u>Reading</u>: Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them Make predictions about what might happen from the details stated and implied Discuss words and phrases that capture the readers interest and imagination <u>Skills</u>: Statements into questions, retrieval of relevant information to form an opinion <u>Writing</u>: Answer and create comprehension questions to explain, predict and summarise ideas based on a news article</p> <p>Music video study <u>Text / Stimulus</u> - Shotgun by George Ezra (chosen by the class) Comprehension of lyrics and video <u>Reading</u>: Draw inferences from the lyrics such as characters thoughts feelings and motives and justify these with evidence Discuss words and phrases that capture the readers interest and imagination <u>Skills</u>: Fronted adverbials, prepositions <u>Writing</u>: Answer and create comprehension questions to explain, predict and summarise ideas based on music video</p> <p>Poetry <u>Text / Stimulus</u> - Performance poems The Works page 401 - 418 <u>Reading</u>: Recognise some different forms of poetry <u>Skills</u>: Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear; use high level vocabulary <u>Writing</u>: Plan, write and edit a performance poem</p>	<p><u>Skills</u>: Character and setting descriptions, metaphors, similes personification, alternative adjectives <u>Writing</u>: Answer and create comprehension questions to explain, predict and summarise ideas based on myths and legends</p> <p>Instructions: <u>Text / Stimulus</u> - How to build a Viking longboat <u>Reading</u>: Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them <u>Skills</u>: Different sentence structures, prefixes, imperative verbs, chronological order, formal tone, words to express time</p> <p><u>Writing</u>: Plan, write and edit instructions to build a Viking long boat</p> <p>Recount: <u>Text / Stimulus</u> - World Cup Final 1966 - <u>Reading</u>: Retrieve and record information from non-fiction Discuss words and phrases that capture the readers interest and imagination <u>Skills</u>: Time connectives, first person, present perfect and past perfect <u>Writing</u>: Plan, write and edit a recount of the 1966 World Cup Final</p>	<p>successful petitioned to stop mandatory plastic toys in McDonalds happy meals) <u>Reading</u>: Retrieve and record information from non-fiction Identify main ideas drawn from more than one paragraph and summarise them <u>Skills</u>: Formal language, chronological order, past tense, apostrophes for contraction and apostrophes for possession <u>Writing</u>: Plan, write and edit a biography on a climate activist</p> <p>Write a fictional newspaper report: <u>Text / Stimulus</u> - Iconic movie scene hook - Kaiju (giant monster) coming from the ocean or Jaeger (giant robot) being deployed for defence <u>Reading</u>: Summarise the main idea from more than one paragraph, identifying key details that support the main ideas Make predictions about what might happen from the details stated and implied Discuss words and phrases that capture the readers interest and imagination Read fairy stories, myths and legends and retell some of these orally <u>Skills</u>: Plan writing by identifying audience; write for a range of purpose / audiences; link ideas across paragraphs; use vocabulary appropriate for formal writing; use layout devices such as headlines and columns to structure text Determiners Regular and irregular adjectives <u>Writing</u>: Plan, write and edit a newspaper article</p>
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						announcing the appearance of a monster / robot
English: Suggested Texts	Escape from Pompeii Gods and Goddesses of Ancient Rome Peter Pan - class book	The Works - poetry	Lord of the Rings series The Works - poetry	The Works - poetry Book study - King Arthur (sword in the stone/knights of the round table legends)	Non-fiction resources for biographies	
Science	States of Matter Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens Compare and group materials together, according to whether they are solids, liquids or gases Identify the parts played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Eating and digestion Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Circuits and conductors Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, buzzers, bulbs and switches 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	Changing Sound Identify how sounds are made, associating them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	Living Environments Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things Science Week	
Computing	E-safety Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. They show an understanding that not all information on the internet is accurate Develop a growing awareness of how to stay safe when using the internet (in school and at home) and that they abide by the school's internet safety policy	Technology in our lives Make choices about the devices and tools they use for specific purposes and explain them in relation to the context Show an understanding of the school network and how it links computers to resources in school and beyond. Perform a search using different search engines and check the results against each other, explaining why they might be different. Green screen for weather report	Multimedia Use advanced tools in word processing /DTP software such as tabs, appropriate text formatting, line spacing etc appropriately to create quality presentations appropriate for a known audience Make a short film/animation from images (still and/or moving) that they have sourced, captured or created Google maps to explore resorts	Data handling Share ICT work they have done electronically by email, VLE, or uploading to authorised sites Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions Enter information and interrogate it (by searching, sorting, graphing etc) Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered Use a data logger confidently, connected to the computer or remotely,	Programming Engage in Scratch based problem solving activities that require children to write procedures etc. and to predict, test and modify Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming - LEGO Homework includes: Reading Plus - supplements minimum 3 reads a week at home	Video documentary to support introduction of topic Homework includes: Reading Plus - supplements minimum 3 reads a week at home Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units

	<p>Short video edited hooks for Pomeii (to supplement book) and Roman army (English and DT)</p> <p>Homework includes: Reading Plus - supplements minimum 3 reads a week at home Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units</p>	<p>Homework includes: Reading Plus - supplements minimum 3 reads a week at home Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units</p>	<p>Homework includes: Reading Plus - supplements minimum 3 reads a week at home Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units</p>	<p>to capture continuous or intermittent data readings Interpret the results and use these in their investigations</p> <p>Record and perform poetry, using ideas and techniques identified in video music study this term.</p> <p>Homework includes: Reading Plus - supplements minimum 3 reads a week at home Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units</p>	<p>Times table rockstars to provide additional support on mastery of times tables Maths.co.uk - end of unit consolation for maths units</p>	
<p>History</p>	<p>Chronological understanding Place events studied on an overarching time line. Individual timelines for each era, demonstrating key events in each era and explaining why they were important. Use terms related to the period and begin to date events</p> <p>Range and depth of historical knowledge Use evidence to reconstruct life in Roman times (Roman Day) Appreciate the influence of Ancient Rome on the modern world Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events (for example Boudicca's rebellion; building of Hadrian's Wall; Anglo Saxon & Viking invasions; Conversion of Britain to Christianity)</p>	<p>Range and depth of historical knowledge Identify key features and events of time studied</p>	<p>Range and depth of historical knowledge Identify key features and events of time studied</p> <p>Range and depth of historical knowledge Identify key features and events of time studied</p> <p>Historical enquiry Use evidence to build up Ask a variety of questions Use the school library and internet for research</p>	<p>Chronological understanding Place events studied on an overarching time line. Individual timelines for each era, demonstrating key events in each era and explaining why they were important. Use terms related to the period and begin to date events</p> <p>Range and depth of historical knowledge Identify key features and events of time studied Look for links and effects in time studied Compare and contrast life in each era to now and each other</p> <p>Interpretations of history Use text books and historical knowledge</p> <p>Historical enquiry Ask a variety of questions Use the school library and internet for research</p> <p>Organisation and communication Recall, select and organise historical information</p>	<p>Chronological understanding Place events studied on an overarching time line. Individual timelines for each era, demonstrating key events in each era and explaining why they were important. Use terms related to the period and begin to date events</p> <p>Range and depth of historical knowledge Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events (Anglo Saxon & Viking invasions) Compare and contrast life in each era to now and each other</p> <p>Interpretations of history Use text books and historical knowledge</p> <p>Historical enquiry</p>	<p>Range and depth of historical knowledge Identify key features and events of time studied</p> <p>Range and depth of historical knowledge Identify key features and events of time studied</p> <p>Historical enquiry Use evidence to build up Ask a variety of questions Use the school library and internet for research</p>

	<p>Compare and contrast life in each era to now and each other</p> <p>Interpretations of history Look at the evidence available for the periods studied (for example Romanisation of Britain & the legacy of Roman architecture) Use text books and historical knowledge Use the school library and internet for research</p> <p>Organisation and communication Recall, select and organise historical information Communicate their knowledge and understanding in an organised and structured way using appropriate terminology</p> <p>Empire – how did the Roman Empire come to be? How was this empire different / similar to the British Empire that would come later? How did the fall of the Roman Empire lead to the beginning of the Anglo-Saxon era? Invasion – how did invasions help the Roman Empire? How did they invade places? What happened when they invaded Britain? Trade – how did the Roman’s grow their empire through trade? Tax – how did taxation work in the Roman Empire? It was usually 1%, raising to as high as 3% during times of war. Things like land, slaves, animals and wealth were considered. Democracy – how did Ancient Rome contribute to democracy?</p>			<p>Communicate their knowledge and understanding in an organised and structured way using appropriate terminology</p> <p>Empire How did the fall of the Roman Empire lead to the beginning of the Anglo-Saxon era? Invasion – Why were there so many invasions in Anglo Saxon Britain? Trade – How did the Anglo-Saxons trade with each other? Tax – How did taxation work in Anglo Saxon Britain? Democracy – What happened to democracy during the Dark Ages?</p>	<p>Choose relevant material to present a picture of one aspect of life in time past (for example Anglo Saxon laws and justice) Ask a variety of questions (for example who was Edward The Confessor?) Use the school library and internet for research</p> <p>Organisation and communication Recall, select and organise historical information Communicate their knowledge and understanding in an organised and structured way using appropriate terminology</p> <p>Invasion – From where did the Vikings invade? Why was Britain so easy to invade in this time period? Trade – What kind of things were imported / exported during the Viking period? Democracy – Did the Vikings believe in democracy?</p>	
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<p>Geography</p>	<p>Physical Geography How have settlements changed over time</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods</p> <p>Map knowledge Begin to identify significant places and environments</p>	<p>Locational knowledge Identify key topographical features (including hills, mountains, coasts and rivers) of the UK Describe and demonstrate a good understanding of the water cycle</p> <p>Geographical skill + Fieldwork Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods</p>	<p>Locational knowledge ☒☒ Compare and contrast physical and human characteristics of regions of the UK, Europe and North America (for example comparing snow covered areas) ☒☒ Explore geographical similarities and differences through studying a region of the UK, Europe and North America (for example studying snow covered mountain ranges)</p> <p>Physical Geography Describe and demonstrate a good understanding of mountains (for example in snow covered regions of Britain, Europe and North America.</p> <p>Geographical skill + Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use four figure grid references, mapping symbols and keys (for example when mapping an area effected by climate change) Make a scaled plan (for example of a famous ski resort) Begin to recognise symbols on an OS map Perspective Draw a sketch map from a high view point. Begin to identify significant places and environments Use large and medium scale OS maps.</p>	<p>Physical Geography How have settlements changed over time</p> <p>Geographical skill and fieldwork Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods</p> <p>Map knowledge Begin to identify significant places and environments</p>	<p>Physical Geography How have settlements changed over time</p> <p>Geographical skill and fieldwork Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods</p> <p>Map knowledge Begin to identify significant places and environments</p>	<p>Locational knowledge Identify the significance of the Arctic and Antarctic circle and how these have changed over time (for example in the context of climate change)</p> <p>Place Knowledge Explore geographical similarities and differences through studying a region of the UK, Europe and North America (for example studying snow covered mountain ranges)</p> <p>Physical Geography Describe and demonstrate a good understanding of the water cycle Describe and demonstrate a good understanding of mountains (for example in snow covered regions of Britain, Europe and North America. Describe and demonstrate an understanding of vegetation belts (for example in the context of climate change) Describe and understand the key aspects of biomes (for example in the context of climate change)</p> <p>Geographical skill + fieldwork Use four figure grid references, mapping symbols and keys (for example when mapping</p>
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			Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.			an area effected by climate change) Begin to recognise symbols on an OS map Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods (for example when looking at the water cycle and climate change) Perspective Begin to identify significant places and environments Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
Art & DT	<p>Evaluating and developing work - The Romans- still life painting- ‘ Wall Painting from Pompeii inspiration)</p> <p>Painting The Romans- painting on plaster and wood The Romans- figure painting)</p> <p>Textiles/Collage - The Romans- use paste resist to create Roman tiles and mosaics)</p> <p>3D Form - The Romans- using coloured materials to create mosaic designs) Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience</p>	<p>Printing The water cycle- make prints using marbling effects to create rainwater) Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Water- cycle- Build a 3D model</p>	<p>Exploring and Developing Ideas - Mountain climbers- Explore Leroy Nieman ‘Slalom 1980’ (Expressionism) and German artist Mirek Kuznair ‘Slalom’/Jeremy Houghton)</p> <p>Painting Create and paint a Mountain/ski run from clay and other materials</p> <p>3D Form Evaluate 3D mountain/ski run model</p>	<p>Exploring and Developing Ideas - The Dark Ages- Explore Byzantine Art (symbolism and religious paintings), Romanesque Art (painting based on Christianity and religion) , Giotto , Ambrogio Lorenzetti, stone sculptures and carving)</p> <p>Evaluating and developing work The Dark Ages- stained glass window patterns</p> <p>Painting - The Dark Ages- ‘The Alfred Jewel’ and ‘The Purse Lid’ choose metallic paints to recreate artefacts)</p> <p>Textiles/Collage - The Dark Ages- Anglo Saxons- Bayeux Tapestry use of embroidery)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food Dark Ages- make wheat porridge</p>	<p>Create designs using exploded diagrams Vikings- Longboats, longhouses, helmets Consider how existing products and his/her own finished products might be improved and meet the needs of the intended user evaluate the effectiveness of the Vikings longboat design / longhouses materials</p>	<p>Exploring and Developing Ideas Climate Change- Explore artwork by ‘Yamima’ Tina Spiro- climate activist artist, Just one Drop by Debra Espinosa, Mural of Greta Thumberg, Sean Hula Yoro, Jill Pelto, Courtney Mattison and Tamiko Thiel)</p>

	<p>Romans – study shields, chariots, purse, catapults, Roman villas, jewellery</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work for example cutting internal shapes, slots in frameworks</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Romans- use techniques to make a shield</p> <p>Romans - create a Roman purse using textiles</p> <p>Romans- create a mini chariot, aqueduct or coliseum from construction materials</p> <p>Apply techniques that he/she has learnt to strengthen structures and explore his/her own ideas</p> <ul style="list-style-type: none"> - Roman shields - Build an aqueduct 					
RE	What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	What does it mean to be a Hindu in Britain today?	Why do some people think life is like a journey and what significant experiences mark this?		Why are festivals important to religious communities? (Eid)
PE	<p>Games</p> <p>Maintain possession of a ball for example, with feet, hockey stick or hands</p> <p>Pass to teammates at appropriate times</p> <p>Lead others and act as a respectful team member</p> <p>Yoga</p> <p>Recognise and perform common yoga poses</p>	<p>Dance</p> <p>Create dances and movements that convey a definite idea</p> <p>Change speed and levels within a performance</p> <p>Develop physical strength and suppleness by practicing moves and stretching</p> <p>Yoga</p> <p>Recognise and perform common yoga poses</p>	<p>Gymnastics</p> <p>Travel in a variety of ways including flight, by transferring weight to generate power in movements</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts, for example, in balances, experiment to find out how to get the center of gravity successfully over base and organize body</p>	<p>Games</p> <p>Maintain possession of a ball for example, with feet, hockey stick or hands</p> <p>Pass to teammates at appropriate times</p> <p>Lead others and act as a respectful team member</p> <p>Multi-skills</p> <p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders</p> <p>Apply skills when under pressure from an opponent</p>	<p>Multi-skills</p> <p>Apply different skills to game situations, for example: Throwing and catching when fielding in rounders</p> <p>Apply skills when under pressure from an opponent</p> <p>Throw with accuracy over a range of distances to a teammate – using tennis balls & netballs</p>	<p>Athletics</p> <p>Jump in a number of ways, using a run up where appropriate</p> <p>Compete with others and aim to improve personal best performances</p> <p>Sports Week</p>

			parts to create an interesting body shape Swing from equipment safely using hands Year 4 Sporting Combine 2022 (maths -measurements)	Throw with accuracy over a range of distances to a teammate – tennis ball, netball		
Music	Use of voice expressively and creatively Sing in tune with awareness of others Perform simple melodic and rhythmic parts with awareness of others Improvise repeated patterns growing in sophistication Sing songs from memory with accurate pitch Maintain a simple part within a group Understand the importance of pronouncing the words in a song well	Use of voice expressively and creatively Show control in voice Play notes on instruments with care so they sound clear Perform with control and awareness of what others in the group are singing or playing Year 3 /4 Play – Peter Pan	Play tuned and untuned instruments Compose music that combines several layers of sound Awareness of the effect of several layers of sound compose and perform melodies and songs. (Including using ICT)	Play tuned and untuned instruments Use sound to create abstract effects Recognise and create repeated patterns with a range of instruments Create accompaniments for tunes Carefully choose order, combine and control sounds with awareness of their combined effect	Listen with concentration and understanding To notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect	Experiment with, create, select and combine sounds Learn to read music during recorder lessons. Use Staff and musical notation when composing work Know how many beats in a minim, crotchet and semibreve and I recognise their symbols zKnow the symbol for a rest in music, and use silence for effect in my music
MFL	Reading Read and understand familiar words and short written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Apply phonic knowledge to decode text	Writing Write some familiar words and phrases (noun & gender and adjectives) without help (from memory) Copying simple structures	Speaking Use question forms Use phonic knowledge to support accurate pronunciation and to say	Listening Listen to and identify words and short phrases Communicate by answering a wider range of questions Sort words according to sounds Recognise negative statements Recognise categories of words (e.g. colours) and word classes	Reading Recognise and apply simple agreements (e.g. gender, plural, singular) Recognise negative statements Recognise categories of words (e.g. colours) and word classes	Writing Use question forms Use phonic knowledge to support accurate pronunciation and to write simple words and phrases Recognise and apply simple agreements (e.g. gender, plural, singular)
PSHE & SMSC	Culture and community -To recognise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child. -To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.	Healthy Mind and Body -To begin to understand what positively and negatively affects their mind and body. -To begin to understand how their body will and emotions may change as they approach and move through puberty. -To understand how to take care of their body, understanding they have a right	Healthy Mind and Body -To identify which, why and how commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety, that some are restricted and some are illegal to own, use and give to others.	Individual excellence -To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. -To begin to understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.	Life Long learners - To learn about school rules about health and safety, basic emergency aid procedures, where and how to get help. - To begin to learn about keeping safe online, importance of protecting personal information, including passwords, addresses and the distribution	Life Long learners -To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To begin to determine what is presented to them on social media,

	<p>-To recognise different types of relationships in your community: friends, acquaintances, family, relatives</p> <p>-To begin to identify stereotypes and how to challenge them in the community.</p> <p>Growth Mindset: Everyone Can Learn! My Brain Is Like A Muscle That Grows!</p>	<p>to protect their body from inappropriate and unwanted contact, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others.</p> <p>Growth Mindset: I Am A Valued Member Of This Learning Community We Love A Challenge!</p>	<p>- To recognise and manage dares.</p> <p>Growth Mindset: A Goal Without A Plan Is Just A Wish</p>	<p>Growth Mindset: Mistakes Are Opportunities For Learning There's A Different Between Not Know And Not Knowing Yet!</p>	<p>of images of themselves or others.</p> <p>- To introduce the use of mobile phones, keeping safe, user habits.</p> <p>- To learn about managing requests for images of themselves or others, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p> <p>-To begin to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p> <p>- To begin to learn about bullying and abuse in all its forms (online and through social media)</p>	<p>misrepresenting or misleading</p> <p>- To begin to differentiate between the term's 'risk', 'danger' and 'hazard'.</p> <p>-To recognise, predict and assess different situations and decide how to manage them responsibly including sensible road use and risks in their local environment and to use this as an opportunity to build resilience.</p> <p>Growth Mindset: A New Day Is A New Opportunity</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	Terrible Tudors	We are Cartographers	The Mummy Returns!	The Blue Planet	Victorians	Brazil
Hook	Tudor Family Tree	Orienteering Challenge	Mummification Hancock Museum	Trip to The Deep	Victorian day Eat gruel	Carnival
Links to Vision	<p>Culture and Community – What was Hutton Rudby like in the Tudor times? How have the Tudors affected our culture today? – crime and punishment, Shakespere etc.</p> <p>Healthy Body and Mind – Tudor diet, Tudor sports/games</p> <p>Individual Excellence – Was Henry VIII really all that bad? Discussions around famous Tudors and their achievements, etc Shakespeare.</p> <p>Lifelong Learners – Chdn will have the opportunity to develop their research skills. Introducing children to Shakespeare and Drama – inspiring future interests.</p> <p>Determination – Henry VIII determination to have a son. Tudor peoples determination to survive through disease.</p>	<p>Culture and Community – Mapping Hutton Rudby, discovering different parts of their community. Comparing their community with others around the world.</p> <p>Healthy Body and Mind – Orienteering links with walking to improve mental health.</p> <p>Individual Excellence – Captain Cook mapping the oceans. Links with local heroes.</p> <p>Lifelong Learners – Using map skills when older, Inspiring future interests.</p> <p>Determination – Determination when orienteering, looking at famous explorers and how they displayed determination.</p>	<p>Culture and Community – How did the Egyptians shape our culture today? Comparing Egyptian culture with modern day culture.</p> <p>Healthy Body and Mind – Egyptian sports, dancing, diet. Egyptian beliefs.</p> <p>Individual Excellence – Influential Egyptian people. Egyptian archaeologists who have made major discoveries.</p> <p>Lifelong Learners – Chdn will have the opportunity to develop their research skills. Inspiring future interests.</p> <p>Determination – Tutankhamun was a young Pharaoh how determined did he have to be?</p>	<p>Culture and Community – How does climate change affect our culture now. What can we do as a school community to help? Moral implications of having fish in our diet – sustainably sourced etc.</p> <p>Healthy Body and Mind – Sports on the ocean, swimming, diving etc.</p> <p>Individual Excellence – David Attenborough – his work around ocean conservation.</p> <p>Lifelong Learners - Chdn will have the opportunity to develop their research skills. Inspiring future interests.</p> <p>Determination – Looking at animals that live in the ocean and how determined they have to be to survive. Determination of people like David Attenborough to communicate the importance of ocean conservation etc.</p>	<p>Culture and Community – How did the Victorians shape our culture? What parts of Victorian culture are left over? Looking at schools, everyday life etc. What was Hutton Rudby like in Victorian times?</p> <p>Healthy Body and Mind – Victorian diet – what did children eat in Victorian times. Exercise and sport.</p> <p>Individual Excellence – Influential Victorians; Charles Dickens etc.</p> <p>Lifelong Learners - Chdn will have the opportunity to develop their research skills. Inspiring future interests.</p> <p>Determination – Discussion around the determination of Victorian people</p>	<p>Culture and Community – Comparing and contrasting the culture in Brazil and our own. What different communities are there in Brazil? What similarities/differences are there?</p> <p>Healthy Body and Mind – Brazilian food/diet – how do Brazilian people stay healthy?</p> <p>Sport – Brazil and Football!</p> <p>Individual Excellence – Famous Brazilian football players.</p> <p>Lifelong Learners – There is a big opportunity to link with previous learning – e.g. climate change in the Amazon (the lungs of the world) Children will have the opportunity to develop their research skills. Inspiring future interests.</p> <p>Determination – Looking at the determination of the people fighting to save the Amazon.</p>
Maths	<p>Number & Place Value Read, write, order and compare numbers up to at least 1,000,000 and say the value of each digit.</p> <p>Addition & Subtraction Add and subtract whole numbers with more than 4 digits, including using formal written methods. Add and subtract numbers mentally with increasingly large numbers.</p> <p>Multiplication & Division Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Fractions (inc decimals & percentages) Compare and order fractions whose denominators are all multiples of the same number. Read and write decimal numbers as fractions.</p> <p>Measure Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles including using standard units, cm² and m² and estimate the area of irregular shapes.</p> <p>Geometry -Properties of shape Draw given angles and</p>	<p>Number & Place Value Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Addition & Subtraction (inc decimals) Solve addition and subtraction multistep problems in context, deciding which operations and methods to use and why.</p> <p>Multiplication Solve problems involving multiplication using their knowledge of factor and multiples, squares and cubes.</p>	<p>Long Division</p> <p>Geometry - Position and Direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.</p> <p>Statistics Complete, read and interpret information in tables, including timetables.</p>	<p>Addition & Subtraction (inc decimals)</p> <p>Multiplication & Division Solve problems involving multiplication and division, including scaling by simple fractions and problems.</p> <p>Fractions (inc decimals & percentages) Read write order and compare numbers with up to three decimal places. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 ad those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Measure Convert between different units of metric measure.</p> <p>Statistics Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Consolidation</p>

		measure them in degrees.				
English / Genres	<p>Biographies – Famous Tudors Text/Stimulus – Non-Fiction Books on Tudors Reading: Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Plan writing by noting and developing initial ideas, drawing on reading and research. Draft and write by using devices to build cohesion within and across sentences and paragraphs; Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Persuasive Letter Text/Stimulus – Henry VIII's Wives Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Indicate degrees of</p>	<p>Non-Chronological Report Text/Stimulus: Avatar/Pandora Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present information from non-fiction. Writing: In narratives, describing settings, characters and atmosphere; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).</p> <p>Persuasive Advert – Holiday Destination Text/Stimulus: Avatar/Pandora Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present information from non-fiction. Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs</p>	<p>Instructions – How to Mummify someone. Text/Stimulus: Mummification Reading: Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Writing: Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Use commas to clarify meaning or avoid ambiguity.</p> <p>Explanations – Egyptian Life Text/Stimulus: Exodus: Gods and Kings - clip Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction Writing: Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must</p> <p>Newspaper Article Text/Stimulus: Discovery of Tutankhamun Reading: Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction Writing: In narratives, describing settings, characters and</p>	<p>Non-Chronological Report Text/Stimulus: Sea Creatures Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present information from non-fiction. Writing: Plan writing by noting and developing initial ideas, drawing on reading and research; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).</p> <p>Persuasive Discussion – Sea Fishing Text/Stimulus: Newspapers – David Attenborough Docs Reading: Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction. Writing: Plan writing by noting and developing initial ideas, drawing on reading and research; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings,</p>	<p>Diary Entry Text/Stimulus: Victorian Day Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction. Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Plan writing by noting and developing initial ideas, drawing on reading and research; Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must</p> <p>Explanations – Victorian inventions Text/Stimulus: Reading: Retrieve, record and present information from non-fiction Writing: Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Using further organisational and</p>	<p>Fact File Text/Stimulus: Brazil Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present information from non-fiction. Writing: Plan writing by noting and developing initial ideas, drawing on reading and research; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).</p> <p>Recipe Text/Stimulus: Brazilian Carnival Food Reading: Identifying and discussing themes and conventions in writing; Retrieve, record and present information from non-fiction Writing: Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Use commas to clarify meaning or avoid ambiguity.</p> <p>Invitation/Advert Text/Stimulus: Brazilian Carnival Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present information from non-fiction. Writing: Identifying audience and purpose, selecting appropriate</p>

<p>possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must</p> <p>Fact File - Crime and Punishment Text/Stimulus: Non-Fiction texts about Tudor life. Reading: Retrieve, record and present information from non-fiction. Writing: Identifying audience and purpose, selecting appropriate form and using other similar writing as a model for their own; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining)</p> <p>Character Description Text/Stimulus: A Midsummer Night's Dream Reading: fiction from our literary heritage; Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Writing: Plan writing by noting and developing initial ideas, drawing on reading and research. In writing narratives, considering how authors have developed characters and settings in what the class have read, listened to or seen performed; Draft and write by using devices to build cohesion within and across sentences and paragraphs; In narratives, describing settings, characters and atmosphere</p> <p>Poetry</p>	<p>e.g. might, should, will, must; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining)</p> <p>Setting Descriptions Text/Stimulus: The Lion, The Witch and the Wardrobe/ Lord of the Rings Reading: fiction from our literary heritage, Making comparisons within books. Writing: In narratives, describing settings, characters and atmosphere, Linking ideas across paragraphs using adverbials of time, place and number or through tense choices</p> <p>Postcards/Letters Text/Stimulus: The Lion the Witch and the Wardrobe/Lord of the Rings Reading: fiction from our literary heritage, Making comparisons within books; Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; In narratives, describing settings, characters and atmosphere; Linking ideas across paragraphs using adverbials of time, place and</p>	<p>atmosphere; Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices</p> <p>Setting Description – Pyramids Text/Stimulus: Prince of Egypt clips Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Retrieve, record and present information from non-fiction Writing: Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what the class have read, listened to or seen performed; In narratives, describing settings, characters and atmosphere, Linking ideas across paragraphs using adverbials of time, place and number or through tense choices</p> <p>Biographies – Moses Text/Stimulus: Prince of Egypt Reading: Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, Writing: Plan writing by noting and developing initial ideas, drawing on reading and research. Draft and write by using devices to build cohesion within and across sentences and paragraphs; Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>subheadings, bullet points, underlining)</p> <p>Character Description Text/Stimulus: Aqua Man Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Writing: In writing narratives, considering how authors have developed characters and settings in what the class have read, listened to or seen performed; In narratives, describing settings, characters and atmosphere, Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Newspaper Report Text/Stimulus: Greta Thunberg – Climate Change Reading: Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction Writing: Plan writing by noting and developing initial ideas, drawing on reading and research; Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices;</p>	<p>presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).</p> <p>Recipes Text/Stimulus: Victorian food Reading: Identifying and discussing themes and conventions in writing; Retrieve, record and present information from non-fiction Writing: Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Use commas to clarify meaning or avoid ambiguity.</p> <p>Biographies Text/Stimulus: Charles Dickens Reading: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction Writing: Identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Plan writing by noting and developing initial ideas, drawing on reading and research. Draft and write by using devices to build cohesion within and across sentences and paragraphs; Use relative clauses beginning with who, which, where, when,</p>	<p>form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining)</p> <p>Non-Chronological Report Text/Stimulus: Brazilian Footballer Reading: Asking questions to improve their understanding of complex texts; Retrieve, record and present Writing: Plan writing by noting and developing initial ideas, drawing on reading and research; Linking ideas across paragraphs using adverbials of time, place and number or through tense choices; Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining).</p>
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	<p>Text/Stimulus: Macbeth - Halloween</p> <p>Reading: Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context; Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p>Writing: Identifying audience and purpose, selecting appropriate form and using other similar writing as a model for their own; Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	number or through tense choices			<p>whose, that, or an omitted relative pronoun</p> <p>Dickens COMPS Around the World in 80 Days</p>	
Suggested Texts	<p><i>Shakespeare's Globe (I Was There)</i> - Valerie Wilding</p> <p><i>My Friend Walter</i> - Michael Morpurgo</p> <p><i>Tudor</i> – DK</p>	<p>Myth Atlas: Maps and Monsters, Heroes and Gods from Twelve Mythological Worlds - Thiago de Moraes</p>	<p><i>Egyptology: Search for the Tomb of Osiris</i></p> <p><i>The Egyptian Cinderella</i> - Shirley Climo</p> <p><i>Secrets of a Sun King</i> - Emma Carroll</p>	<p><i>The Coral Kingdom</i> - Laura Knowles & Jennie Webber</p> <p><i>Song of the Dolphin Boy</i> - Elizabeth Laird</p> <p><i>Flotsam</i> - David Wiesner</p>	<p><i>Oliver Twist</i> - Charles Dickens</p> <p><i>The Hound of the Baskervilles</i> - Henry Brook</p> <p><i>Son of the Circus - A Victorian Story</i> - E. L. Norry</p>	<p>Journey to the River Sea – Eva Ibboston</p> <p>Pele – Maria Isabel Sanchez Vefara</p> <p>Along the Tapajos – Daniel Hahn</p>
Science	<p>Properties and Changes of Materials</p> <p>Compare and group together every day materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</p> <p>Recognise that some materials will</p>	<p>Forces in Action</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air-resistance and friction, the act between moving surfaces</p>	<p>Earth and Space</p> <p>Describe the movements of the Earth and the other planets, relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, moon and Earth as approximately spherical bodies</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Use the idea of the Earth's rotation to explain day and night and the</p>	<p>Life Cycles</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life processes of reproduction in some plants and animals</p>	<p>Changes and reproduction</p> <p>Describe the changes as humans develop to old age</p>	

	<p>dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>apparent movement of the sun across the sky</p>			
<p>Computing</p>	<p>Electronic Communication Be able to explain the need for e-safety rules Be able to explain how to be a responsible online citizen</p> <p>Research and E-Safety Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate</p>	<p>Control (algorithms) Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs) - LEGO. Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose – create a map & sprite to traverse it.</p> <p>Electronic Communication Be able to explain the need for e-safety rules Be able to explain how to be a responsible online citizen</p>	<p>Digital Images (photos, paint, animation) Use images that they have sourced /captured/manipulated as part of a bigger project (for example presentation or document)</p> <p>Text and Multimedia Multimedia work shows restrained use of effects that help to convey meaning rather than impress</p>	<p>Data Logging (science and maths) Children are able to identify their own opportunities for data logging Realise the advantages of using ICT to collect data that might otherwise be problematic</p>	<p>Handling Information (databases and graphs) Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings The need for accuracy is demonstrated and strategies for spotting implausible data are evident</p>	<p>Understanding Technologies (individual technologies) Begin to show an awareness of specific tools used in working life</p> <p>Understanding Technologies (networks) Show an understanding of the school network and compare this with other networks they may encounter at home or in the wider world (e.g. banks)</p> <p>Understanding Technologies (the internet) Perform a search using different search engines and check the results against each other, explaining why they might be different. Show an awareness of the need for accuracy in spelling and syntax to search effectively.</p>

<p>History</p>	<p>(A British history study extending chronological knowledge beyond 1066)</p> <p><u>Chronological understanding</u> Continue to develop a chronologically secure knowledge and understanding by establishing clear narratives within periods they study Place events and time periods studied on a timeline using relevant terms and period labels</p> <p><u>Range and depth of historical knowledge</u> Study different aspects of different people (for example differences between men and women) in history Make comparisons between specific aspects of life over periods of British history studied (crime and punishment?) Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied</p> <p><u>Interpretations of history</u> Compare accounts from different sources – fact or fiction Explain why accounts and recounts may vary and establish which are more reliable and why</p> <p><u>Historical enquiry</u> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p>		<p>(Achievements of earliest civilisations)</p> <p><u>Chronological understanding</u> Continue to develop a chronologically secure knowledge and understanding by establishing clear narratives within periods they study Place events and time periods studied on a timeline using relevant terms and period labels</p> <p><u>Range and depth of historical knowledge</u> Study different aspects of different people (for example differences between men and women) in history Make comparisons between an ancient civilisation's social structures to today's social structures Compare life in early and late 'times' studied Make comparisons between the role of rivers in an ancient civilization and the development of British towns and cities and modern-day Britain</p> <p><u>Interpretations of history</u> Compare accounts from different sources – fact or fiction Explain why accounts and recounts may vary and establish which are more reliable and why</p> <p><u>Historical enquiry</u> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p>		<p>(A British history study extending chronological knowledge beyond 1066)</p> <p><u>Chronological understanding</u> Continue to develop a chronologically secure knowledge and understanding by establishing clear narratives within periods they study Place events and time periods studied on a timeline using relevant terms and period labels</p> <p><u>Range and depth of historical knowledge</u> Study different aspects of different people (for example differences between men and women) in history Compare life in early and late 'times' studied Make comparisons between the role of rivers in an ancient civilization and the development of British towns and cities and modern-day Britain</p> <p><u>Interpretations of history</u> Compare accounts from different sources – fact or fiction Explain why accounts and recounts may vary and establish which are more reliable and why</p> <p><u>Historical enquiry</u> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p> <p><u>Organisation and Communication</u></p>	
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	<p>Empire – did we have an empire in Tudor times? No but we were trying to take the countries closest to us – we were trying to start one!</p> <p>Trade – How did trade work in the British Empire in Victorian times? What did we trade and why? Who did we trade with and why?</p> <p>Democracy – How did the kings and queens of the Tudor times ascend to the throne? Was there any democracy involved here?</p>		<p>Empire – What were the Egyptian Pharos ruling over? How was this empire different from other empires studied?</p> <p>Trade – why was the Nile vital? Compare and contrast with Tudors and how they would trade.</p> <p>Tax – how were taxes collected in Ancient Egypt? Most people paid tax in grain or labour.</p> <p>Democracy – How did someone become pharaoh?</p>		<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of an historical event based on more than one source.</p> <p>Empire – How did the British Empire become so powerful in Victorian times?</p> <p>Invasions – What did a Victorian ‘invasion’ look like?</p>	
<p>Geography</p>	<p>Human Geography Describe and understand key aspects of human geography including economic activity including trade links - comparing human geography in Tudor times and modern day, looking at trade links in Tudor times.</p>	<p>Geographical Skills and Field Work Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Use the eight points of a compass Use six figure grid references and recognise a range map symbols and keys including on Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world Begin to use accurate map symbols and keys including Ordnance Survey map symbols Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods including sketching maps, plans, graphs and digital technologies Communicate geographical information including through maps, plans, graphs, digital technology and writing and length</p>		<p>Locational Knowledge On a world map locate and explore areas with similar physical and/or human characteristics. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich meridian and time zones</p> <p>Physical Geography Describe and understand the key aspects of climate zones, rivers and mountains in a world context Describe and understand the key aspects of the world’s biomes and vegetation belts</p>		<p>Locational Knowledge Name and locate the World’s counties using world and continent maps focusing on Europe and North and South America Name and locate major European, North American and South American capital and major cities as well as geographical regions on a map (label map) and explore their identifying human and physical characteristics and topographical features (including hills, mountains, coasts and rivers) and land use patterns and identify how some of these have changed over time comparing to the UK On a world map locate and explore areas with similar physical and/or human characteristics. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich meridian and time zones</p> <p>Place Knowledge Understand and explore geographical similarities and differences through the study of the human and physical geography of a region of the</p>

						<p>United Kingdom, a region in a European country and a region within North and South America</p> <p>Human Geography Describe and understand key aspects of human geography including economic activity including trade links</p> <p>Physical Geography Describe and understand the key aspects of climate zones, rivers and mountains in a world context</p> <p>Describe and understand the key aspects of the world's biomes and vegetation belts</p>
Art and Design	<p>Exploring and Developing Ideas Drawing Painting Printing 3D Form</p> <p>Processes (Design) Processes (Make) Processes (Technical Knowledge) Cooking and Nutrition</p>	<p>Exploring and Developing Ideas</p> <p>Printing</p> <p>Breadth of study</p>	<p>Drawing</p> <p>Printing</p> <p>3D Form</p> <p>Processes (Make) Processes (Make) Processes (Technical Knowledge)</p>	<p>Exploring and Developing Ideas</p> <p>Drawing</p> <p>Printing</p> <p>Breadth of study</p>	<p>Exploring and Developing Ideas</p> <p>Printing</p> <p>Printing</p> <p>Processes (Design) Processes (Make) Processes (Technical Knowledge) Cooking and Nutrition</p>	<p>Painting</p> <p>Printing</p> <p>Cooking and Nutrition</p>
RE	Why do some people think God exists?		If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	What does it mean to be a Muslim in Britain today?	
PE	<p>Yoga Learn to transition between poses.</p> <p>Dance Compose and create imaginative dance sequences Perform expressively and hold a precise and strong body posture Perform and create complex sequences</p>	<p>Yoga Learn to transition between poses.</p> <p>Gymnastics Create complex and well-executed sequences that include a full range of movements including, travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills Hold shapes that are strong, fluent and expressive</p>	<p>Multi-skills Children should have strong skills: running, jumping, throwing and catching Children to throw and catch a range of objects with confidence and use this in game situations Children should run over different distances, choosing which pace to run at Children to change direction with speed and confidence</p>	<p>Games Choose and combine techniques in game situations (running, catching, throwing, passing and kicking etc) Work alone, or with teammates in order to gain points or possession Strike a bowled or volleyed ball with accuracy</p>	<p>Gymnastics Create complex and well-executed sequences that include a full range of movements including, travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills Hold shapes that are strong, fluent and expressive Include in a sequence set pieces, choosing the most appropriate linking elements</p>	<p>Athletics Combine sprinting with low hurdles over 60m Choose the best pace for running over a variety of distances</p>

		Include in a sequence set pieces, choosing the most appropriate linking elements				
Music	<p><u>Use of voice expressively and creatively</u></p> <p>I create songs with an understanding of the relationship between lyrics and melody</p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect</p> <p>Breathe well and pronounce words, change pitch and show control in singing</p> <p>Perform songs with an awareness of the meaning of the words. Hold a part in a round</p> <p>Perform songs in a way that reflects there meaning and the occasion</p> <p>Sustain a drone or melodic ostinato to accompany singing</p> <p>Play an accompaniment on an instrument (For example glockenspiel, bass drum or cymbal)</p> <p><u>Experiment with, create, select and combine sounds</u></p> <p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p><u>Play tuned and untuned instruments</u></p> <p>Use the venue and sense of occasion to create performances that are well appreciated by the audience</p> <p>Compose by developing ideas within musical structures</p> <p>Improvise melodic and rhythmic phases as part of a group performance</p> <p>Improvise within a group</p>	<p><u>Experiment with, create, select and combine sounds</u></p> <p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE</p> <p>Draw a treble clef at the correct position on the stave</p>	<p><u>Use of voice expressively and creatively</u></p> <p>I create songs with an understanding of the relationship between lyrics and melody</p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect</p> <p>Breathe well and pronounce words, change pitch and show control in singing</p> <p>Perform songs with an awareness of the meaning of the words. Hold a part in a round</p> <p>Perform songs in a way that reflects there meaning and the occasion</p> <p>Sustain a drone or melodic ostinato to accompany singing</p> <p>Play an accompaniment on an instrument (For example glockenspiel, bass drum or cymbal)</p> <p><u>Experiment with, create, select and combine sounds</u></p> <p>Know and use standard musical notation of crotchet, minim and semibreve. To indicate how many beats to play</p> <p>Read the musical stave and can work out the notes, EGBDF and FACE</p> <p>Draw a treble clef at the correct position on the stave.</p>	<p><u>Play tuned and untuned instruments</u></p> <p>Use the venue and sense of occasion to create performances that are well appreciated by the audience</p> <p>Compose by developing ideas within musical structures</p> <p>Improvise melodic and rhythmic phases as part of a group performance</p> <p>Improvise within a group</p>	<p><u>Use of voice expressively and creatively</u></p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect</p> <p>Breathe well and pronounce words, change pitch and show control in singing</p> <p>Perform songs with an awareness of the meaning of the words. Hold a part in a round</p> <p>Perform songs in a way that reflects there meaning and the occasion</p> <p><u>Listen with concentration and understanding</u></p> <p>Notice and explore the relationship between sounds</p> <p>Notice and explore how music reflects different intentions</p>

<p>Languages</p>	<p>Listening Pick out some of the main points from short spoken passages. Join in a short conversation. Understand simple opinions.</p> <p>Speaking Communicate by asking a wider range of questions. Express simple opinions. Develop accuracy in pronunciation and intonation.</p>	<p>Listening Pick out some of the main points from short spoken passages. Join in a short conversation. Understand simple opinions.</p> <p>Speaking Communicate by asking a wider range of questions. Express simple opinions. Develop accuracy in pronunciation and intonation. Make a short presentation using a model</p>	<p>Listening Pick out some of the main points from short spoken passages. Join in a short conversation. Understand simple opinions. Recognise typical conventions of word order and compare with English. Understand and use negative statements</p> <p>Speaking Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going. Understand and use negative statements. Apply knowledge of language rules and conventions when building short sentences.</p>	<p>Reading Read and understand some of the main points from a short text. Recognise typical conventions of word order and compare with English. Understand and use negative statements</p> <p>Writing Understand how a simple sentence is written. Write words, phrases and a few sentences using a model remembering simple structures and applying in new contexts.</p>	<p>Writing Joining simple sentences using y/pero. Manipulate language by changing a single element in a sentence. Understand and use negative statements. Apply knowledge of language rules and conventions when building short sentences Use 1st, 2nd and 3rd person singular forms of familiar verbs.</p>	<p>Writing Pick out some of the main points from short spoken passages. Join in a short conversation. Understand simple opinions. Recognise typical conventions of word order and compare with English. Understand and use negative statements</p> <p>Speaking Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going. Understand and use negative statements. Apply knowledge of language rules and conventions when building short sentences.</p>
<p>PSHE & SMSC</p>	<p>Healthy Mind and Body</p> <ul style="list-style-type: none"> - To recognise what constitutes a positive, healthy relationship and develop skills to maintain healthy relationships with a positive mindset. - To discuss ways, in a range of contexts, in which a relationship can be unhealthy for your mind and whom to talk to if they need support. - To discuss good and not good feelings, extend their vocabulary to enable them to explain their feelings to others. 	<p>Healthy Mind and Body</p> <ul style="list-style-type: none"> -To verbalise the emotions surrounding change, including transitions between key stages, loss, separation, divorce and bereavement. - To describe how their body will and emotions may change as they approach and move through puberty. - To understand and discuss keeping secrets when they should or shouldn't agree to this, to keep a healthy mind, the right to break a confidence or share a secret. -To discuss and understand human reproduction. 	<p>Culture and Community</p> <ul style="list-style-type: none"> -To define what being a part of a community means, varied institutions that support communities e.g. our school fundraisers, charities, summer fayre etc. - To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc. - To understand and recognise the range of national, regional, religious and ethnic identities within our community and in the UK. - To identify the lives of people living in other communities compared to their own, and people with different values and cultures. 	<p>Individual Excellence</p> <p>To understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.</p>	<p>Lifelong Learners</p> <p>To understand the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people or on social media.</p> <p>-To understand and discuss what is meant by habit and why habits can be hard to change, whether we have any life habits.</p>	<p>Lifelong Learners</p> <ul style="list-style-type: none"> -To begin to understand the difference between the terms sex, gender, identity and sexual orientation. -To realise consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To understand what is meant by enterprise and begin to develop these enterprise skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of Work - Title	World at War		Man VS Volcano		Eldorado	
Hook	Visit to London – Bletchley park, National War Museum, Churchill’s offices etc.		Geologist visit? Volcano Creation?		Mexico Day	
Links To Vision	<p>Culture & Community During this term, the children will learn about how both world wars effected the local community, including by visiting the WW1 memorial in the village. They will, using the internet, compare this to how villages on the continent were impacted by the wars. They will learn about the culture in the early 1900s and how this changed as a result of the wars (film etc)</p> <p>Healthy Bodies The children will learn about rationing in WW2 and how close to a healthy diet this is. They will compare what was available during this time to what is available to them today. We will also touch upon the dangers of starvation as seen in concentration camps and will discuss body image.</p> <p>Individual Excellence Children will learn about the excellence shown by individuals during the early 1900s, not just in battle, but in literature (John McCrae), leadership (Churchill), women’s rights (Emmeline Pankhurst) and innovation (Turing).</p> <p>Lifelong Learners Children will have opportunities to research information and facts. They will develop their questioning and debating skills through speaking and listening activities. Children will further develop their map reading skills alongside locational knowledge. They will learn about key moments in our history in context and will hopefully learn from the mistakes of the past.</p> <p>Determination Examples will be shared with the children of how individuals have shown resilience in reaching their goals and overcoming challenges (particularly the people mentioned above). They will be encouraged to reflect on the attitudes these people demonstrated when they faced setbacks and will be questioned on what might have happened if they gave in after the first obstacle with which they were presented.</p>		<p>Culture & Community During this half term, children will compare different volcanic regions. They will learn about how they impact the culture and lifestyle of local people and will compare their culture and community to the community and culture here. The children will learn about how volcanoes are created and will learn about what it is like living along a fault line and how this effects the communities there (earthquakes etc).</p> <p>Healthy Bodies Links will be made between healthy minds and volcanoes (children ‘erupting’ when they are overwhelmed / volcanoes erupting to release pressure). Children will learn about the physical fitness required to explore a volcano (similar to mountain climbing) and will identify their own levels of physical fitness (potentially taking in a trip to Roseberry Topping, which the children will be challenged to climb four times as it is almost exactly ¼ the height of Mount Versuvius)</p> <p>Individual Excellence Children will learn about Maurice & Katia Krafft – volcanologists who dedicated their adult lives to documenting volcanic eruptions on film before being killed by a volcanic eruption in Japan. They will learn about their dedication and commitment to something that they were passionate about, and will be encouraged to identify things that they are passionate about and excel in.</p> <p>Lifelong Learners Children will have the opportunity to research information and facts about volcanoes. They will develop questioning and presenting skills though speaking and listening activities. They will further develop their map reading skills as they identify fault lines on a map and learn how to establish the height of mountains and hills using maps.</p> <p>Determination Children will be reminded of the determination Maurice and Katia Krafft showed to get footage of volcanic eruptions. They will be encouraged to show determination of their own when they are faced with challenges. The determination it takes to live on a fault line will be highlighted, as will the rewards for this determination (e.g. being able to live in cool places like LA or Japan)</p>		<p>Culture & Community This term, the children will learn about a culture that is completely different from their own as we voyage to Mexico! They will learn about the differences in ancient Mayan civilisations compared to medieval civilisations in the UK at around the same time. Were they that different? What were the similarities and differences? What are the similarities and differences between Mexican communities and Hutton Rudby today?</p> <p>Healthy Bodies The children will learn about the kind of diet ancient Mayans would have enjoyed. What effects would this have had on their health / their bodies? The children will also learn about the different sports that the Mayans participated in. What kind of fitness would be required for this? How could that kind of fitness be achieved? The same questions will be asked when discussing hunter gatherers and warriors.</p> <p>Individual Excellence The children will be encouraged to think about the skills required of Mayan chiefs and European explorers. The children will reflect on which of these skills might be useful as they move to secondary school, and which are best left in the past. The children will reflect on the excellence involved in the building of Chitzen Itza. How was it built so precisely without any modern conveniences? It will be highlighted that it will have taken years for the goal of creating this temple to be achieved, but the Mayans used incredible intelligence, patience and determination in order to achieve their goal. They will set themselves goals and determine ways that they can be achieved.</p> <p>Lifelong Learners Children will have the opportunity to research information and facts about both present-day Mexico and the Ancient Mayans. They will develop questioning, presentation and debating skills through speaking and listening activities. They will learn to celebrate the differences in cultures.</p> <p>Determination As mentioned above, the children will learn about Chitzen Itza and will speculate on how it was built. The key idea is that, however it was built, a lot of determination and patience had to be shown in order for it to be created accurately. The children will be encouraged to show determination, perseverance and resilience in their own lives, and will be reminded that sometimes goals aren’t achieved immediately.</p>	
Maths	<p>Number & Place Value Round any number to a degree of accuracy Use negative numbers in context, and calculate intervals across zero</p>		<p>Fractions, Decimals & Percentages Recall and use equivalences between simple fractions,</p>		<p>Position & Direction Draw and translate simple shapes on the coordinate place, and reflect them in the axis</p> <p>SATs Revision Real Life Maths Game of Life – children introduced to salaries, budgeting, tax and other examples of maths in daily life.</p>	

	<p>Addition & Subtraction Solve multi-step problems in context, deciding which operations to use and why. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Multiplication & Division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p> <p>Fractions, decimals and percentages Use written division methods in cases where the answer has up to two decimal places Solve problems which require answers to be rounded to specified degrees of accuracy</p>	<p>decimals and percentages, including in different contexts</p> <p>Properties of Shape Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, a regular polygons</p> <p>Measure Use, read write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p>	<p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average</p> <p>Ratio Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and use of percentages for comparison Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Algebra Use simple formulae e.g. perimeter of a rectangle or area of a triangle</p> <p>SATs Revision</p>	
<p>English</p>	<p><u>Handwriting</u> Units 1-10</p> <p><u>Implementation</u> Whilst skills are sequentially planned and taught, adaptations are regularly made based on the needs of the children which arise through quality assessment, and the interests of the children which arise over the course of a term / year.</p> <p>Newspaper Article <u>Text / Stimulus:</u> Copies of newspapers announcing the declaration of WW1 <u>Reading:</u> Retrieve key information from a text ; summarise longer paragraphs / pieces <u>Skills:</u> Plan writing by identifying audience; write for a range of purpose / audiences; link ideas across paragraphs; use vocabulary appropriate for formal writing; use layout devices such as headlines and columns to structure text, recap basic punctuation e.g. commas, inverted commas <u>Writing:</u> Plan, write and edit a newspaper article announcing the start of World War 1</p> <p>Setting Description <u>Text / Stimulus:</u> War Horse book & video</p>	<p><u>Handwriting</u> Units 11-20</p> <p><u>Implementation</u> Whilst skills are sequentially planned and taught, adaptations are regularly made based on the needs of the children which arise through quality assessment, and the interests of the children which arise over the course of a term / year.</p> <p>Fact File <u>Text / Stimulus:</u> non-fiction volcano books <u>Reading:</u> Retrieval – explain their understanding of what they have read <u>Skills:</u> Use semi colons appropriately in a list; accurately precise longer passages; use formal language; write for a range of audiences; use further organisational and presentational devices <u>Writing:</u> Plan, draft and edit a fact file designed to teach other children about volcanoes.</p> <p>Iambic Pentameter Poetry <u>Text / Stimulus:</u> Dramatic poetry readings on YouTube, examples of IP poetry <u>Reading:</u> Learning a wide range of poetry by heart; continue to read and discuss a wide range of poetry; discuss how poets use figurative language (Vocabulary)</p>	<p><u>Handwriting</u> Units 20-28</p> <p><u>Implementation</u> Whilst skills are sequentially planned and taught, adaptations are regularly made based on the needs of the children which arise through quality assessment, and the interests of the children which arise over the course of a term / year.</p> <p>Story from another culture <u>Text / Stimulus:</u> Ancient Mayan stories about the 9 levels of the afterlife <u>Reading:</u> Prediction – justify their predictions <u>Skills:</u> Dependant on previous assessment <u>Writing:</u> Plan, write and edit a story about a dead Mayan traversing the 9 levels of the afterlife</p> <p>Persuasive Text <u>Text / Stimulus:</u> Various debates / persuasive letters <u>Reading:</u> Vocabulary – why were certain words or phrases chosen by the author, what impact did they have on the reader? <u>Skills:</u> Dependant on previous assessment <u>Writing:</u> Plan, write and edit a persuasive piece attempting to convince dead Mayans to choose their own 9 levels of the afterlife</p>	

Reading: Vocabulary – identify how language, structure and presentation contribute to meaning
Skills: Link ideas across paragraphs using ellipsis; in narratives, describe settings and atmosphere; use the passive to affect the presentation of information in a sentence; link ideas across a paragraph using repetition of a word or phrase; recap expanded noun phrases; recap commas for parenthesis
Writing: Plan, write and edit a description of a World War 1 trench

Character Description

Text / Stimulus: War Horse

Reading: Inference – provide reasoned justifications for their views

Skills: Use grammatical connections to link paragraphs e.g. adverbials such as ‘on the other hand’; select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning (conveying a character’s character through description); use colons to separate independent clauses; in narratives, describe characters and atmosphere

Writing: Plan, write and edit a character description of a soldier. Use vocabulary to establish the personality, without explicitly stating whether the person is good or bad.

Letter Writing

Text / Stimulus: Letters from the trenches

Reading: Retrieval – explain their understanding of what they have read

Skills: Semi-colons; understand the difference between vocabulary typical of formal and informal speech; understand the structures typical of informal speech; recap dashes for parenthesis

Writing: Plan, write and edit a letter home, written in the trenches from the character they described previously.

Instructional Writing

Text / Stimulus: Instructions on building an Anderson Shelter

Reading: Vocabulary - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Skills: Colons to introduce a list; bullet points in a list; use layout devices such as headings & subheadings; use structures appropriate for formal writing; recap brackets for parenthesis

Writing: Draft, plan and edit instructions for erecting an Anderson Shelter

Recount in character

Skills: Find and use synonyms; find and use antonyms; perform their own compositions

Writing: Plan, write and edit poetry following a pattern

Setting Description

Text / Stimulus: Escape From Pompeii

Reading: Summarise – summarise the main ideas from more than one paragraph

Skills: Use the passive to affect the presentation of information in a sentence; use semi-colons effectively; use parenthesis effectively (commas, brackets and dashes); recap expanded noun phrases & fronted adverbials

Writing: Plan, write and edit a description of a volcanic environment

Character Description

Text / Stimulus: Escape from Pompeii

Reading: Inference – provide reasoned justifications for their views

Skills: Link ideas across a paragraph; recap effective use of commas; use hyphens effectively; use the passive voice to affect the presentation of information in a sentence

Writing: Plan, write and edit a description of a character to fit the setting described previously

Adventure Story

Text / Stimulus: Escape From Pompeii

Reading: Prediction – provide reasoned justifications for their views

Skills: Understand the difference between structures typical of informal speech; recap the use of speech punctuation; recap use of interesting adverbs; integrate dialogue into narratives to convey character and advance the action

Writing: Using the character and settings described before, write a short story featuring speech

Explanation Text

Text / Stimulus: Text explaining why volcanoes erupt

Reading: retrieval – explain their understanding of what they have read

Skills: Use formal language appropriate for a certain audience; use layout devices such as headings and subheadings; link ideas across paragraphs;

Writing: Plan, write and edit a piece explaining how volcanoes erupt

Persuasive Text

Text / Stimulus: Holiday programmes / brochures

Reading: Vocabulary – why were certain words or phrases chosen by the author, what impact did they have on the reader?

Skills: Use of language (rhetorical questions); writing for purpose / audience; recap key punctuation; formal speech

Rap / Free Verse Poetry

Text / Stimulus: Various (child friendly) rap verses

Reading: Inference – provide reasoned justifications for their views

Skills: Dependant on previous assessment

Writing: Plan, write, edit and perform a rap

Fact File

Text / Stimulus: Information texts about Mayan warriors

Reading: Retrieval - explain their understanding of what they have read

Skills: Dependant on previous assessment

Writing: Plan, write and edit a fact file about Mayan warriors

Adventure Story

Text / Stimulus: The Explorer

Reading: Prediction – provide justification for their views

Skills: Dependant on previous assessment

Writing: Plan, write and edit an adventure story based in the Mayan jungle.

	<p>Stimulus: World War 2 diary entry Reading: Prediction – build on their own, and others, ideas using clear reasoning Skills: use hyphens to avoid ambiguity; integrate dialogue in narrative writing to convey character and advance action; understand the use of the dash in marking the boundary between independent clauses Writing: Plan, write and edit a diary entry, in character as a World War 2 soldier.</p> <p>Poet Study – Wilfred Owen & John McCrae Stimulus: The poetry of the above Reading: Explanation – provide reasoned justifications for their views Skills: Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear; use high level vocabulary Writing: Plan, write and edit a poem in the style of the above mentioned.</p> <p><u>Other possible stimuli to support learning</u> School trip, letters from the trenches, provocative videos (e.g. Blackadder going over the top, War Horse, speeches), war poetry, Iron Maiden’s Passchendaele</p>		<p>Writing: Plan, write and edit a letter to Mr. Kelly persuading him to let next years’ Y6 go on a trip to an active volcano.</p> <p><u>Other possible stimuli to support learning</u> Videos (Attenborough etc), creating their own volcanos.</p>			
<p>English: Suggested Texts</p>	<p>Machine Gunners Arrival Wilfred Owen’s War Poetry</p>		<p>Escape from Pompeii Secrets of Vesuvius</p>	<p>The History Detective Investigates: Mayan Civilisation The Explorer</p>		
<p>Science</p>	<p>Changing Circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches Use recognised symbols when representing a simple circuit in a diagram</p>	<p>The Heart / Circulatory System Identify and name the main parts of the human circulatory system Describe the functions of the heart Describe the functions of blood vessels Describe the functions of blood</p>	<p>Seeing Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Classifying Organisms Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Healthy Bodies Recognise the importance of diet on the way bodies function Recognise the importance of exercise on the way bodies function Recognise the importance of lifestyle on the way bodies function</p>	<p>Evolution & Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

Computing	<p>Multimedia work uses effects only to convey meaning Use images that they have sourced/ captured/manipulated as part of a bigger project, understanding that some images are copyrighted and thus shouldn't be used (for example presentation or document) Help create and update school rules for e-safety Show an understanding of how/why search engine results are ranked Use appropriate methods to validate information and check for bias and accuracy.</p>	<p>Multimedia work uses effects only to convey meaning Create and program using scratch Children should be able to talk about issues relating to data protection and the need for data security in the world at large Children are able to identify their own opportunities for data logging and carry out their own experiments They check and question results and are able to spot trends in data and identify when problems may have occurred Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication.</p>	<p>Multimedia work uses effects only to convey meaning Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.</p>
History	<p>Significant Turning Point In British History Chronological Understanding Investigate the chronology of the outbreak of WW1 focussing on the assassination of Franz Ferdinand and the various treaties / relationships this affected. Investigate the chronology of the outbreak of WW2, starting with the Treaty of Versailles Place the key events of both wars on a timeline (battles, inventions / technology, spying, developments on the home front etc.) Range & Depth of Historical Knowledge Demonstrate knowledge of the beginning of WW2 in terms of cause and effect using evidence to support and illustrate their explanation, focusing on Hitler's rise and the reasons normal German citizens bought into his racist propaganda (economic reasons etc.) Learn key dates associated with the beginning of both world wars, and key dates associated with events within them (Battle of the Somme, Battle of Britain etc) Develop historically valid questioning skills to determine the outbreaks of WW1 & 2. Develop an understanding of the cause and effect of both WW1 & 2 and the timelines associated with both. Interpretations of History Identify validity of sources. Link sources and establish how conclusions were drawn Historical Enquiry Compare primary and secondary sources – specifically in reference to battles and the WW1 trenches.</p> <p>Invasion – why were we so difficult to invade compared to in Tudor, Anglo Saxon, Viking & Roman times?</p>	<p>Interpretations of History Consider ways of checking the accuracy of interpretations of the events at Pompeii. Link sources and draw conclusions regarding the description of the explosion of Mt. Versuvius. Be aware that different evidence will lead to different conclusions. How has evidence shone light on what happened at Pompeii and other famous historical eruptions (Kakatoa, Mt. St. Helens)</p> <p>Historical Enquiry Confidently recognise primary and secondary sources Use a range of sources to find out about a historic eruption. Create a fluent account of the last moments in Pompeii from various sources.</p>	<p>Non-European Society Study Chronological Understanding Place the Ancient Mayans on a timeline of other significant cultures / historical periods. Compare Ancient Mayan culture to another close in time. Range & Depth of Historical Knowledge Compare beliefs & behaviours in Ancient Mayan civilisations to beliefs & behaviours in Ancient Egyptian civilisations (accessing learning from Year 5) Find out about beliefs, behaviour and characteristics of Ancient Mayan civilisations, recognising that not everyone shares the same views and feelings Compare and contrast Ancient Mayan civilisations with British history. Develop an understanding of the beliefs, behaviours and characteristics of Ancient Mayan civilisations. Historical Enquiry Why are many sources of information regarding Ancient Mayan civilisations difficult to verify? How does different evidence lead people to arrive at different conclusions?</p> <p>Empire – how did the Aztecs grow to be the most powerful people around this time? Tax – was there any? How was it different from what we use tax for today? Invasion – how did the Aztecs and Mayans end? Lots of PSHE here about who were the 'good guys' in this scenario. Trade – between tribes. How different was it from what we know from more modern history / European history?</p>

	<p>Empire – how did ours help us? Which other empires were there at the time? How did the empires change from 1914 – 1945?</p> <p>Tax – what happened with taxation during the wars?</p> <p>Trade – how was trade affected? Trading routes. Trade with America before they joined in WW2. What would have happened if they didn't trade with us? Trade sanctions on Germany in 20s and 30s. How did this help the rise of Nazism?</p>		
Geography	<p>Place Knowledge; Human Geography Use a range of world maps (historical & modern) to look at the countries that were involved with the war, why certain areas were bombed more than others and why evacuees were sent to the countryside. Look at geographical differences and similarities of England, France / Germany / Russia & Northern Africa and how the war differed in these places as a result.</p>	<p>Physical & Human Geography / Geographical skills & fieldwork / Locational & Place knowledge Mapping skills – use Ordnance Survey maps to determine key physical & human features. Reading contour lines, six figure grid references & directions. Use real case studies to map the locations of mountains, earthquakes & volcanoes, developing locational knowledge to find and prove links between these natural disasters. Understand geographical similarities and differences between a region of the UK, a city near a volcano in Europe and a city near a volcano in the Americas. What differences are there? Describe & understand key aspects of volcanoes and earthquakes.</p>	<p>Locational & Place Knowledge Locate North America & Mexico on a map. Locate South & Central America on a map and distinguish the difference between North, Central & South America. Mapping skills – using maps to determine key physical & human features. Reading contour lines, six figure grid references & directions. Use real case studies to map the locations of mountains, earthquakes and volcanoes.</p>
Art & DT	<p>Create sketchbooks Compare and mimic WW1 & 2 portrait sketches. Demonstrate a wide variety of ways to make different marks with dry and wet media. (For example World at War- explore Abstract Art by Caroline Ashwood)</p> <p>Painting Create shades and tints using black and white (For example World at War- experiment with black tints for silhouettes)</p> <p>Textiles / Collage Awareness of the potential of the uses of material. (For example World at War- Jessica Coote 'Autumn Poppies' explore potential uses of materials) Use different techniques, colours and textures etc when designing and making pieces of work. (For example World at War- Jacqueline Hurley- impasto acrylic to form textures)</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (For example World at War – Explore 'Corn Poppies' by Claude Monet, Otto Dix (German art), Paul Nash, David Bomberg and Wyndam Lewis 'Gassed')</p> <p>Design & Evaluate Evaluate the designs for weaponry in World War 1.</p> <p>Cooking & Nutrition</p>	<p>Sketching Sketch cross section diagrams of volcanoes and tectonic plates to explain their processes. Demonstrate a wide variety of ways to make different marks with dry and wet media. For example Man Vs Volcano – experiment with splatting wet paint inspired by Nick Rowland / pop-artist painting 'Vesuvius' by Andy Warhol / blowing liquid water colours inspired by the work of Margaret Goodfrey)</p> <p>Design / Make / Evaluate / Technical Knowledge Research, design, create and evaluate a volcano.</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (For example Man vs Volcano- compare Nick Rowland, Andy Warhol and Margaret Goodfrey)</p>	<p>Painting / Using a range of materials Design & Make Create a Mexican Death Mask using clay. Experiment with colours, materials and textures whilst decorating the Mexican Death Mask. Sketch plans of Death Day Masks</p> <p>Printing Be confident with printing on paper and fabric. (For example The Mayans – print Mayan relic patterns onto different papers)</p> <p>3d form Develop skills in using clay inc. slabs, coils, slips, etc. (For example The Mayans- masks using Mayan imagery)</p> <p>Exploring and Developing Ideas Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures (For example The Mayans- Explore Mayan Mask designs)</p> <p>Sketching Develop ideas using different or mixed media, using a sketchbook. (For example The Mayans Masks- research the celebration, battle and death masks - use pastels, clay)</p>

	How did seasonal produce allow people to supplement their rations during WW2 (design a Victory Garden using principles of seasonality)			(For example use images from the Ancient Mayan calendar and explore the symbols- create some abstract art using symbols)	
RE	<p>Is it better to express your beliefs in arts and architecture or charity and generosity? Describe and make connections between examples of religious creativity (buildings and art. Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.</p>		<p>What difference does it make to believe in ahimsa, grace and/or Ummah? Make connections between beliefs and behaviour in different religions. Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and behaviour in different faiths.</p>	<p>What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p>What do religions say to us when life gets hard? Express ideas about how and why religion can help believers when times are hard, giving examples. Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>
PE	<p>Games Field, defend and attack tactically by anticipating the direction of play Choose the most appropriate tactics for a game Uphold the spirit of fair play and respect in all competitive situations Lead others when called upon and act as a good role model within a team</p>	<p>Dance Express and idea in original and imaginative ways Plan to perform with high energy, slow grace or other themes and maintain this pace throughout Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels and handstands)</p>	<p>Gymnastics Vary speed, direction, level and body rotation during floor performances Practice and refine the gymnastic techniques used in performances: travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright)</p>	<p>Games Use forehand and backhand when playing racket games</p>	<p>Multi Skills Children should have strong skills: running, jumping, throwing and catching Children to throw and catch a range of objects with confidence and use this in increasingly complex game situations Children should run over different distances, choosing which pace to run at Children to change direction with speed and confidence</p> <p>Athletics Throw accurately and refine performance by analysing technique and body shape Show control in take-off and landings when jumping Compete with others and keep track of personal best performances, setting targets for improvement</p>
Music	<p>Listen With Concentration & Understanding Use of a variety of notation when performing and composing Compose music for different occasions appropriate musical devises Quickly read notes and know how many beats they represent</p>		<p>Listen With Concentration & Understanding Notice, comment on and compare the use of musical</p>	<p>Play Tuned & Untuned Instruments Improvise melodic and rhythmic material within given structures</p>	<p>Summer Play (Use of voice expressively and creatively & listen with concentration and understanding) Perform significant parts from memory and from notations with awareness of my own contribution</p>

	Use a range of words to help describe music. (For example pitch, duration, dynamics, tempo, timbre, texture, and silence Describe music using musical words and use this to identify strengths and weaknesses in music		devises Notice, comment on and compare the relationship between sounds Notice, comment on, compare and explore how music reflects different intentions	Show thoughtfulness in selecting sounds and structures to convey an idea Create my own musical patterns Use a variety of different musical devices including melody, rhythms, and chord	Refine and improve my own work Sing or play from memory with confidence, expressively and in tune Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group Sing a harmony part confidently and accurately
MFL	Read aloud with confidence, enjoyment and expression, in chorus or individually Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information	Write several sentences from memory Develop a short text using a model	Match sound to sentences and paragraphs Notice and manipulate agreements Know how to use a bilingual dictionary to check their spelling and the gender	Notice and manipulate agreements Use knowledge of words, text and structure to make meaning, using simple language Apply knowledge of words and text conventions to build meaningful sentences and short texts	Apply knowledge of word order and sentence construction to support understanding of written text Use 1st, 2nd and 3rd person singular forms of familiar verbs. Join in a short conversation Give a clear presentation in a clear audible voice Recognise the importance and significance of intonation Listen to and understand the main points and some detail from a short spoken passage Notice and manipulate agreements
PSHE & SMSC	<p>Health & Wellbeing</p> <p>Identify what positively and negatively affects their physical, mental and emotional health.</p> <p>Deepen their understanding of good and not good feelings in a range of contexts, extend their vocabulary to enable them to explain their feelings to others.</p> <p>Recognise and discuss when they need help and develop the skills to ask for help, use techniques for resisting pressure to do something dangerous, unhealthy or anxious to their body and mind.</p> <p>Highlight the importance of taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact in a range of contexts, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others.</p> <p>Identify several ways how their body will and emotions may change as they approach and move through puberty.</p> <p>Highlight which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>Have a deep understanding of human reproduction and how their bodies may change over time.</p> <p>Recognise, discuss and manage dares in a range of environments.</p>		<p>Culture & Community</p> <p>Understand and discuss differences and similarities between people in the community arise from: family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in Equality Act 2010.)</p> <p>Verbalise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>Know some cultural practices against the law and human rights e.g. female genital mutilation (FGM)</p> <p>Discuss, identify and challenge a range of stereotypes in the community.</p>		<p>Relationships (Individual Excellence)</p> <p>Understand and discuss personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy.</p>
				<p>Lifelong Learners</p> <p>Understand and discuss strategies for keeping safe online, importance of protecting personal information, including passwords/images of themselves or others.</p> <p>Learn and discuss the responsible use of mobile phones, safe user habits.</p> <p>Discuss how to manage requests for images of themselves or others as they grow older, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable.</p> <p>Highlight and discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling.</p> <p>Highlight the difference between the terms sex, gender, identity and sexual orientation.</p> <p>Discuss and recognise bullying and abuse in all its forms in a range of contexts (online and through social media)</p> <p>Realise the serious consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk in a range of contexts.</p> <p>Recognise and discuss images in the media and how they do not always reflect reality and can affect how others feel.</p>	