Early Years Reception - Prime	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	**Listen** attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Listening, Attention and Understanding Children will listen carefully to a story. Children will ask what questions. **Speaking** Children will know and retell 'The Little Red Hen'. Children will know and use vocabulary linked to their theme 'Marvellous Me!' including special, unique, similar, and different.	**Listening, Attention and Understanding** Children will join in with repeated refrains in a story. Children will ask who questions. **Speaking** Children will know and retell 'Supertato'. Children will know and use vocabulary linked to their theme 'Fantastic Festivals!' including tradition, Hanukkah, religion.	**Listening, Attention and Understanding** Children will talk about key events in a story. Children will ask when questions. **Speaking** Children will know and retell 'Lost and Found'. Children will know and use vocabulary linked to their theme 'Ticket to Ride!' including past, penny farthing, concord. Children will express ideas using past and present tense.	**Listening, Attention and Understanding** Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. **Speaking** Children will know and retell 'The 3 Little Pigs.' Children will know and use vocabulary linked to their theme 'Amazing Animals!' including life cycles, nocturnal, hibernate.	**Listening, Attention and Understanding** Children will link events in a story to their own experiences. Children will ask why questions. **Speaking** Children will know and retell 'Jack and the Beanstalk'. Children will know and use vocabulary linked to their theme 'Come Outside!' including recycling, environment, and wild plants.	**Listening, Attention and Understanding** Children will 'hot seat' characters from a story. **Speaking** Children will know and retell 'Little Red Riding Hood'. Children will know and use vocabulary linked to their theme 'Fun at the Seaside!' including fossils, marine life, Punch and Judy. Children will express ideas using past and present tense.

<table>
<tr><td rowspan="2">Personal, Social and Emotional Development</td><td colspan="6">Self-Regulation ELG Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 25
Managing Self ELG Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
Building Relationships ELG Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs</td></tr>
<tr><td><u>Self-Regulation</u>
Children will see themselves as unique by sharing their hobbies and interests.
<u>Managing Self</u>
Children will know how regular exercise is important for their health.
<u>Building Relationships</u>
Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</td><td><u>Self-Regulation</u>
Children will know how to be helpful by taking on jobs such as serving snack, washing up.
<u>Managing Self</u>
Children will know the school rules Responsibility, Resilience, Respect
Children will know how healthy eating is important for their health.
<u>Building Relationships</u>
Children will know how to listen to others with respect.</td><td><u>Self-Regulation</u>
Children will know how to make the right choice and the consequences of not doing so.
<u>Managing Self</u>
Children will know how regular teeth brushing is important for their health.
<u>Building Relationships</u>
Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</td><td><u>Self-Regulation</u>
Children will know the effects of their behaviour on others.
<u>Managing Self</u>
Children will know what a sensible amount of screen time is and why this is important for their health.
<u>Building Relationships</u>
Children will be able to describe what makes a good friend including attributes such as listening and sharing.</td><td><u>Self-Regulation</u>
Children will know to use the calm corner when they are feeling upset/angry.
<u>Managing Self</u>
Children will know about the importance of a good sleep routine for their health.
<u>Building Relationships</u>
Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</td><td><u>Self-Regulation</u>
Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.
<u>Managing Self</u>
Children will know how to be a safe pedestrian and why this is important.
<u>Building Relationships</u>
Children will know how to resolve a problem by talking it through with a friend or adult.</td></tr>
<tr><td rowspan="2">Physical Development</td><td colspan="6">Gross Motor Skills ELG Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills ELG Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.</td></tr>
<tr><td><u>Gross Motor</u>
Children will know how to hop, skip and jump.
<u>Fine Motor</u>
Children will know the correct pencil grip and posture for writing.
Children will know how to correctly form the letters m,a,s,d.</td><td><u>Gross Motor</u>
Children will know how to ride a balance bike.
<u>Fine Motor</u>
Children will know how to do up and undo buttons.
Children will know how to correctly form the letters t, i, n, p, g, o.</td><td><u>Gross Motor</u>
Children will know how to pull themselves up rope and hang on monkey bars.
<u>Fine Motor</u>
Children will know how to use a knife and fork.
Children will know how to correctly form the letters c, k, u, b, f, e.</td><td><u>Gross Motor</u>
Children will know how to kick and pass different sized balls.
<u>Fine Motor</u>
Children will know how to use two-hole scissors to make snips in paper.
Children will know how to correctly form the letters l, h, r, j, v, y.</td><td><u>Gross Motor</u>
Children will know how to throw and catch different sized balls.
<u>Fine Motor</u>
Children will know how to thread and sew.

Children will know how to correctly form the letters w, z, x, q.</td><td><u>Gross Motor</u>
Children will know how to bat and aim using different sized balls.
<u>Fine Motor</u>
Children will know how to use two-hole scissors to cut along lines.
Children will know how to correctly form capital letters.</td></tr>
</table>

Specific						
Literacy	**Comprehension ELG** Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading ELG** Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing ELG** Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.					
	Comprehension Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g. Children will hear and identify initial sounds in words. Children will know tricky red words I, the. **Writing** Children will know how to correctly form the letters m,a,s,d. Children will know how to write their name.	**Comprehension** Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x. Children will blend known sounds in words. Children will know tricky red words to, into. **Writing** Children will know how to correctly form the letters t, i, n, p, g, o. Children will know how to write initial sounds.	**Comprehension** Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds qu, ch, th, sh, ng, nk. Children will blend known sounds in words. Children will know tricky red words no, go, so. **Writing** Children will know how to correctly form the letters c, k, u, b, f, e. Children will know how to write CVC/CVCC words.	**Comprehension** Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long). Children will blend known sounds in words. Children will know tricky red words he, she, me, we, be. **Writing** Children will know how to correctly form the letters l, h, r, j, v, y. Children will know how to write a short phrase.	**Comprehension** Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will read and correctly form the sounds ar, or, air, ir, ou, oy. Children will blend known sounds in words. Children will know tricky red words are, they, her. **Writing** Children will know how to correctly form the letters w, z, x, q. Children will know how to write a short sentence.	**Comprehension** Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment. **Word Reading** Children will sound and blend words with RWI set 1 and 2 sounds. Children will know tricky red words my, by, of. **Writing** Children will know how to correctly form capital letters. Children will know how to read what they have written to check it makes sense.
Mathematics	**Number ELG** Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns ELG** Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; 27 • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Mastering Number - NCETM					
	Number Children will represent, compose and compare numbers to 3. **Numerical Patterns** Children will match and sort.	**Number** Children will represent, compose and compare numbers to 5. **Numerical Patterns** Children will identify and describe circles,	**Number** Children will know number bonds to 4. Children will identify 0. Children will represent, compose and compare numbers to 8. **Numerical Patterns**	**Number** Children will know number bonds to 5. **Numerical Patterns** Children will combine 2 groups. Children will explore length, height	**Number** Children will know 5+5=10, 0+10+10. Children will count forwards and backwards within 10. **Numerical Patterns**	**Number** Children will double within 10. **Numerical Patterns** Children will equally share into two groups.

	Children will compare amounts, size, mass and capacity. Children will make AB patterns.	triangles, squares and rectangles. Children will use positional language including under, over, around and through. Children will identify one more and one less within 5	Children will compare mass and capacity. Children will make pairs.	and time. Children will compare numbers to 10. Children will identify a cube, sphere, cylinder, cone. Children will make ABB/AAB repeat patterns.	Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will add more and take away within 20.	Children will identify even and odd numbers up to 10. Children will verbally count beyond 20
Understanding the world	**Past and Present ELG** Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; **People Culture and Communities ELG** Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World ELG** Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
History	**Past and Present** Children will know how they have changed from being a baby to being 4/5. Children will know who Florence Nightingale is and why she is important.	**Past and Present** Children will explore images, stories and artefacts from the past. Children will know that Remembrance Day is to remember soldiers who died in the war.	**Past and Present** Children will look at images of transport from the past and identify similarities and differences.	**Past and Present** Children will know who David Attenborough is and why he is important.	**Past and Present** Children will know that the past is anything before the current day. Children will now that the present is now.	**Past and Present** Children will know who Mary Anning is and why she is important. Children will look at images of seaside holidays from the past and present and identify similarities and differences.
Geography	**People, Culture and Communities** Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will identify typical weather in Autumn.	**People, Culture and Communities** Children will know how people in different countries celebrate Christmas. Children will know that Berwick upon Tweed is in England.	**People, Culture and Communities** Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter.	**People, Culture and Communities** Children will know that we do not have certain animals in England and will compare with Africa. Children will identify typical weather in Spring.	**People, Culture and Communities** Children will know that we can only grow certain fruit/vegetables in England.	**People, Culture and Communities** Children will identify similarities and differences between life in Berwick upon Tweed and life in Africa. Children will identify typical weather in Summer.
Science	**The Natural World** Children will know the names of body parts: shoulders, elbows, knees, ankles.	**The Natural World** Children will identify plastic and metal. Children will know what material a magnet picks up.	**The Natural World** Children will know that this time of year is Winter. Children will explore floating and sinking.	**The Natural World** Children will observe changes and growth of chicks. Children will know the life cycle of a chick.	**The Natural World** Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a sunflower.	**The Natural World** Children will know that this time of year is Summer. Children will know that some animals can live underwater.

	Children will know the 5 senses. Children will know that this time of year is Autumn.		Children will know that there are 8 planets in the solar system.	Children will know that this time of year is Spring. Children will explore the strength of materials to make a house for the 3 Little Pigs.	Children will know how to care for a plant. Children will observe how a tree has changed over the 4 seasons.	Children will melt and solidify different substances such as chocolate and butter.
RE People Culture and Communities	F4 Being Special. Where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Computing						
Expressive arts and design	**Creating with Materials ELG** Children at the expected level of development will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive ELG** Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.					
Music	**Being Imaginative** Children will know the nursery rhymes/songs: - Everywhere we go (call and response) - - Cauliflowers Fluffy	**Being Imaginative** Children will know the nursery rhymes/songs: - Away in a Manger - Little Donkey Children will listen to a visitor play a range of instruments and identify similarities and differences.	**Being Imaginative** Children will know the nursery rhymes/songs: - Row, row, row your boat - - Early in the morning Children will know how to tap/clap along to a rhythm.	**Being Imaginative** Children will know the nursery rhymes/songs: I went to the animal fair - The animals went in two by two.Children will experiment with different ways of playing instruments. Children will join in with choreographed dances.	**Being Imaginative** Children will know the nursery rhymes/songs: - Here we go round the mulberry bush - - Mary, Mary Quite Contrary Children will know how to match a pitch	**Being Imaginative** Children will know the nursery rhymes/songs: A sailor went to sea, sea, seaThere's a hole in the bottom of the sea Children will know perform their own dances using steps and techniques that they have learned.
Art and Design	**Creating with Materials** Children will know how to mix primary colours to make secondary	**Creating with Materials** Children will know how to mould clay.	**Creating with Materials** Children will know how to make 2D collages.	**Creating with Materials** Children will know how to use and mix watercolour paints.	**Creating with Materials** Children will know how to make a mono print.	**Creating with Materials** Children will know how to make different shades of the same colour.

	colours using poster paints. Children will know how to draw a person – head, body, arms, legs and facial features. Children will know how to make the flange join and treasury tag join.	Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo. Children will know which glue or tape to use for their chosen purpose.	Children will explore and make art in the style of Henry Matisse. Children will know how to make an l-brace join.	Children will know how to use different techniques to make 3D collages. Children will know how to make a slot join.	Children explore and create art in the style of Georgia O'Keefe. Children will know how to make a tab join.	Children will know how to make a split pin join. Children will know how to sew to join.
Outdoor Learning	Who made the world? How should we care for the world?Using senses, self-awareness, fresh air, peace, self-expression, freedom, self-confidence, friendship, relax, listen to nature, feel good Rules and boundaries Free exploration. Independent learning Know what not to touch or eat.Introduction to tools - peelers for whittling, hammers, mallets, trowels and forks.Observe and talk about fire lighting process, collect fuel to contribute. Fire safety procedures e.g one direction around fire pit, wait to be invited in. Eat simple foods prepared at the fire Tying shoe laces. Basic shelter building with support (indoor and outdoor equipment) Mini den-building for small animalsFollow rules and boundariesRecycling Materials, Litter picking, Countryside Code, renewable energy sources, Becoming a Plastic Free School, Eco School Award, RSPB Birdwatch, Woodland Trust tree planting, RHS Gardening Club.Simple plant identification - snowdrops, daffodils.Plant seeds. And show care for plants. Notice trees and know that sticks and leaves come from themUnderstand not to eat berries or flowers without supervision					
RE Syllabus units	F4 Being Special. Weather do we belong?	F2 Why is Christmas special for Christians? [Incarnation]	F1 Why is the word 'God' so important to Christians? [God]	F3 Why is Easter special for Christians? [Salvation]	F5 What places are special and why?	F6 What times/stories are special and why?
Special events	Harvest Festival	Nativity Library visit		STEM week		Sports Day Trip

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy Cambridge

voice 21

Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience

KS1 - Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading	Applying phonic skills to decode words Respond speedily for all 40+ graphemes. Read common exception words - note unusual correspondence between spellings and sound when they occur. Read aloud accurately with taught sounds. Re-read for fluency and confidence in word building. Suffixes -s,-s, -ing, -ed, -er, -est. Read contractions. Read words of more than one syllable.					
English - comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases 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 or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.					
English - writing transcription	Spelling (see English Appendix 1) Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week English – key stages 1 and 2 13 Statutory requirements name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
Writing - handwriting	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.					
Writing - Composition	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.					
Writing - vocabulary, grammar and punctuation	***letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark*** Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.					

English

Suggested Curriculum Map – Year 1

Literacy Tree

Journeys & exploration – Autumn 1

Writing Root

- *Cave Baby* Julia Donaldson and Emily Gravett
- **OR** *Naughty Bus* Jan Oke and Jerry Oke
- *Astro Girl* Ken Wilson-Max
- **OR** *Sidney, Stella and the Moon* Emma Yarlett

Length

- 10+ sessions, 2+weeks
- 16 sessions, 3+ weeks
- 11 sessions, 2+ weeks
- 11 sessions, 2+ weeks

Outcomes

- **Narrative retellings** Labels and captions, informal letters
- **Own adventure stories** Letters, diaries, sequels, non-chronological reports
- **Fact files about being astronauts** Writing in role, commands, 'how to' guides
- **Fact files about the moon** 'Lost' posters, labels, glossaries

Heroes & villains – Autumn 2

Writing Root

- *I Want My Hat Back* Jon Klassen
- *Billy and the Beast* Nadia Shireen
- **OR** *Send for a Superhero* Michael Rosen & Katharine McEwan

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Outcomes

- **Story sequels** Questions, speech bubbles, letters, lists
- **Own version 'defeat a monster' narratives** Wanted posters, summaries, emails, character descriptions, recipes
- **Own version superhero narratives** Wanted posters, letters, speech bubbles, diaries, emails, character descriptions

Similarities & differences – Spring 1

Writing Root

- *The Comet* Joe Todd-Stanton
- **OR** *Beegu* Alexis Deacon
- *The Odd Egg* Emily Gravett — Science: Lifecycles
- **OR** *Leo and the Octopus* Isabelle Marinov

Length

- 15 sessions, 3 weeks
- 10 sessions, 2 weeks
- 10 sessions, 2 weeks
- 15 sessions, 3 weeks

Outcomes

- **Own version narrative** Posters, letters of advice, poem, description, writing in role, recipes
- **Own version 'alien' narratives** Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports
- **Egg-spotter's guides (non-fiction reports)** Thought and speech bubbles, diaries, letter, certificate
- **Fact file** This is Me! posters, letters of advice, factual descriptions, logbooks, scripts

Nature & environment – Spring 2

Writing Root

- *Stanley's Stick* John Hegley and Neal Layton
- *Dinosaurs and all that Rubbish* Michael Foreman
- **OR** *The Sea Saw* Tom Percival — Changes within Living Memory

Length

- 11 sessions, 2+ weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Outcomes

- **Own version narratives** Retellings, descriptions
- **Pamphlets** Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters
- **Own version narrative** Writing in role; notes of advice; missing posters; diary entries; letters of thanks

Friendship & kindness – Summer 1

Writing Root

- *Lost and Found* Oliver Jeffers
- **OR** *Lubna and Pebble* Wendy Meddour
- *Yeti and the Bird* Nadia Shireen — Geography: Comparing Locations
- **OR** *Pig the Pug* Aaron Blabey

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15+ sessions, 3+ weeks

Outcomes

- **Own version 'losing/finding' narratives** Character descriptions, retellings, advice, instructions, non-chronological reports
- COMING SOON
- **Own version narratives about unlikely friendships** List of rules, letters, postcards, character descriptions
- **'How to' guides** Character comparisons, fact sheets, shared poetry, own version narratives

Imagination & creativity – Summer 2

Writing Root

- *Dadaji's Paintbrush* Rashmi Sirdeshpande
- **OR** *Iggy Peck, Architect* Andrea Beaty and David Roberts — Famous Architects
- *The Magic Bed* John Burningham
- **OR** *Julian is a Mermaid* Jessica Love

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 10+ sessions, 2+ weeks

Outcomes

- **Own version narrative** Labels, captions, character comparisons, thought and speech bubbles, fact files
- **Fact files** Labels, character comparisons, character descriptions, building descriptions, posters
- **Own version fantasy stories** Setting descriptions, additional scenes, description of magical piece of furniture, lists
- **Three-verse poems** Instructions, writing in role, advertisements

Maths: become fluent in the fundamentals of mathematics, including 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. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.	<u>Number and Place Value</u> Counting to 20 Reception review Mastering number count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 20 in numerals; given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <u>Addition and Subtraction</u> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 10 add and subtract one-digit and two-digit numbers to 10, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. <u>Geometry</u> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <u>Time</u> sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years	<u>Number and Place Value</u> Counting to 50 Reception review Mastering number count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 50 in numerals; given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <u>Addition and Subtraction</u> read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. <u>Fractions</u> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <u>Measurement</u> compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	<u>Number and Place Value</u> Counting to 100 Reception review Mastering number count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. <u>Number Facts Multiplication and Division</u> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. count in multiples of twos, fives and tens (coins) <u>Money:</u> recognise and know the value of different denominations of coins and notes <u>Geometry: Positions and Direction</u> describe position, direction and movement, including whole, half, quarter and three quarter turns. <u>Time</u> tell the time to the **hour and half past** the hour and draw the hands on a clock face to show these times.

Science: Working Scientifically asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions	Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores ,describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Everyday materials 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.		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
	Spoken language The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Seasonal changes observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.				
Art & Design	Use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work				
	Painting - use thick and thin brushes Mix primary colours to make secondary colours. Drawing Draw lines of different sizes and thicknesses Colour own work neatly and follow the lines **Artist focus: Lowry (geography, history)**		Textiles Use weaving to create a pattern Use dip-dye techniques Collage Use a combination of materials that are cut, torn or glued. Sort and arrange materials **Artist focus: Kandinsky**		Print Use repeating or overlapping shapes Use objects to create prints (e.g fruit, vegetables, sponges) Sculpture: Use a combination of shapes Include lines and texture Use rolled up paper, straws, paper,card and clay as materials. **Artist: Andy Goldsworthy**
Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions, create and debug simple programs, use logical reasoning to predict the behaviour of simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.				
Computing units	Project Evolve Online relationships Keyboard and mouse skills	Project Evolve Self Image and Identity Recognise use of IT	Project Evolve Online Bullying Digital Art	Project Evolve Managing Online Information Text and Images	Project Evolve Privacy and Security Introduce data handling	Project Evolve Online Reputations / Copyright and Ownership Introduction to programming

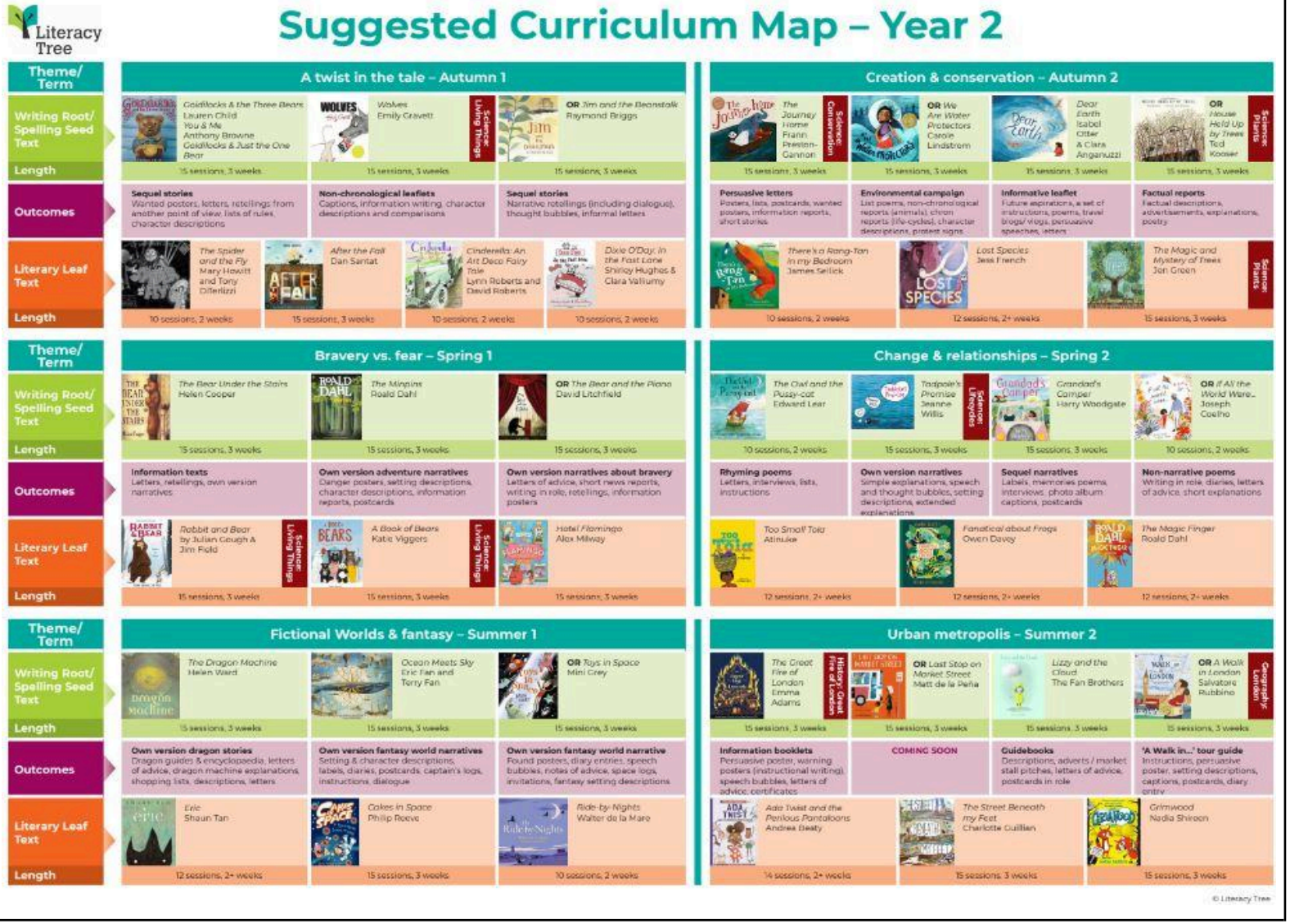
Design and Technology	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [**for example, the home and school, gardens, playgrounds, the local community, industry and the wider environment].** **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
D&T units	**Moving pictures** (Christmas cards)	**Fabric faces** (art) **Homes or Playgrounds**	**Eat more fruit and veg** (science, geography, art)
Geography A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes	**Locational knowledge** name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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 and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Geography enquiry units [Geography units KS1]	**What do we find where the land meets the sea? *(History)* Why do we love being beside the seaside so much?**	**Our school - where do we live? What's the geography of where I live like?**	**Why does it matter where our food comes from?** **United Kingdom and its countries.**

History **🗀 KS1 Conne…**	History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. **Changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life **events beyond living memory** that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **The lives of significant individuals** in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **Significant historical events, people and places in their own locality.**					
History enquiry units **Conflict theme**	**Local History - development of Tweed Dock/Spittal *(art) Why is the history of my locality important?***		**Why are Florence Nightingale and Mary Seacole still remembered? *(pshe, Black British History)***		**Union chain bridge - linking England and Scotland *(geography)***	
PSHE	Relationships Education https:PSHE schemes of work Y1-6					
PSHE units Islington PSHE Programme of study	Zones of regulation Physical health and wellbeing Fun times	Keeping safe and managing risk	Identity society and equality Me and others	Drug, alcohol and tobacco education Medicines and me	Mental health and emotional wellbeing Friendship	Careers, financial and economic wellbeing My money *(maths)*
RE - End of KS1 outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living**. • identify core beliefs and concepts studied and give a simple description of what they mean, give examples of how stories show,what people believe (e.g. the meaning behind a festival)• give clear, simple accounts of what stories and other texts mean to believers.Give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make.					
RE Units	1.1 What do Christians believe God is like? [God]	1.3 Why does Christmas matter to Christians? [Incarnation]	1.7 Who is Jewish and how do they live? [God/Torah/ People]	1.5 Why does Easter matter to Christians? [Salvation]	1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]	1.8 What makes some places sacred to believers?
Languages	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. *(Geography)*					
Music	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Music units	Heartbeat	Dance Play and sing	Exploring sounds	Learning to listen	Having fun,improvisation	Let's perform together

Physical Education	Aims The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities ,are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.					
Physical Education	Ball Skills -NUFC Skills for life - Listening	Fundamentals _ NUFC Skills for Life - Personal skills	Apparatus Skills for life - Creative	NUFC Skills for life - Multi ability, Cognitive	Run, Jump, Throw Skills for Life - applying skills	Athletics/ Sports Day activities Swimming
Outdoor Learning/ Commando Joes	**Simba and Me** Map work Aerial photos Who made the world? Using senses, self-awareness, wellbeing, freedom	Visiting the docks/Visiting Spittal Using tools Rules and boundaries Exploration	**Steve Backshall** Field hospital Aerial photos Mapwork	Map work Drone photos Walks in local area Homes and playgrounds	**Traditional Tales** Growing and planting Being outdoors for mental wellbeing	Bridge building Compass/map work
Special events	Harvest Fire engine visit	Nativity		STEM week		

KS1 - Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading					
English - comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide 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 and 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 meanings of words, linking new meanings to known 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 books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					
English - writing transcription	spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.					
Writing - handwriting	form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.					
Writing - Composition	develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events, poetry, for different purposes, consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check for sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.					
Writing - vocabulary, grammar and punctuation	***noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma*** learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English					

English units



Maths Become fluent in the fundamentals of mathematics, including 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. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking.	Numbers 10 to 100 One ten is equivalent to ten ones. Represent multiples of ten using their numerals and names. Represent multiples of ten in an expression or an equation. Estimate the position of multiples of ten on a 0-100 number line.Explain what happens when you add and subtract ten to a multiple of ten. Add and subtract multiples of ten. Explore the counting sequence for counting to 100 and beyond. Count a large group of objects by counting groups of tens and the extra ones. Represent a number from 20-99 in different ways. Explain and mark the position of numbers 20-99 on a number line. Explain that numbers 20-99 can be represented as a length. Compare two, two-digit numbers. Partition a two-digit number into tens and ones.Add two, two-digit numbers by partitioning into tens and ones. Calculations within 20 Use a 'First... Then… Now" story to add 3 addends. Explain that addends can be added in any order. Add 3 addends efficiently by finding two addends that total 10. Add two numbers that bridge through 10. Subtract two numbers that bridge through 10. Compare numbers and describe how	Fluently add and subtract within 10 Demonstrate fluency of addition and subtraction within ten. Addition and subtraction of 2 digit numbers Add and subtract one to and from a two-digit number. Add and subtract one to and from a two-digit number that crosses a tens boundary. Add a single-digit number to a two-digit number. Subtract a single-digit number from a two-digit number. Use a part-part-whole model to represent addition and subtraction. Use number bonds to ten to add a single-digit number to a two-digit number. Use number bonds to ten to subtract a single-digit number from a two-digit number Use knowledge of 'make ten' to add a one-digit number to a two-digit number. Use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number. Solve problems using knowledge of addition and subtraction. Find ten more or ten less than a two-digit number. Explain the patterns when adding and subtracting ten. Use number facts to add/subtract a multiple of ten to a two-digit number. Partition a two-digit number into parts in different ways. Multiplication Explain that objects can be grouped in different ways and describe how they have been grouped. Represent equal groups as repeated addition and multiplication.	Multiplication Represent the two times table in different ways and use it to solve problems. Explain the relationship between adjacent multiples of two. Explain that factor pairs can be written in any order. Represent the ten times table in different ways .Explain the relationship between adjacent multiples of ten. Represent the five times table in different ways. Explain the relationship between adjacent multiples of five. Explain the relationship between multiples of five and ten. Use knowledge of the relationships between the five and ten times tables to solve problems Explain how a factor of zero or one affects the product. Represent multiplication equations in different ways. Use knowledge of the two, five and ten times tables to solve problems. Explain what each factor represents in a multiplication story including when one of the factors is one. Explain how a multiplication equation with two as a factor is related to doubling. Double two-digit numbers. Explain how halving and doubling are related. Explain the relationship between factors and products. Halve two-digit numbers. Division Explain that objects can be	Shape Learn that a polygon is a 2D shape with straight sides that meet at vertices. Describe polygons and find different ways to sort them eg according to the number of sides and vertices.Discuss, and compare by direct comparison, the shape and size of polygons. Discuss, and compare by direct comparison, the vertices of polygons. Investigate how polygons can be joined and folded to form 3-dimensional shapes. Describe 3-dimensional shapes and find different ways to sort them. Discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes. Addition and Subtraction Explain strategies used to add a two-digit number to a two-digit number when not crossing ten. Add a two-digit number to a two-digit number when crossing ten. Explain strategies used to subtract a two-digit number from a two-digit number. Partition the subtrahend to help with subtraction. Subtract a two-digit number from a two-digit number when not crossing ten. Subtract a two-digit number from a two-digit number when crossing ten. Mastering Number	Money Recognise and use symbols for pounds (£) and pence (p). Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Fractions Identify whether something has or has not been split into equal parts. Name the fraction 'one-half' in relation to a fraction of a length, shape or set of objects. Name the fraction 'one-quarter' in relation to a fraction of a length, shape or set of objects. Name the fraction 'one-third' in relation to a fraction of a length, shape or set of objects. Read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects. Find half of numbers. Find ⅓ or ¼ of a number. Find ¾ of an object, shape, set of objects, length or quantity. Recognise the equivalence of 2⁄4 and ½. Time Compare and sequence intervals of time.Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Position and Direction	Multiplication and Division Identify and explain the patterns and relationships between the 5 and 10 times tables. Use their knowledge of the 5 and 10 times tables to solve problems. Explain how times table facts can help to find the quotient (2, 5 and 10 times table) Explain how a division equation with 2 as a divisor is related to halving.Explain each part of a division equation and know how they can be interchanged. Use knowledge of divisibility rules when the divisor is 2, 5 and 10 to solve problems. Explain how a dividend of zero affects the quotient. Explain how the quotient is affected when the divisor is equal to the dividend. Explain how a divisor of one affects the quotient. Measure Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and = . Use standard units of measurement with increasing accuracy, using their knowledge of the number system. Use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'.

	many more or less there are in each set. Use knowledge of subtraction to solve problems in a range of contexts. Explain what the difference is between consecutive numbers. Calculate difference when information is presented in a pictogram/ bar chart. <u>Mastering Number</u>	Explain and represent multiplication when a group contains zero or one item. Identify and explain each part of a multiplication equation. Use knowledge of multiplication to calculate the product. <u>Mastering Number</u>	grouped equally. Identify and explain when objects cannot be grouped equally.Explain the relationship between division expressions and division stories.Calculate the number of equal groups in a division story. Use their knowledge of skip counting and division to solve problems relating to measure. Use their knowledge of division to solve problems.Explain that objects can be shared equally. Use skip counting to solve a sharing problem. <u>Mastering Number</u>		Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Work with patterns of shapes, including those in different orientations. Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles). <u>Mastering Number</u>	<u>Mastering Number</u>
Science: <u>Working Scientifically</u> asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering	<u>Animals including humans</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores ,describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		<u>Everyday materials</u> 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.		<u>Living things and their habitats</u> 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 microhabitats 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.	
	<u>Spoken language</u> The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating					

questions	scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. <u>Seasonal changes</u> observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.<u>Plants</u> 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					
Art & Design	Use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
Art & Design	<u>Painting</u> • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. **Artist: Paul Klee**	<u>Collage:</u> • Mix materials to create texture.	<u>Textiles</u>: • Join materials using glue and/or a stitch. • Use plaiting.	<u>Digital Media:</u> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. <u>Print:</u> • Press, roll, rub and stamp to make prints. • Mimic print from the environment (e.g. wallpapers).	<u>Drawing:</u> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. **Artist: Van Gogh**	<u>Sculpture:</u> • Use techniques such as rolling, cutting, moulding and carving. • Use rolled up paper, straws, paper, card and clay as materials. **Artist: Class to find out about a great architect and designers.**
Computing	Key stage 1 Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
Computing	Project Evolve Online relationships Year 2 typing resources	Project Evolve Self Image and Identity Internet research	Project Evolve Online Bullying Animation	Project Evolve Managing Online Information Creating media - digital music	Project Evolve Privacy and Security Data handling	Project Evolve Online Reputations / Copyright and Ownership Develop Programming
Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of	**Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria				Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:	

relevant contexts [**for example, the home and school, gardens, playgrounds, the local community, industry and the wider environment].**	**Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.				Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	
D&T units	**Paper toys**		**Puppets**		**Cooking and Nutrition**	
Geography A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes	**Locational knowledge** name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** identify seasonal and daily weather patterns in the United Kingdom and 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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 and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					
Geography enquiry Geography units KS1	**Why do penguins not need to fly?**		**How does the weather affect our lives?**		**How does the geography of Kampong Ayer compare with the geography of where I live?**	
History History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	**Changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life **events beyond living memory** that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **The lives of significant individuals** in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **Significant historical events, people and places in their own locality.**					
History enquiry Conflict 🗀 **KS1 Conne…**	**Grace Darling - local heroine?** **Why is the history of my locality important?**		**What does it take to be a great explorer?**	**Claudia Jones- Notting Hill Carnival** **British Black History**	**Why did Delia buy a new hat? Titanic**	
PSHE	Relationships Education https:PSHE schemes of work Y1-6					
PSHE Islington PSHE	Zones of Regulation Feelings and emotions Keeping safe	Growing and changing	Healthy Lifestyles	Healthy relationships Valuing difference	Rights and responsibilities	Environment Money

Programme of study						
RE - End of KS1 outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living**. • identify core beliefs and concepts studied and give a simple description of what they mean, give examples of how stories show,what people believe (e.g. the meaning behind a festival)• give clear, simple accounts of what stories and other texts mean to believers.Give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make.					
RE syllabus units	1.2 Who do Christians say made the world? [Creation]	1.3 Why does Christmas matter to Christians? [Incarnation] Digging Deeper	1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]	1.5 Why does Easter matter to Christians? [Salvation] Digging Deeper	1.9 How should we care for others and the world, and why does it matter?	1.10 What does it mean to belong to a faith community?
Languages	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. *(Geography)*					
Music	Pupils should be taught to:use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music					
Music - Charanga units	Charanga Pulse, rhythm and pitch	Playing in an orchestra Nativity	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
Physical Education	Aims The national curriculum for physical education aims to ensure that all pupils: develop competence to excel in a broad range of physical activities ,are physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns.					
Physical Education	Ball Skills Skills for life - Listening, Outdoor Education Swimming	Gymnastics Skills for Life -Cognitive Swimming	Apparatus Skills for life - Cognitive Swimming	Dance Skills for life - Creative Swimming	Cricket/Ball skills Top up swimmers/Fundamental ball skills	Top up swimmers/Fundamental ball skills Athletics/ Sports Day
Outdoor Learning / Command Joe	**Pocohantas** Seahouses visit		**Samuel Pepys** Being an explorer Everyday materials	Make Easter gardens	**The King** Growing and planting Being outdoors for mental wellbeing	Compass and map work

Special events	Harvest Festival	Nativity Carol Service		STEM week		

KS2 - Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
English - comprehension (Y3/4)	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 that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
English - writing transcription	Use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. English – key stages 1 and 2 28 Notes and guidance (non-statutory) Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.					
Writing - handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Writing - Composition	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and subheadings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.					
Writing - vocabulary, grammar and	***preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')*** Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct					

punctuation	speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

English units

Suggested Curriculum Map – Year 3

Literacy Tree

Magic & wonder – Autumn 1

Writing Root/ Spelling Seed Text

- *Leon and the Place Between* Angela McAllister
- *The Heart and the Bottle* Oliver Jeffers — Science: Grief
- OR *The First Drawing* Mordicai Gerstein — History: Stone Age

Length: 15 sessions, 3 weeks | 15 sessions, 3 weeks | 10 sessions, 2 weeks

Outcomes

- **Own version fantasy narratives** Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue
- **Own version 'dilemma' narratives** Dialogue, postcards, character descriptions, diary entries, poetry, letters of advice
- **Own historical narratives** Character descriptions, diaries, recounts

Literary Leaf Text

- *The Lost Spells* Robert MacFarlane
- *Arthur and the Golden Rope* Joe Todd Stanton — History: Vikings

Length: 10 sessions, 2 weeks | 15 sessions, 3 weeks

Dreams & curiosity – Autumn 2

Writing Root/ Spelling Seed Text

- *The BFG* Roald Dahl
- OR *The Barnabus Project* The Fan Brothers
- *The Tear Thief* Carol Ann Duffy
- OR *The Tin Forest* Helen Ward — Science: Recycling

Length: 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks

Outcomes

- **Own version fantasy narratives** Recount (diary entry), character descriptions, wanted posters, new chapters, instructions
- **Brochures** Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue
- **Newspaper articles** Shared poems, diary entries, persuasive posters, letters of explanation, discussions
- **Persuasive information leaflets** Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions

Literary Leaf Text

- *The BFG* Roald Dahl
- *New and Collected Poems for Children* Carol Ann Duffy

Length: 15 sessions, 3 weeks | 10 sessions, 2 weeks

Hope & healing – Spring 1

Writing Root/ Spelling Seed Text

- *The Pied Piper of Hamelin* Michael Morpurgo
- *Escape from Pompeii* Christina Balit — History: Ancient Rome
- OR *The Lost Garden* Rachel Ip

Length: 15 sessions, 3 weeks | 16 sessions, 3+ weeks | 15 sessions, 3 weeks

Outcomes

- **Own version myths/legends** Writing in role, information reports, adverts, formal letters
- **Newspaper reports** Setting descriptions, diaries, letters, thought bubbles
- **Own version extended narratives** Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue

Literary Leaf Text

- *The Pied Piper of Hamelin* Robert Browning
- *Earth Shattering Events* Robin Jacobs — Science: Volcanoes

Length: 10 sessions, 2 weeks | 15 sessions, 3 weeks

Overcoming adversity – Spring 2

Writing Root/ Spelling Seed Text

- *Cloud Tea Monkeys* Mal Peet & Elspeth Graham
- *Small in the City* Sydney Smith
- OR *Black Dog* Levi Pinfold
- *Cinderella of the Nile* Beverley Naidoo
- *Nen and the Lonely Fisherman* Ian Eagleton & James Mayhew

Length: 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks

Outcomes

- **Non-chronological reports** Descriptions, 'how to' guides (instructions), letters, discussions
- **Extended narratives from alternative perspective** Setting description, poem, diary entry, dialogue, letter of advice, lost poster
- **Own version 'suspense' narratives** Postcards, dialogue + retelling, descriptions
- **Own version narratives** Descriptive passages, how to guides, letters, discussions, non-chronological reports
- **Own version narratives** Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description

Literary Leaf Text

- *Old Possum's Book of Practical Cats* T. S. Eliot
- *Africa, Amazing Africa* Atinuke — Geography: Africa
- *The White Fox* Jackie Morris

Length: 12 sessions, 2+ weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks

From mystery to discovery – Summer 1

Writing Root/ Spelling Seed Text

- *The Mysteries of Harris Burdick* Chris Van Allsburg
- OR *The Thames and Tide Club* Katya Balen
- *How to Live Forever* Colin Thompson
- OR *Flotsam* David Wiesner — Geography: Oceans

Length: 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks | 15 sessions, 3 weeks

Outcomes

- **Own version mystery narratives** Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles
- COMING SOON
- **Prequels** Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning
- **Sequels (mystery narratives)** Postcards, setting descriptions, non-chronological reports, message in a bottle letters

Literary Leaf Text

- *Mr Penguin and the Lost Treasure* Alex T. Smith
- *I am the Seed that Grew the Tree* Fiona Waters — Science: Plants

Length: 15 sessions, 3 weeks | 12 sessions, 2+ weeks

Confidence & caution – Summer 2

Writing Root/ Spelling Seed Text

- *Jim, A Cautionary Tale* Hilaire Belloc
- *Our Tower* Joseph Coelho
- OR *The Day I Swapped my Dad for Two Goldfish* Neil Gaiman

Length: 15 sessions, 3 weeks | 15 sessions, 3 weeks | 12 sessions, 3 weeks

Outcomes

- **Narrative poems** Warning posters, warning announcements, alternative endings, performance poetry, letters of apology
- **Extended fantasy narratives** Poems, setting descriptions, diary entries, dialogue, letters of thanks
- **Own version narratives** Thought bubbles, missing scenes, diaries

Literary Leaf Text

- *A Necklace of Raindrops* Joan Aiken
- *Fortunately, the Milk* Neil Gaiman

Length: 15 sessions, 3 weeks | 12 sessions, 2+ weeks

Maths Become fluent in the fundamentals of mathematics, including 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. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking. *Column addition* Pupils identify the minuend and the subtrahend in column subtraction, explain the column subtraction algorithm, subtract from a 2-digit number using column subtraction with exchanging from tens to ones, subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1), subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (2) and evaluate the efficiency of strategies for subtraction.	*Fluency Adding and subtracting across 10* Pupils add 3 addends, use a 'First.. Then… Now" story to add 3 addends. Proceed to add 3 addends efficiently then add 3 addends efficiently by finding two addends that total 10. Pupils will then add two numbers that bridge through 10 and subtract two numbers that bridge through 10. *Manipulating the additive relationship and securing mental calculation* Pupils add two 3-digit numbers using partitioning, add two 3-digit numbers using adjusting, add a pair of 2- or 3-digit numbers using redistribution. Pupils will subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning,subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them, subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them. Pupils evaluate the efficiency of strategies for subtracting from a 3-digit number, explain why the order of addition and subtraction steps in a multi-step problem can be chosen, accurately and efficiently solve multi-step addition and subtraction problems and understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit numbers), understand and can explain that both	*Numbers to 1,000* Pupils explain that 100 is composed of ten tens and one hundred ones, that 100 is composed of 50s 25s and 20s, use known facts to find multiples of ten that compose 100, to find a two-digit number and a one- or two-digit number that compose 100, to find correct complements to 100 and to use known facts to find complements to 100 accurately and efficiently. Pupils represent a three-digit number which is a multiple of ten using their numerals and names, use place value knowledge to write addition and subtraction equations and bridge 100 by adding or subtracting in multiples of ten. Use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems, count across and on from 100, represent a three-digit number up to 199 in different ways, bridge 100 by adding or subtracting a single-digit number, find ten more or ten less than a given number and cross the hundreds boundary when adding and subtracting any two-digit multiple of ten. Pupils will become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm), measure length and height from zero using whole metres and cm and from zero using cm. Pupils will convert between m and cm become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm), measure length from zero using mm / whole cm and mm and be able to convert between cm and mm Pupils will be able to estimate and measure a length/height, t and record in a table. Knowledge of place value will be used to represent a three-digit number in different ways, to represent a three-digit number up to 1000 in different ways, use knowledge of the additive relationship to solve problems and count in hundreds and tens on a number line. Pupils will identify the previous, next and nearest multiple of 100 on a number line for a three-digit	*Multiplication* *2,4,8 times tables* Pupils represent counting in fours as the 4 times table, use knowledge of the 4 times table to solve problems, explain the relationship between adjacent multiples of four, explain the relationship between multiples of 2 and multiples of 4 and use knowledge of the relationships between the 2 and 4 times tables to solve problems. Pupils represent counting in eights as the 8 times table, explain the relationship between adjacent multiples of eight, explain the relationship between multiples of 4 and multiples of 8 and use knowledge of the relationships between the 4 and 8 times tables to solve problems. Pupils explain the relationship between multiples of 2, 4 and multiples of 8, and use knowledge of the relationships between the 2, 4 and 8 times tables to solve problems. Pupils will use knowledge of the divisibility rules for divisors of 2 and 4 to solve problems, use knowledge of the divisibility rules for divisors of 8 to solve problems, will scale know multiplication facts by 10 and scale division derived from multiplication facts by 10	*Fractions* *Unit fractions* Pupils identify a whole and the parts that make it up, explain why a part can only be defined when in relation to a whole, identify the number of equal or unequal parts in a whole, identify equal parts when they do not look the same (i) and explain the size of the part in relation to the whole. Pupils will be able to construct a whole when given a part and the number of parts, identify how many equal parts a whole has been divided into, use fraction notation to describe an equal part of the whole, represent a unit fractions in different ways, identify parts and wholes in different contexts and identify equal parts when they do not look the same. Pupils compare and order unit fractions by looking at the denominator, identify when unit fractions cannot be compared, construct a whole when given one part and the fraction that it represents and use knowledge of the relationship between parts and wholes in unit fractions to solve problems. Pupils will identify the whole, the number of equal parts and the size of each part as a unit fraction and then quantify the number of items in each part and connect to the unit fraction operator. The pupils will be able to calculate the value of a part by using knowledge of division and division facts, calculate the value of a part by connecting knowledge of division and division facts with finding a fraction of a quantity and find fractions of	*Shape* Pupils rotate two lines around a fixed point to make different sized angles, draw triangles and quadrilaterals and identify vertices, learn that a right angle is a 'square corner' and identify them in the environment, learn that a rectangle is a 4-sided polygon with four right angles, learn that a square is a rectangle in which the four sides are equal length, cut rectangles and squares on the diagonal and investigate the shapes they make, join four right angles at a point using different right-angled polygons and investigate and draw other polygons with right angles. *Parallel and perpendicular sides in polygons* Pupils make compound shapes by joining two polygons in different ways (same parts, different whole), investigate different ways of composing and decomposing a polygon (same whole, different parts), draw polygons on isometric paper and use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides. Pupils make and draw compound shapes with and without parallel and perpendicular sides, learn to extend lines and sides to identify parallel and perpendicular lines, make and draw triangles on circular geoboards, make and draw quadrilaterals on circular geoboards and draw shapes with given properties on a range of	*Time* Pupils will tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. They will estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Pupils will know the number of seconds in a minute and the number of days in each month, year and leap year. Be able to compare durations of events [eg. to calculate the time taken for particular events or tasks]. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become more fluent in and prepared for using digital 24-hour clocks in Year 4.

	addition and subtraction equations can be used to describe the same additive relationship (3-digit numbers), use knowledge of the additive relationship to rearrange equations, knowledge of the additive relationship to identify what is known and what is unknown in an equation and use knowledge of the additive relationship to rearrange equations before solving. <u>Column addition</u> *Pupils identify the addends and the sum in column addition, use their knowledge of place value to correctly lay out column addition, add a pair of 2-digit numbers using column addition, add using column addition, use their knowledge of column addition to solve problems, add a pair of 2-digit numbers using column addition with regrouping in the ones column, add a pair of 2-digit numbers using column addition with regrouping in the tens column and add using column addition with regrouping. Pupils use known facts and strategies to accurately and efficiently calculate and check column addition and use their knowledge of column addition to solve problems.*	multiples of ten, position three-digit numbers on number lines, estimate the position of three-digit numbers on unmarked number lines, compare one-, two- and three-digit numbers, compare two three-digit numbers and order sets of three-digit numbers. Pupils will use known facts to add or subtract multiples of 100 within 1000, write a three-digit multiple of 10 as a multiplication equation, partition three-digit numbers in different ways, use known facts to solve problems involving partitioning numbers, to add or subtract to/from multiples of 100 in tens and in ones. Pupils will add/subtract multiples of ten bridging 100, add/subtract to/from a three-digit number in ones bridging 100, find 10 more or less across any hundreds boundary, use knowledge of adding or subtracting to/from three-digit numbers to solve problems, count forwards and backwards in multiples of 2, 20, 5, 50 and 25, use knowledge of counting in multiples of 2, 20, 5, 50 and 25 to solve problems. Pupils become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g and 500g), become familiar with the tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml and 500ml), measure mass from zero up to 1kg using grams, measure mass from zero above 1kg using whole kg and grams. Pupils measure volume from zero up to 1 litre using ml and from zero above 1 litre using whole litres and ml. Pupils estimate mass in grams and volume in ml and estimate a mass/volume, measure a mass/volume and record in a table.		quantities using knowledge of division facts with increasing fluency. <u>Non unit fractions</u> Pupils explain that non-unit fractions are composed of more than one unit fraction, identify non-unit fractions, identify the number of equal or unequal parts in a whole, use knowledge of non-unit fractions to solve problems, use knowledge of non-unit fractions to solve problems and place fractions between 0 and 1 on a numberline. Pupils use repeated addition of a unit fraction to form a non-unit fraction, use repeated addition of a unit fraction to form 1, compare using knowledge of non-unit fractions equivalent to one. Pupils compare non-unit fractions with the same denominator, compare unit fractions, compare fractions with the same numerator, add up fractions with the same denominator, add on fractions with the same denominator and add fractions with the same denominator using a generalised rule. Pupils subtract fractions with the same denominator, identify the whole, the number of equal parts and the size of each part as a unit fraction, explain that addition and subtraction of fractions are inverse operations, subtract fractions from a whole by converting the whole to a fraction and represent a whole as a fraction in different ways and use this to solve problems involving subtraction.	geometric grids	

Working scientifically	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.				
Science	**Animals including humans** 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 animals have skeletons and muscles for support, protection and movement Identifying and grouping animals with and without skeletons and observing and comparing their movement, exploring ideas about what would happen if humans did not have skeletons.	**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 Compare and classify findings Observe how magnets attract or repel each	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Observe, explore and describe in simple terms how fossils are formed when things that have lived are trapped within rock Research and discuss the kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.Recognise that soils are made from rocks and organic matter	**Light** Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that they are ways to protect their 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.	**Plants** Identify and describe the functions of different parts of flowering plants – roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. 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.
Art & Design	**Key stage 1** Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own wo				
Art & Design	Painting: Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. To mix colours effectively. College: Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. Artist Focus: Matisse		Textiles: Shape and stitch materials. Create weavings Drawing: Use different hardnesses of pencil to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Artist Focus: John Constable		Print: Replicate patterns observed in natural or built environments. Make precise repeating patterns Digital Media:Create images, video and sound recording and explain why they were created.Sculpture:Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Use clay and other mouldable materialsArtist Focus: Henry Moore

Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Computing units	Project Evolve Online relationships Creating media - desktop publishing	Project Evolve Self Image and Identity Digital Art	Project Evolve Online Bullying Creating media - Stop-frame animation	Project Evolve Managing Online Information Branching databases	Project Evolve Privacy and Security Programming A- sequencing sounds	Project Evolve Online Reputations / Copyright and Ownership Programming B - Events and actions in programs
Design and Technology	Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** 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 , generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 **Evaluate** investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.					
Design and Technology units	**Moving Monsters** **Pop up cards** 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		**Cooking and Nutrition** **Sandwich Snacks** 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. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. 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.Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.		**Photo frames/Packaging** 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 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. apply their understanding of how to strengthen, stiffen and reinforce more complex structures	

Geography	**Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Geography enquiry **Geography LKS2**	**How and why is my local environment changing?** Pupils will develop the concept of change as illustrated through the familiar surroundings of the school and grounds and its immediate local area. Pupils will establish and build an understanding of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. There may be changes that can be charted over the years by using a wide range of digital and hardcopy resources, as well as by engaging with members of the community who may have witnessed those changes first-hand. Spatial changes over time to the settlement in which the school is situated will be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. Fieldwork in the local area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do. The enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level	**Why do some earthquakes cause more damage than others? *(Rocks science)*** Pupils will be introduced to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world – earthquakes. Some work is also focused on volcanic activity, which is developed at greater depth at Upper Key Stage 2. Pupils will understand why it is that earthquakes only tend to occur in particular areas of the world as a consequence of the pattern and movement of the tectonic plates of the Earth's crust. The pupils initially investigate the causes and impact of one specific recent earthquake in one particular location in the world, where earthquakes occur frequently, before looking more widely at global patterns. At all points the people–environment relationship, which is the subject paradigm of geography, is maintained through the enquiries as pupils seek to understand the interaction of people and earthquakes. The pupils are supported to develop and apply high-order thinking to a consideration of why some earthquakes of the largest magnitudes do not always cause as much death and destruction as earthquakes of lesser magnitude. Here, the centrality of the human condition in terms of quality of life in particular and also technological development is an important area for the pupils to begin to understand.	**Why do so many people in the world live in megacities?** Pupils will develop their understanding of the important geographical concepts of *settlement* and *urbanisation* through the study of the world's *megacities* (cities with a population of over 10 million). This is very important because globally over half of the world's population now live in towns and cities – in the United Kingdom this figure has reached 80 per cent. During the lifetime of the pupils urban populations will continue to grow very rapidly around the world and particularly amongst the poorest countries as they develop economically. Through the ancillary enquiries pupils are able to explore some of the economic and social reasons why the population of cities increase. They also compare and contrast the benefits and problems that can arise in urban areas as a result of housing people at such high densities. Through their enquiries pupils are able to apply, in relevant contexts, a wide range of geographical skills; and as is appropriate to Lower Key Stage 2, the emphasis is on supporting them to explain things through the synthesis of information from different sources.

<table>
<tr><td>History
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</td><td colspan="4">Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066

a local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory)
- the changing power of monarchs using case studies such as John, Anne and Victoria
- Or changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or
- Or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- Or a significant turning point in British history, for example, the first railways or the Battle of Britain
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece – a study of Greek life and achievements and their influence on the western world
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</td></tr>
<tr><td>History enquiry
🗀 KS2 (Y3 & …</td><td>History detectives: A study of Tweedmouth
A local history study</td><td>Windrush generation
Black History</td><td>How did the arrival of the Romans change Britain?</td><td>How have medical breakthroughs since 1066 affected the lives of people in Britain?</td></tr>
</table>

	Relationships Education https:PSHE schemes of work Y1-6					
PSHE Islington PSHE Programme of study	Zones of Regulation Feelings and emotions	Healthy Lifestyles Growing and Changing	Keeping safe Healthy relationships	Valuing Difference	Rights and Responsibilities	Environment Money
RE - LKS2 outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.** identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make.					
RE syllabus units	L2.1 What do Christians learn from the creation story? [Creation/Fall]	L2.2 What is it like for someone to follow God? [People of God]	L2.10 How do festivals and family life show what matters to Jewish people? (God, Torah, People)	L2.5 Why do Christians call the day Jesus died Good Friday? (Salvation)	L2.7 What do Hindus believe God is like? [Brahman/atman]	L2.4 What kind of world did Jesus want? (Gospel)
Languages	**French** **Getting to know you -**This unit teaches the class about basics of the French language. The class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.		**French** **All About Me -**This unit teaches the class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.		**French Food Glorious Food -** This 'food' themed unit uses an easy-to-follow story as its inspiration and is designed to pick up and develop the childrens learning from the previous Year 3 French units. By joining in with the story, the class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.	
Music	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.					
Music	Charanga Writing Music Down	Playing in a Band	Compose Using Your Imagination	More Musical Styles	Enjoying Improvisation	Opening Night

Physical Education	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Physical Education	Ball skills **(Football)** Skills for life - Knowledge and understanding of fitness Ball skills **(Skipping)**	**Multi Skills** Skills for life - Social	**Apparatus** Skills for life - Creative Health and Fitness NUFC Foundation **Skills for life -** Knowledge and understanding of fitness	Ball skills - (**Tag Rugby)** Mr Hall Skills for life - Cognitive **Badminton** (using equipment) Skills for life - Cognitive	**Cricket** Skills for life - Personal **Quadkids** Skills for life - Personal	**Athletics/Sports Day** Skills for life - applying physical skills Fundamental ball skills **(Rounders)** Applying physical skills
Outdoor Learning / Commando Joe	**Ed Stafford** Compass and map work Maths - measurement using metre sticks and tape measures. Village time to enable creative language and inventive play	Art work using seasonal,natural resources. Village time to enable creative language and inventive play	**Nellie Bly**		**Sir Ernest Shackleton** Growing and planting Being outdoors for mental wellbeing. Village time to enable creative language and inventive play	Art - developing sketching techniques and use of tone and texture Science - Explore the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Special events	Harvest Festival Local learning walk linked to a unit of History Visit to local museum	Christmas performance Carol Service Big Sing		STEM week Linking Project with another school followed by visit to Laing Gallery		

KS2 - Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading Y3/4	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
English - comprehension Y3/4	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 that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
English - writing Transcription Y3/4	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. English – key stages 1 and 2 28 Notes and guidance (non-statutory) Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.					
Writing - handwriting 3/4	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
Writing - Composition Y3/4	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.					
Writing - vocabulary, grammar and punctuation	***determiner, pronoun, possessive pronoun, adverbial*** develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.					

English units

Suggested Curriculum Map – Year 4

Literacy Tree

Finding Freedom – Autumn 1

Writing Root/ Spelling Seed Text

- *Tar Beach* Faith Ringgold
- *Vermin* Helen Ward — Science: Lifecycles
- OR *The Mermaid of Zennor* Charles Causley

Length

- 15 sessions, 3 weeks
- 16 sessions, 3+ weeks
- 15 sessions, 3 weeks

Outcomes

- **Narrative retelling as a play script** Poetry, setting descriptions, formal letters, dialogue (as a script)
- **Explanations of a life cycle** Diary entries, instructions, letters, descriptions, speeches
- **Own version legends** Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue

Literary Leaf Text

- *The Undefeated* Kwame Alexander
- *Zombierella* Joseph Coelho
- *Annie Lumsden, The Girl from the Sea* David Almond

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Invention & innovation – Autumn 2

Writing Root/ Spelling Seed Text

- *FARTHER* Grahame Baker-Smith — WWI: History
- *Until I Met Dudley* Roger McGough and Chris Riddell — Science: Inventions
- OR *The Iron Man* Ted Hughes

Length

- 15 sessions, 3 weeks
- 10 sessions, 2 weeks
- 18 sessions, 3+ weeks

Outcomes

- **Sequel stories** Retellings, recounts (postcards), setting descriptions, diary entries, instructions
- **Two explanation texts - formal and informal** Letters, short explanatory paragraphs
- **Mystery narratives** Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries

Literary Leaf Text

- *The Story of Flight* Jakob Whitfield
- *Skygazing* Anna Claybourne
- *The Wild Robot* Peter Brown

Length

- 12 sessions, 2+ weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Darkness & light – Spring 1

Writing Root/ Spelling Seed Text

- *Frindleswyke* Natalia & Lauren O'Hara
- OR *Winter's Child* Angela McAllister
- *The Selfish Giant* Oscar Wilde
- OR *Cinnamon* Neil Gaiman — Geography: Rivers

Length

- 16 sessions, 3+ weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 16 sessions, 3+ weeks

Outcomes

- **Narrative sequels** Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches
- **Fantasy story sequels** Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings
- **Own version narratives** Letters, first person recounts, diaries, letters, posters, reports
- **Own version fables** Diaries, informal letters, dialogue, adverts, limericks and other poetic forms

Literary Leaf Text

- *The Firework Maker's Daughter* Philip Pullman
- *How Does a Lighthouse Work?* Roman Belyaev
- *Tamarind and the Star of Ishta* Jasbinder Bilan — Geography: Seas

Length

- 14 sessions, 2+ weeks
- 12 sessions, 2+ weeks
- 15 sessions, 3 weeks

Taking courage – Spring 2

Writing Root/ Spelling Seed Text

- *The Baker by the Sea* Paula White
- OR *The Lion and the Unicorn* Shirley Hughes — WWII: History
- *Odd and the Frost Giants* Neil — Nordic Vikings
- OR *The Matchbox Diary* Paul Fleischman

Length

- 15 sessions, 3+ weeks
- 18 sessions, 3+ weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Outcomes

- **Tourist brochures** Job applications, advertisements, setting descriptions, letters in role
- **Own version historical narratives** Letters, diaries, character and setting descriptions, non-chronological reports
- **Retellings - alternative perspective** Narrative recounts, character and setting descriptions, letters, short explanations
- **Biography** Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file

Literary Leaf Text

- *The Poet's Dog* Patricia MacLachlan
- *Viking Voyagers* Jack Tite
- *Norse Myths* Kevin Crossley-Holland

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Unearthing civilisations– Summer 1

Writing Root/ Spelling Seed Text

- *Weslandia* Paul Fleischman
- OR *The Ever-Changing Earth* Grahame Baker-Smith
- *The Story of Tutankhamun* Patricia Cleveland-Peck — History: Ancient Egypt
- OR *Shackleton's Journey* William Grill

Length

- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

Outcomes

- **Non-chronological reports** Retellings, character descriptions, book reviews
- **Narrative sequels** Informal letters, explanatory leaflets, list poems, dictionary of terms
- **Tutankhamun biographies** Reports, instructions, character descriptions, diaries, newspaper, posters
- **Newspaper reports** Packing lists (justifications), letters (formal and informal), interviews, diaries

Literary Leaf Text

- *The Humans: Ancient civilisations* Jonny Marx
- *The Fossil Hunter* Katu Winter
- *The Last Firefox* Leo Newbery
- *Poems from a Green and Blue Planet* Sabrina Mahfouz

Length

- 14 sessions, 2+ weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks
- 15 sessions, 3 weeks

A window to the world – Summer 2

Writing Root/ Spelling Seed Text

- *The Lion the Witch and the Wardrobe* C. S. Lewis — WWII: History
- OR *Granny Come Here on the Empire Windrush* Patrice Lawrence
- *Jabberwocky* Lewis Carroll
- OR *Pride: The Story of Harvey Milk and the Rainbow Flag* Rob Sanders

Length

- 20 sessions, 4 weeks
- 15 sessions, 3 weeks
- 10 sessions, 2 weeks
- 10 sessions, 2 weeks

Outcomes

- **Own version narratives (set in other worlds)** Poems, eyewitness reports, imaginary conversations, writing in role
- COMING SOON
- **Nonsense poems** Performance poetry, explanatory descriptions
- **Biographies of Harvey Milk** Thought bubbles, speech, simple leaflets

Literary Leaf Text

- *The Lion the Witch and the Wardrobe* C. S. Lewis — WWII: History
- *Two Weeks with the Queen* Morris Gleitzman

Length

- 20 sessions, 4 weeks
- 16 sessions, 3+ weeks

Maths Become fluent in the fundamentals of mathematics, including 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. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking.	Review of Column Addition and Subtraction Identify the addends and the sum in column addition. Use their knowledge of place value to correctly lay out column addition. Add a pair of 2-digit numbers using column addition. Use their knowledge of column addition to solve problems. Add a pair of 2-digit numbers using column addition with regrouping in the ones column. Add a pair of 2-digit numbers using column addition with regrouping in the tens column. Add using column addition with regrouping. Use known facts and strategies to accurately and efficiently calculate and check column addition. Use their knowledge of column addition to solve problems. Identify the minuend and the subtrahend in column subtraction. Subtract from a 2-digit number using column subtraction with exchanging from tens to ones. Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens. Evaluate the efficiency of strategies for subtraction. Numbers to 10,000 Explain how many tens, hundreds and ones 1,000 is composed of. Use knowledge of 1,000 to explain common measure conversions. Use knowledge of 1,000 to solve problems. Use different strategies to add multiples of 100. Use different strategies to subtract multiples of 100. Use knowledge of	3, 6, 9 Times Table Represent counting in threes as the three times table. Explain the relationship between adjacent multiples of three. Use knowledge of the three times table to solve problems. Represent counting in sixes as the six times table. Explain the relationship between adjacent multiples of six. Use knowledge of the six times table to solve problems. Use known facts from the five times table to solve problems involving the six times table. Explain the relationship between multiples of three and multiples of six. Use knowledge of the relationships between the three and six times tables to solve problems. Represent counting in nines as the nine times table. Explain the relationship between adjacent multiples of nine. Use known facts from the ten times table to solve problems involving the nine times table. Explain the relationship between multiples of three and multiples of nine. Explain the relationship between pairs of three and nine times table facts that have the same product. use the divisibility rules for divisors of three, six and nine. Perimeter A regular polygon has sides that are all the same length and interior angles that are all equal in size. Perimeter is the distance around the edge of a two-dimensional shape. Different shapes can have the same perimeter. Perimeter is measured in units of length and can be	7 Times Table and Patterns Represent counting in sevens as the 7 times table. Explain the relationship between adjacent multiples of seven. Use their knowledge of the 7 times table to solve problems.Identify patterns of odd and even numbers in the times tables. Represent a square number. Use knowledge of divisibility rules to solve problems. Understanding and Manipulating Multiplicative Relationships Explain what each factor represents in a multiplication equation. Explain how each part of a multiplication and division equation relates to a story. Explain where zero can be part of a multiplication or division expression and the impact it has. Partition one of the factors in a multiplication equation in different ways using representations. Explain which is the most efficient factor to partition to solve a multiplication problem. Use knowledge of distributive law to solve two part addition and subtraction problems, efficiently. Use knowledge of distributive law to calculate products beyond known times tables facts. Explain the relationship between multiplying a number by 10 and multiples of 10. Explain why a zero can be placed after the final digit of a single-digit number when we multiply it by 10. Explain why a zero can be placed after the final digit of a two-digit number when we multiply it by 10. xplain why	Understanding and Manipulating Multiplicative Relationships cont... Explain why two zeros can be placed after the final digit of a single-digit and two-digit number when we multiply it by 100. Explain why two zeros can be placed after the final digit of a two-digit number when we multiply it by 100. Explain why the last two zeros can be removed from a three-digit and four-digit multiple of 100 when we divide it by 100. Use knowledge of the composition of 100 to multiply and divide by 100 in different ways. Explain how making a factor 10 times the size affects the product. Explain how making the dividend 10 times the size affects the quotient. Explain how making a factor 100 times the size affects the product. Explain how making the dividend 100 times the size affects the quotient. Scale known multiplication facts by 100. Scale division derived from multiplication facts by 100. Co-ordinates Give directions from one position to another on a grid. Move objects including polygons on a grid according to directions, and mark the new position. Describe translations of polygons drawn on a square grid. Draw polygons specified by translations. Mark points specified as a translation from the origin. Mark the position of points specified by coordinates in the first quadrant of a coordinate grid, and write coordinates for	Review of Fractions Identify a whole and the parts that make it up. Explain why a part can only be defined when in relation to a whole. Identify the number of equal or unequal parts in a whole. Identify the number of equal or unequal parts in a whole. Explain the size of the part in relation to the whole. Construct a whole when given a part and the number of parts. Fractions Greater than 1 Explain how to express quantities made up of both whole numbers and a fractional part. Explain how a quantity made up of whole numbers and a fractional part is composed. Compose and decompose quantities made of whole numbers and fractional parts. Accurately label a range of number lines and explain the meaning of each part. Identify numbers on marked but unlabelled number lines. Estimate the position of numbers on a number line using fraction sense. Compare and order mixed numbers using fraction sense. Compare and order mixed numbers when the whole number is the same. Compare and order mixed numbers when the whole number and the numerator of the fractional part is the same. Make efficient choices about the order they solve an addition problem in. Make efficient choices about the order they solve a subtraction problem in. Express a quantity as a mixed number and an improper fraction (quarters). Convert a quantity from an improper fraction to a mixed	Symmetry in 2D Shapes Complete a symmetrical pattern. Compose symmetrical shapes from two congruent shapes. Investigate lines of symmetry in 2D shapes by folding paper shape cut-outs. Find lines of symmetry in 2D shapes using a mirror. Reflect polygons in a line of symmetry. Reflect polygons that are dissected by a line of symmetry. Time 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. Division with Remainders Interpret a division story when there is a remainder and represent it with an equation. Explain how the remainder relates to the divisor in a division equation. Explain when there will and will not be a remainder in a division equation. Use knowledge of division equations and remainders to solve problems. Interpret the answer to a division calculation to solve a problem.

	calculation and common measure conversions to solve problems. Compose and decompose four-digit numbers in different ways. Use strategies to make solving calculations more efficient. Compare and order four-digit numbers. Calculate efficiently by using knowledge of place value, addition and subtraction. Explain what rounding is. Round a four-digit number to the nearest thousand. Round a four-digit number to the nearest hundred and ten. Round a four-digit number to the nearest thousand, hundred and ten. Add up to 3 four-digit numbers using a column addition. Subtract four-digit numbers using a column subtraction. Use strategies to make solving calculations more efficient. Explain how many '100s' and '200s', 1,000 is composed of, Explain how many '500s' and '250s', 1,000 is composed of.	found by counting units. Perimeter can be calculated by adding together the side lengths of a 2D shape. The perimeter of a rectangle can be calculated by addition and multiplication. Unknown side lengths can be calculated from perimeter and known side lengths. The perimeter of a regular polygon can be calculated by multiplication. The side length of a regular polygon can be calculated by division where the perimeter is known.	the final digit zero can be removed from a two-digit and three-digit multiple of 10, when we divide by 10. Explain the relationship between multiplying a number by 100 and multiples of 100. Explain why two zeros can be placed after the final digit of a single-digit and two-digit number when we multiply it by 100.	already-marked points. Draw polygons specified by coordinates in the first quadrant. Translate polygons in the first quadrant.	number (quarters). Express and convert a quantity from an improper fraction to a mixed number (fifths). Explain how an improper fraction is converted into a mixed number (any unit). Explain how a mixed number is converted into an improper fraction. Add mixed numbers. Subtract a proper fraction from a mixed number (converting to an improper fraction first). Subtract a mixed number from a mixed number and explain which strategy is most efficient. Use knowledge of subtraction to choose correct and efficient approaches when subtracting mixed numbers.	
Science Working scientifically	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.					
Science topic	**Animals including Humans** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their	**Sound** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a	**Reduce, Reuse, Recycle** Recognise that environments can change and that this can sometimes pose dangers to living and non-living things. Explore the	**Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple	**States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and	**Living things and their Habitats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group,

	simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	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.	requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Use knowledge to observe plant growth.	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.	measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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 to living things.
Art & Design	To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.					
Art & Design	**Painting:** Use watercolour paint to create washes for background and then add detail. Experiment with creating mood and colour. Artist Focus: Monet	**Collage:** Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage.	**Drawing:** Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. Artist Focus: Andy Warhol.	**Digital Media:** Create images, video and sound recording and explain why they were created.	**Textiles:** Quilt, pad and gather fabric. Colour fabric. Use basic cross stitch and back stitch.Print: Use layers of two or more colours. Make printing blocks	**Sculpture:** Add materials to provide interesting detail. Include texture that includes feelings, expressing or movement.Artist Focus: A famous architect/designer.
Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Computing units	Project Evolve Online relationships Creating media - desktop publishing	Project Evolve Self Image and Identity Document editing and creation	Project Evolve Online Bullying *Animation Data logging	Project Evolve Managing Online Information Video editing	Project Evolve Privacy and Security Programming A- repetition in shapes	Project Evolve Online Reputations / Copyright and Ownership Programming B - Repetition in games

Design and Technology	Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** 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 , generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 **Evaluate** investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.		
Design and Technology units	**Shoebox Pantomime stage** Investigate and analyse a range of existing products, in the context of investigating existing lever and linkage mechanisms.Understand and use mechanical systems in their products (for example levers and linkages), in the context of making a mechanism which uses levers and linkages. Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups, in the context of developing design criteria and design ideas for a moving character on stageGenerate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Understand and use mechanical systems in their products (for example levers and linkages). Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	**Light it Up** Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs).Understand and use electrical systems in their products (for example, incorporating switches) 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 in the context of developing design criteria for a light.. 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 in the context of choosing materials and components to make the main structure of the light. 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 in the context of selecting materials and components which will create a well finished light. • I can create a well finished product. Evaluate their ideas and products against design criteria and consider the views of others to improve their work in the context of evaluating a battery operated light.	**Cooking and Nutrition - the Great Bread Bake Off** Understand how key events and individuals in design and technology have helped shape the world. Investigate and analyse a range of existing products. 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. Select from and use a wider range of tools and equipment to perform practical tasks for example shaping. 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. Generate, develop, model and communicate their ideas through discussion and annotated sketches. 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. Generate, develop, model and communicate their ideas through discussion and annotated sketches. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a new bread product. Select from and use a wider range of equipment to perform practical tasks accurately. Evaluate their ideas and products against their own Design Criteria.

<table>
<tr><td>Geography</td><td colspan="3"><u>Locational knowledge</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
<u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<u>Geographical skills and fieldwork</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</td></tr>
<tr><td>Geography enquiry

<u>Geography LKS2</u></td><td>Why is Jane's house only worth £1?
What erosion is and how it is caused by natural and human processes. How a desert is defined. The location and distribution of the four types of desert on Earth. How wind erosion in hot deserts creates distinctive landscape features.How water erosion along rivers creates distinctive features. The main human and physical features of the Isle of Dogs meander in London. How wave erosion along the coast causes cliff collapse and problems for residents. How erosion by people causes serious management problems for national parks in the UK.</td><td>How can we live more sustainably?
What a natural resource is. The difference between renewable and non-renewable resources. How electricity is generated. The different sources of energy used to make electricity in the United Kingdom. Why fossil fuels are no longer used to generate electricity in the United Kingdom. How human created greenhouse gases contribute to global warming. What sustainability and sustainable development mean. How electricity is generated in a hydroelectric power station. The benefits of using renewable sources of energy in poorer countries of the world. How I could live in a more sustainable way both at home and at school.</td><td>Why are jungles so wet and deserts so dry?
The difference between weather and climate. How temperature and precipitation vary in the UK. The location and features of the main climate regions of the world. How climate affects the landscape of different environments. What a biome is and the name and location of the world's main biomes.
The flora and fauna of the main biomes of the world.
The physical features of the Atacama Desert.
Why Arica in Chile is the driest inhabited place in the World. Why Manaus in Amazonia is one of the wettest places in the world.</td></tr>
<tr><td>History
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</td><td colspan="3">Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age
Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion</td></tr>
</table>

	resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 **a local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) - the **changing power of monarchs** using case studies such as John, Anne and Victoria - **Or changes in an aspect of social history**, such as crime and punishment from the Anglo-Saxons to the present or - **Or leisure and entertainment in the 20th Century** the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - Or **a significant turning point in British history**, for example, the first railways or the Battle of Britain **The achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Ancient Greece** – a study of Greek life and achievements and their influence on the western world **A non-European society that provides contrasts with British history** – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.					
History 🗀 **KS2 (Y3 & …**	**History of the walled town. Is a walled town heritage still important today?** a local history study depth study linked to one of the British areas of study - Berwick upon -Tweed a study over time tracing how several aspects of national history are reflected in the locality a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. British Railway. Compare and contrast the Golden Jubilee of Queen Victoria to Queen Elizabeth II. History of Berwick, looking at why it changed hands 13 times from Scotland to England. Study of key structures on the Medieval and Elizabethan Walls. Looking at Berwick's heritage.		**How do artefacts help us to understand the lives of people in Iron Age Britain?** **Identify** and **describe** the common features of the archaeological remains of Iron Age hill forts found around Britain today; Suggest how an Iron Age hill fort might have appeared when first constructed, giving **reasons to justify the choice** of features which have been included; **Describe** the main features of an Iron Age roundhouse and **identify** and **suggest reasons** for the purpose of artefacts found within them; **Compare and contrast** their reconstruction with that which professional archaeologists have produced based on available evidence; **Interpret** a range of evidence to **generate reasons,** and then **explain,** why Iron Age Britain was often a violent time; **Recognise** and **describe** the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago; **Recognise** the range of **reasons** suggested for the discovery of a magnificent Iron Age shield in the River Witham and **synthesise** these reasons into an **explanation; Describe** who Boudica was and **explain** why she fought the Romans when they invaded Britain at the end of the Iron Age.		**What did Vikings want in Britain and how did Alfred try to stop them? Britain's settlement by Anglo-Saxons and Scots** **Describe the reasons** for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; **Describe** why 'Vikings' is not, in fact, the correct name for these people and **explain** who the attackers really were; **Empathise** with the likely feelings of the people of the Kingdom of Northumbria and the **judgments** they might have made as news of the attack spread; **Identify and describe** the design features of a longship and **explain** why it was an ideal vessel for Viking raiding parties along the coast of Britain; Interpret a range of source evidence to **explain** why most Viking Norsemen travelled to Britain in Anglo-Saxon times and **justify their judgment**; **Identify** and **describe** the distribution of those areas of Britain settled by Viking Norsemen; **Compare and contrast** the homes of Viking Norsemen with those of Anglo-Saxons and **suggest reasons** for the similarities and differences **observed**; **Explain** the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed. **Evaluate** evidence relating to the achievements of Anglo-Saxon King Alfred the Great, **reach a judgment** as to whether he is justifiably 'great' and **justify their decision**; **Describe** and **explain** why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.	
PSHE	**Zones of Regulation**	**Healthy Lifestyles**	**Feelings and emotions**	**Valuing Difference**	**Rights and**	**Environment**

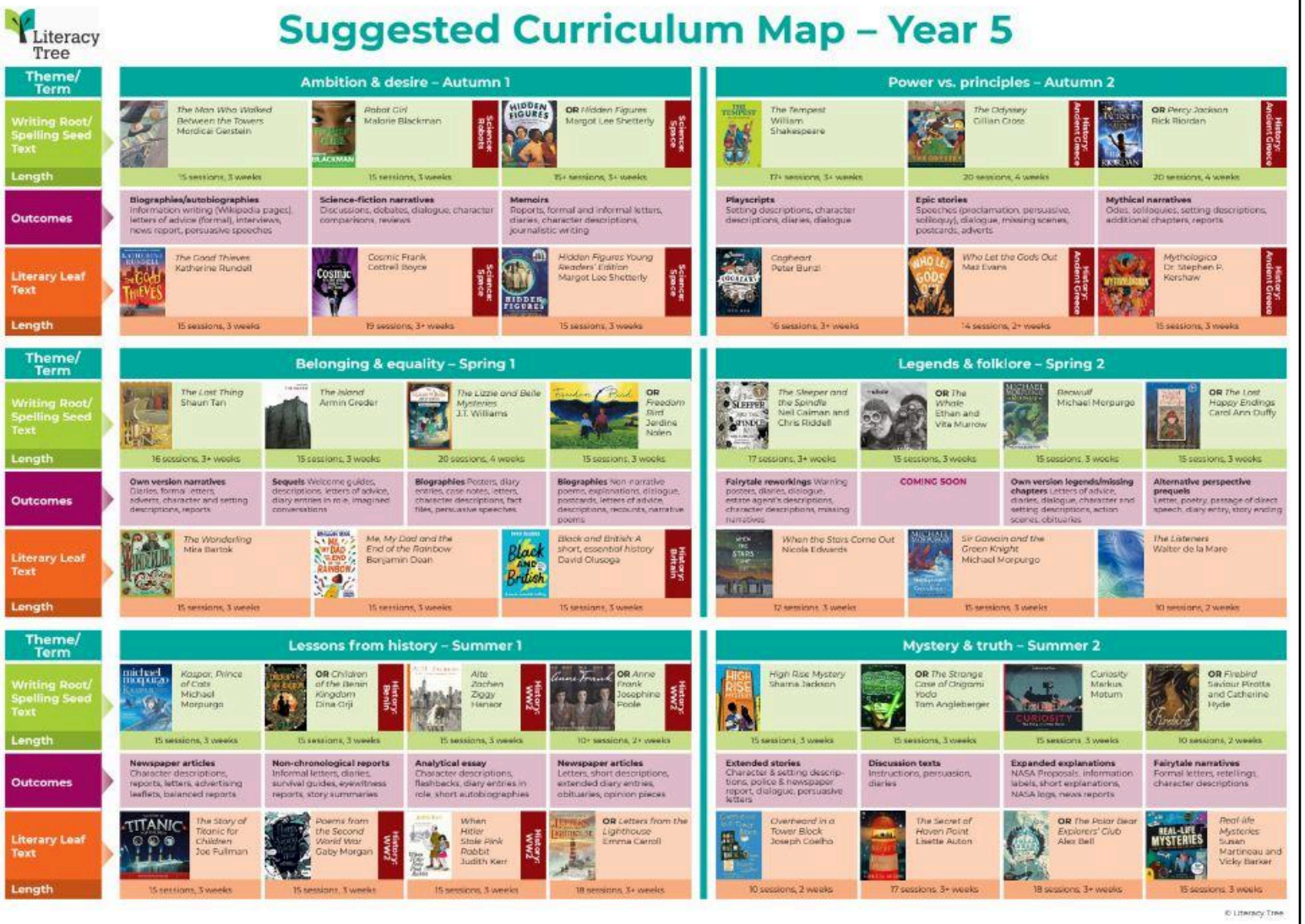
Relationships Education https:PSHE schemes of work Y1-6 Islington PSHE Programme of study	**Keeping safe** How to keep safe in local area and online; people who help them stay healthy and safe	What makes a balanced lifestyle and making choices;drugs common to everyday life; hygiene and germs **Growing and Changing** Recognising what they are good at; setting goals. Changes that happen in life and feelings associated with change. Changes at puberty.	Keeping something confidential or secret; when to break a confidence, recognise and manage dares **Healthy relationships** Acceptable and unacceptable physical contact; solving disputes amongst peers	Listen and respond effectively to people; share points of view	**Responsibilities** Discuss and debate health and well being issues. Appreciating difference and diversity in the UK and around the world.	Sustainability of the environment across the world **Money** Role of money; managing money(saving and budgeting); what is meant by interest and loan
RE - LKS2 outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.** identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make.					
RE syllabus Units	L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]	L2.11 How and why do people mark the significant events of life?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	L2.12 How and why do people try to make the world a better place?
Languages	C'est Moi Introduce, describe yourself. Count to 12,say your age. Say months.	**Où habites-tu?** Saying your nationality. Say which country you live in.	**Qu'est-ce que c'est?** Say the name of 6 pets. Describe pets with colour.	Je m'habille Learn some clothes names. Describe clothes with size and colour.	A' Table Learn food names. Say you would like some food, hot or cold.	Je Decris un monstre Name parts of the head and face, size and colour.
Music	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.					
Music	Charanga Musical Structures	Exploring Feelings When You Play	Compose with Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On!

Physical Education	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Physical Education	Ball skills **(Football)** Skills for life - Social Ball skills **(Basketball)** Skills for life - Knowledge and understanding of fitness	**Gymnastics** Skills for Life - social **Golf** Skills for life - Social	**Apparatus** Skills for life - Creative Health and Fitness NUFC Foundation **Skills for life -** Knowledge and understanding of fitness	Ball skills - (**Tag Rugby)** Mr Hall **Badminton** (using equipment) Skills for life - Cognitive	**Cricket** Skills for life - Personal **Quadkids** Skills for life - Personal	**Athletics/Sports Day** Skills for life - applying physical skills Fundamental ball skills **(Rounders)** Applying physical skills
Outdoor Learning / Commando Joe	Walled town walks	**Kira Salak**	Duddo stones Hill forts - cup and ring Markings Ford Moss	**Levison Wood**	Holy Island trip	**Levison Wood (2)**
Special events				STEM week		

UKS2 - Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading Y5/6	maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 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 provide reasoned justifications for their views.					
English - comprehension Y5/6	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 that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
English - writing Transcription Y5/6	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.					
Writing - handwriting 5/6	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.					
Writing -	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and					

Composition Y5/6	settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 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 and punctuation errors English – key stages 1 and 2 38 Statutory requirements perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing - vocabulary, grammar and punctuation 5/6	***modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity*** develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English units



Maths Become fluent in the fundamentals of mathematics, including 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. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking.	Decimal Fractions Identify tenths as part of a whole.D escribe and represent tenths as a decimal fraction. Count in tenths in different ways. Describe and write decimal numbers with tenths in different ways. Compare and order decimal numbers with tenths. Explain that decimal numbers with tenths can be composed additively. Explain that decimal numbers with tenths can be composed multiplicatively. Use their knowledge to calculate with decimal numbers within and across one whole. Use their knowledge to calculate with decimal numbers using mental methods. Use their knowledge to calculate with decimal numbers using column addition and subtraction. Use representations to round a decimal number with tenths to the nearest whole number. Identify hundredths as part of a whole. Describe and represent hundredths as a decimal fraction. Describe and write decimals numbers with hundredths in different ways. Compare and order decimal numbers with hundredths. Explain that decimal numbers with hundredths can be partitioned in different ways. Use their knowledge of decimal place value to convert between and compare metres and centimetres. Explain that different lengths can be composed additively and multiplicatively. Use their knowledge of decimal place value to solve problems in different contexts. Use their knowledge to calculate with	Negative Numbers Represent a change story using addition and subtraction symbols. Interpret numbers greater than and less than zero in different contexts. Read and write negative numbers. Explain how the value of a number relates to its position from zero. Identify and place negative numbers on a number line. Interpret sets of negative and positive numbers in a range of contexts. Use their knowledge of positive and negative numbers to calculate intervals. Explain how negative numbers are used on a coordinate grid. Use their knowledge of positive and negative numbers to interpret graphs. Short Multiplication and Short Division Pupils multiply a two-digit number by a single-digit number using partitioning and representations with no regroups, then one regrouping then two regrouping. Multiply a two-digit number by a single-digit number using partitioning. Multiply a two-digit number by a single-digit number using expanded multiplication (no regroups). Multiply a two-digit number by a single-digit number using short multiplication (no regroups). Multiply a two-digit number by a single-digit number using expanded multiplication (regrouping ones to tens). Multiply a two-digit number by a single-digit number using short multiplication (regrouping ones to tens). Multiply a two-digit number	Area and Scaling Explain what area is and can measure using counting as a strategy. Explain how to make different shapes with the same area. Explain how to compare the area of different shapes. Measure the area of flat shapes area using square centimetres. Measure the area of flat shapes area using square metres. Calculate the area of a rectangle using multiplication. Calculate the area of rectilinear shapes. Use their knowledge of area to solve problems. Compare and describe lengths by using their knowledge of multiplication. Use their knowledge of multiplication to solve comparison and change problems. Compare and describe lengths by using their knowledge of division. Use their knowledge of division to solve comparison and change problems. Compare and describe measurements by using their knowledge of multiplication and division (mass/capacity/time. Describe the changes in measurements using their knowledge of multiplication and division. Use their knowledge of multiplication and division to solve comparison and change problems.	Calculating with Decimal Fractions Explain the effect of multiplying and dividing a number by 10, 100 and 1,000. Explain how to multiply and divide a number by 10, 100 and 1,000 (first 'number' two or more non-zero digits). Use their knowledge of multiplication and division by 10/100/1,000 to convert between units of measure (length), (mass and capacity). Explain how to use known multiplication facts and unitising to multiply decimal fractions by whole numbers (tenths, hundredths). Use their knowledge of multiplying decimal fractions by whole numbers to solve measures problems. Explain the relationship between multiplying by 0.1 dividing by 10. Explain the relationship between multiplying by 0.01 dividing by 100. Explain how to use multiplying by 10 or 100 to multiply one-digit numbers by decimal fractions. Explain how to use the size of the multiplier to predict the size of the product compared to the multiplicand. Explain how to use multiplying by 10 or 100 to divide decimal fractions by one-digit numbers Fractions, Multiples and Primes Explain what 'volume' is using a range of contexts. Describe the units used to measure volume. Explain how to calculate the volume of a cuboid. Explain what a cube number is. Use their knowledge of calculating volume to solve problems in	Fractions Explain the relationship between repeated addition of a proper fraction and multiplication of fractions (unit fractions and non-unit fractions). Multiply a proper fraction by a whole number (within a whole and greater than a whole). Multiply an improper fraction by a whole number. Multiply a mixed number by a whole number (product is within a whole and product is greater than a whole). Find a unit fraction of a quantity. Explain the relationship between finding a fraction of a quantity and multiplying a whole number by a unit fraction. Explain the relationship between dividing by a whole number and multiplying a whole number by a unit fraction. Use their knowledge of multiplying a whole number by a unit fraction to solve problems. Find a non-unit fraction of a quantity (mental calculation then written calculations). Multiply a whole number by a proper fraction. Explain when a calculation represents scaling down and when it represents repeated addition. Find the whole when the size of a unit fraction is known. Find a unit fraction when the size of a non-unit fraction is known. Find the whole when the size of a non-unit fraction is known. Find the unit fraction when the size of a non-unit fraction is known. Use representations to describe and compare two fractions (1/4 and 3/12 then 1/5 and 5/10). Use representations to describe and compare two fractions (pouring context). Correctly	Converting Units Apply memorised unit conversions to convert between units of measure (larger to smaller units - whole number conversions). Apply memorised unit conversions to convert between units of measure (smaller to larger units - whole number conversions). Convert from and to fraction and decimal fraction quantities of larger units. Derive common conversions over 1. Carry out conversions that correspond to 100 parts. Solve measures problems involving different units. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Convert between miles and kilometres. Solve problems involving converting between units of time. Angles Compare the size of angles where there is a clear visual difference. Use the terms acute, obtuse and reflex when describing the size of angles or amount of rotation with relation to right angles. Use a unit called degrees (°) as a standard unit to measure angles. Estimate the size of angles in degrees using angle sets. Measure the size of angles accurately using a protractor.

	decimal numbers up to and bridging one tenth. Use their knowledge to calculate with decimal numbers using column addition and subtraction. Round a decimal number with hundredths to the nearest tenth. Round a decimal number with hundredths to the nearest whole number. Read and write numbers with up to 3 decimal places. Compare and order numbers with up to 3 decimal places. **Money** xplain and represent whole pounds as a quantity of money. Explain and represent whole pounds and pence as a quantity of money. Explain how to compare amounts of money. Convert quantities of money between pounds and pence. Use their knowledge of addition to efficiently add commonly used prices. Use their knowledge of subtraction to calculate the change due when paying whole pounds or notes. Use and explain the most efficient strategies when adding and subtracting quantities of money. Find the change when purchasing several items. Use the most efficient and reliable strategy to find the change when purchasing several items.	by a single-digit number using expanded multiplication (regrouping tens to hundreds). Multiply a two-digit number by a single-digit number using short multiplication (regrouping tens to hundreds). Multiply a two-digit number by a single-digit number using both expanded and short multiplication (two regroups). Use estimation to support accurate calculation. Multiply a three-digit number by a single-digit number using partitioning and representations.ultiply a three-digit number by a single-digit number using expanded and short multiplication (no regrouping, one regroup, multiply regrouping). Use estimation to support accurate calculation. Divide a two-digit number by a single-digit number using partitioning and representations (no remainders no exchange, with exchange then with exchange and remainders). ivide a two-digit number by a single-digit number using short division (no remainders no exchange, with exchange then with exchange and remainders). Divide a three-digit number by a single-digit number using partitioning and representations (no remainders no exchange, with exchange then with exchange and remainders). Divide a three-digit number by a single-digit number using short division. Solve short division problems accurately when the hundreds digit is smaller than the divisor. Will use efficient strategies of division		a range of contexts. Explain how to calculate the volume of compound shapes. Explain the use of the commutative and distributive laws when multiplying three or more numbers. Explain the reasons for changing two-factor multiplication calculations to three-factor multiplications. Explain what a factor is and how to use arrays and multiplication/division facts to find them. Explain how to systematically find all factors of a number and how they know when they have found them all. Use a complete list of factors to explain when a number is a square number. Explain how to identify a prime number or a composite number. Explain how to identify a common factor or a prime factor of a number. Explain how to identify a multiple or common multiple of a number. Use knowledge of properties of number to solve problems in a range of contexts. Explain how to use the factor pairs of ‘100’ to solve calculations efficiently.	use the language of equivalent fractions. Explain the vertical relationship between numerators and denominators within equivalent fractions (1/5, 1/3 and equivalent). Use their knowledge of the vertical relationship to solve equivalent fractions problems. Explain the horizontal relationship between numerators and denominators across equivalent fractions (1/5, 1/3 and equivalent). Explain the relationship within families of equivalent fractions. Use their knowledge of equivalent fractions to solve problems. Explain and represent how to divide 1 into different amounts of equal parts. Identify and describe patterns within the number system. Use their knowledge of common equivalents to compare fractions with decimals. Practise recalling common fraction-decimal equivalents.Use their knowledge of common fraction-decimal equivalents to solve conversion problems in a range of contexts. Use their knowledge of common equivalents to compare fractions with decimals beyond one.Use their knowledge of simplifying calculations by substitution to solve problems in a range of contexts.	

Science	The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting 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 identifying scientific evidence that has been used to support or refute ideas or arguments.						
Science units		**Properties and changes of materials** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know 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.	**Earth and space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Pupils should be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might	**Animals, including humans** Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	**Living things and their habitats** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and

				explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.		rearing chicks), comparing how different animals reproduce and grow.
Art & Design	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.					
Art & Design	**Painting:** Artist Focus:	**Collage:**	**Drawing:** Artist Focus:	**Digital Media:**	**Textiles:**	**Sculpture:** Artist Focus: A famous architect/designer.
Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Computing						
Design and Technology	Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** 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 , generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 **Evaluate** investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition**					
Design and Technology	**Chocolate product design (Mayans)**		**Aeroplanes - complex structures, mechanics and electricals**		**Catapults / slingshots walled town**	

Geography	**Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Geography enquiries [Geography UKS2]		**How do volcanoes affect the lives of people on Heimaey?**		**What is a river?**		**What are mountains so important?**
History 🗀 **KS2 (Y5 & …**	Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to **help pupils understand both the long arc of development and the complexity of specific aspects of the content.** **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) - the **changing power of monarchs** using case studies such as John, Anne and Victoria - Or **a significant turning point in British history**, for example, the first railways or the Battle of Britain **The achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **A non-European society that provides contrasts with British history** – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.					
History Enquiries	**Why did the ancient Maya change their way of life?**		**Why was winning the Battle of Britain so important? (WW2)**		**What did King George mean when he said 'The history of York is the history of England?'**	

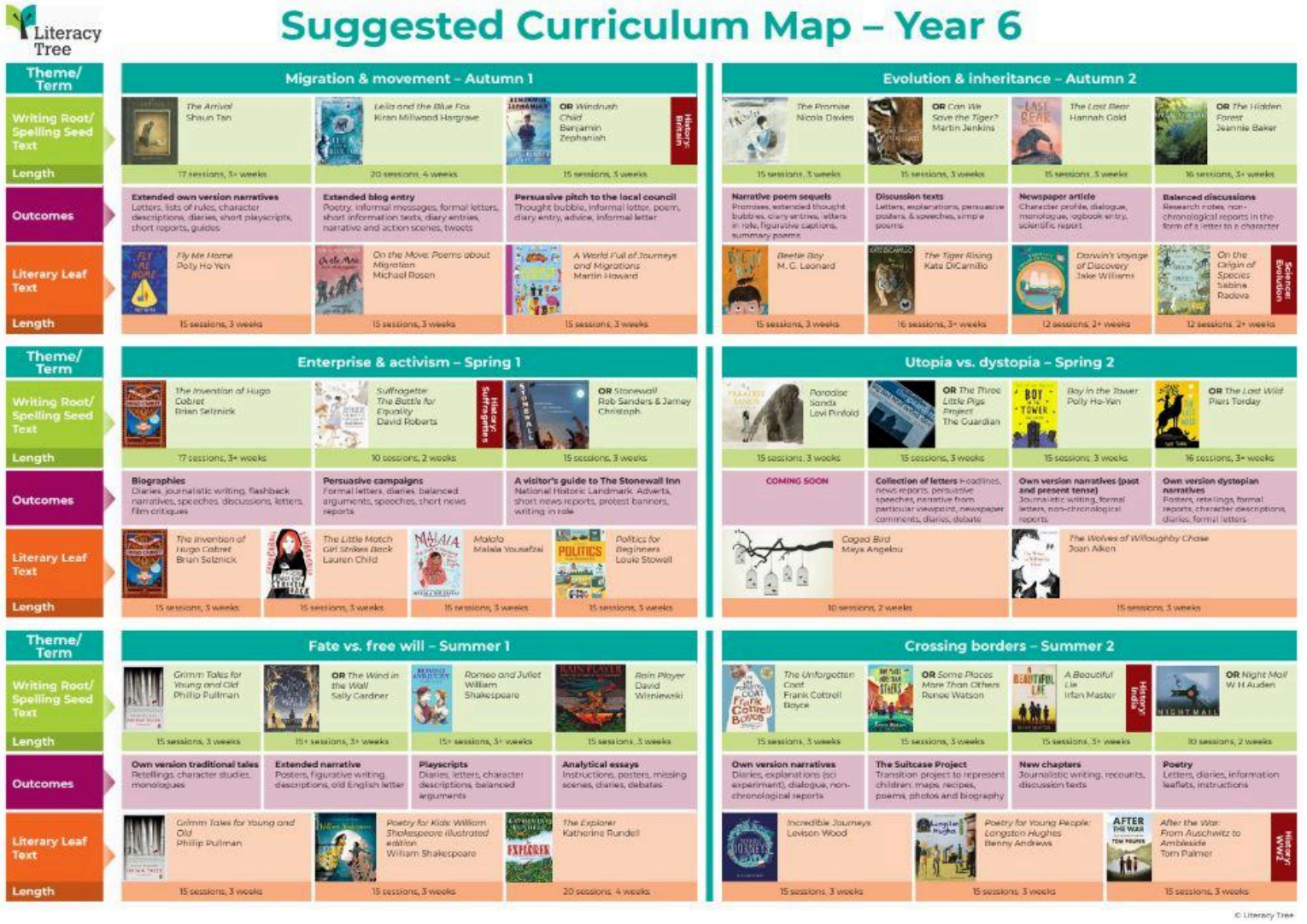
PSHE	Relationships Education https:PSHE schemes of work Y1-6					
PSHE units	Physical health and well being in the media	Identity, society and equality: stereotypes, discrimination and prejudice (including tackling homophobia.	Keeping safe and managing risk. When things go wrong.	Mental Health and emotional well being: dealing with feelings.	Drug, alcohol and tobacco education. Different influences	Careers, financial capability and economic well being: borrowing and earning money.
RE - UKS2 outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.					
RE Syllabus UKS2 Year 5	U2.1 What does it mean if Christians believe God is holy and loving? [God	U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]	Why is the Torah so important to Jewish people? (God/Torah/People)	U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	U2.11 Why do some people believe in God and some people not?	U2.12 How does faith help when life gets hard?
Languages	Listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words,engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*,speak in sentences, using familiar vocabulary, phrases and basic language structures,develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing,appreciate stories, songs, poems and rhymes in the language,broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary,write phrases from memory, and adapt these to create new sentences, to express ideas clearly,describe people, places, things and actions orally and in writing, understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					

Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music					
Charanga units	Melody and harmony in music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the Bands!
Physical Education	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Physical Education						
Outdoor Learning / Commando Joe	**Spartacus**		**Tim Peake**		Trip to York	**Sir Ranulph Fiennes**
Special events						

UKS2 - Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken language Year 1-6	Listen and respond appropriately Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build vocabulary Articulate and justify answers, arguments and opinions. COnsider and evaluate different viewpoints attending and building on the viewpoints of others. Participate in discussions, presentations, performances, role play, improvisations and debates.					
English - word reading Y5/6	maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart 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 words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 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 provide reasoned justifications for their views.					
English - comprehension Y5/6	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 that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					
English - writing Transcription Y5/6	use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.					
Writing - handwriting 5/6	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.					
Writing -	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and					

Composition Y5/6	settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 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 and punctuation errors English – key stages 1 and 2 38 Statutory requirements perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing - vocabulary, grammar and punctuation 5/6	***subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points*** develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English units



Maths Become fluent in the fundamentals of mathematics, including 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. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking.	Calculating Using Knowledge of structures Explain how a combination of different parts can be equivalent to the same whole and can represent this in an expression. Identify structures within stories and use their knowledge of structures to create stories. Identify the missing part using their knowledge of part whole relationships and structures. Interpret and represent a part-whole problem with 3 addends using a model. Create stories to correctly match a structure presented in a model. Use their knowledge of additive structures to solve problems. Calculate the value of a missing part. Correctly represent an equation in a part-whole model. Explain how adjusting both addends affects the sum (2 digit numbers). Explain how adjusting both addends affects the sum (decimal fractions). Use the 'same sum' rule to balance equations. Use the 'same sum' rule to balance equations with an unknown. Explain how adjusting one addend affects the sum. Solve addition calculations mentally by using known facts. Solve calculations with missing addends. Explain how adjusting both the minuend and subtrahend by the same amount affects the difference. Explain how using the 'same difference' rule can make mental calculation easier. Use the 'same difference' rule to balance equations. Explain how increasing or	Numbers to 10,000,000 Use representations to identify and explain patterns in powers of 10. Compose seven or eight-digit numbers using common intervals. Use their knowledge of the composition of up to eight-digit numbers to solve problems. Explain how to read numbers with up to seven digits efficiently. Recognise and create numbers that contain place-holding zeros. Determine the value of digits in numbers up to tens of millions. Explain how to compare up to eight-digit numbers. Use their knowledge of the composition of seven-digit numbers to solve problems. Add and subtract mentally without bridging a boundary (only one and more than one digit changes). Add numbers whilst crossing the millions boundary. Subtract numbers whilst crossing the millions boundary (multiples of 100,000 and different powers of 10). Explain how a seven-digit number can be composed and decomposed into parts. Identify and explain a pattern in a counting sequence. Identify numbers with up to seven digits on marked number lines. Estimate the value and position of numbers on unmarked or partially marked number lines. Explain why we round and how to round seven-digit numbers to the nearest million. Explain how to round seven-digit numbers to the nearest hundred thousand. Explain how to round up to seven-digit numbers to any power of 10 in context. Identify and	Multiplication and Division Explain why the product stays the same when one factor is doubled and the other is halved. Explain the effect on the product when scaling the factors by the same amount. Use their knowledge of equivalence when scaling factors to solve problems. Explain the effect on the quotient when scaling the dividend and divisor by 10. Explain the effect on the quotient when scaling the dividend and divisor by the same amount. Explain how to multiply a three-digit by a two-digit number. Explain how to accurately use the method of long multiplication to multiply two, two-digit numbers (no regrouping of ones to tens). Explain how to accurately use the method of long multiplication (with regrouping of ones to tens). Explain how to accurately use the method of long multiplication (with regrouping of ones to tens & tens to hundreds). Explain how to accurately use the method of long multiplication to multiply a three-digit by a two-digit number. Explain how to accurately use the method of long multiplication to multiply a four-digit by a two-digit number. Explain how to use the associative law to multiply efficiently. Explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers. Explain how to use accurately the methods of short and long division (two and three-digit number by multiples of 10). Explain how to use accurately the method of long division with and without remainders (two-digit by two-digit numbers). Use knowledge of long division to solve problems in a range of contexts (with and without remainders). Explain how to use a ratio chart to solve efficiently: short division. Explain how to use a ratio chart to solve efficiently: long division. Explain how to use accurately the method of long division with and without remainders (three-digit by two-digit, four-digit by two-digit numbers). Use long division with decimal remainders	Fractions and Percentages Explain how to write a fraction in its simplest form. Reason and apply their knowledge of how to write a fraction in its simplest form. Use their knowledge of how to write a fraction in its simplest form when solving addition and subtraction problems. Use their knowledge of how to write a fraction in its simplest form when solving multiplication problems. Explain, using an image, how to add related fractions (unit fractions). Explain what is meant by 'related fractions'. Explain, without using an image, how to add related fractions. Use their knowledge of adding related fractions to solve problems in a range of contexts. Explain, with and without using an image, how to subtract related fractions (unit fractions). Use their knowledge of adding and subtracting related fractions to solve problems in a range of contexts. Explain, with and without using an image, how to add and subtract related fractions (non-unit fractions). Explain, with and without using an image, how to add and subtract related fractions (non-unit fractions that bridge the whole). Use their fraction sense to fraction addition, subtraction and comparison. Explain how to add or subtract non-related fractions with different denominators. Use their knowledge of adding or subtracting non-related fractions with different denominators to solve problems in a range of contexts (non related fractions). Explain how to compare pairs of non-related fractions (converting to common denominators). Explain how to compare pairs of non-related fractions (using fraction sense). Explain how to compare pairs of non-related fractions (using common numerators). Explain which method for comparing non-related fractions is most efficient. Explain how to multiply two unit fractions. Explain how to multiply two non-unit fractions. Explain how to divide a unit fraction by a whole number. Explain how to divide a non-unit	Statistics Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average. KS2 SATS TESTS	Ration and Proportion Describe the relationship between two factors (in a ratio context). Explain how to use multiplication and division to calculate unknown values (two variables). Explain how to use multiplication and division to calculate unknown values (three variables). Explain how to use a ratio grid to calculate unknown values. Explain how to use multiplication to solve correspondence problems. Explain how and why scaling is used to make and interpret maps. Use their knowledge of multiplication and division to solve scaling problems in a range of contexts. Identify and describe the relationship between two shapes using scale factors (squares). Identify and describe the relationship between two shapes using scale factors and ratios (regular polygons). Identify and describe the relationship between two shapes using scale factors and ratios (irregular polygons). Calculating Known Structures (2) Explain how to balance equations with addition expressions. Explain how to balance equations with subtraction expressions. Explain how to balance equations with addition and/or subtraction expressions. Use their knowledge of balancing equations to solve problems. Solving Problems with two unknowns Compare the structure of problems with one or two unknowns. Compare the structure of problems with two unknowns. Represent the structure of contextual problems with two unknowns. Represent a problem with two unknowns using a bar model. Explain why sometimes there is only one solution to a sum and difference problem. Explain why sometimes there is only one solution to a sum and multiple problem. Explain the values a part-whole model could represent. Use a bar model to visualise how to solve a problem with two

	decreasing the minuend affects the difference. Solve subtraction calculations mentally by using known facts. Explain how adjusting the minuend can make mental calculation easier. Explain how adjusting the subtrahend affects the difference. Explain how increasing or decreasing the subtrahend affects the difference. Calculate the difference using their knowledge of an adjusted subtrahend. <u>Multiples of 1000</u> Explain how ten thousand can be composed. Explain how one hundred thousand can be composed. Read and write numbers up to one million. Identify and place the position of five-digit multiple of one thousand numbers, on a marked, but unlabelled number line. Identify and place the position of six-digit multiple of one thousand numbers, on a marked, but unlabelled number line. Count forwards and backwards in steps of powers of 10, from any multiple of 1,000. Explain that 10,000 is composed of 5,000s 2,500s and 2,000s. Explain that 10,000 is composed of 5,000s 2,500s and 2,000s. Read scales in graphing and measures contexts, by using their knowledge of the composition of 10,000 and 100,000.	explain the most efficient way to solve a calculation. Add and subtract numbers with up to seven digits using column addition and subtraction. Explore and explain different written and mental strategies to solving addition and subtraction problems. Solve addition and subtraction problems and explain whether a mental or written strategy would be most efficient. <u>Compose, decompose Shapes</u> Use knowledge of shape properties to draw, sketch and identify shapes. The same 3D shape can be composed from different 2D nets. When a 2D shape is decomposed and the parts rearranged, the area remains the same. The area of a compound shape is therefore equal to the total of the areas of the constituent parts. Any parallelogram can be decomposed and the parts rearranged to form a rectangular parallelogram. Two congruent triangles can be composed to form a parallelogram. Shapes with the same area can have different perimeters. Shapes with the same perimeters can have different areas. We can use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes.	(1 decimal place). Use long division with fraction remainders. Use long division with decimal remainders (2 decimal places). Use knowledge of the best way to interpret and represent remainders from a range of division contexts. Explain how and why a product changes when a factor changes multiplicatively. Use their knowledge of multiplicative change to solve problems efficiently (multiplication). Explain how and why a quotient changes when a dividend changes multiplicatively (increase or decrease). Explain how and why a quotient changes when a divisor changes multiplicatively. Identify and explain the relationship between divisors and quotients. <u>Area, Perimeter, position and Direction</u> Explain how to calculate the area of a parallelogram. Explain how to calculate the area of a triangle. Explain why shapes can have the same perimeters but different areas. Explain why shapes can have the same areas but different perimeters. Describe the relationship between scale factors and side lengths of two shapes. Describe the relationship between scale factors and perimeters of two shapes. Describe positions on the full coordinate grid (all four quadrants). draw and translate simple shapes on the coordinate plane and reflect them in the axes.	fraction by a whole number. Explain when and how to divide efficiently a fraction by a whole number. Explain what percent means. Explain how to represent a percentage in different ways. Explain how to convert percentages to decimals and fractions (with a denominator of 100). Explain how to convert a percentage to a fraction (without denominator of 100). Use their knowledge of fraction-decimal-percentage conversions to solve conversion problems in a range of contexts. Use their knowledge of calculating 50%, 10% and 1% of a number to solve problems in a range of contexts. Use their knowledge of calculating common percentages of a number to solve problems in a range of contexts. Use their knowledge of calculating any percentage of a number to solve problems in a range of contexts. Explain how to solve problems where the percentage part and the size of the part is known and the whole is unknown. Explain how to solve problems where the known percentage part and the size of the part changes the whole.		unknowns. Use diagrams to explain how to solve a spatial problem. Explain how to represent an equation with a bar model. Solve problems with two unknowns in a range of contexts. Systematically solve problems with two unknowns using ‘trial and improvement’ (one and several solutions). Explain how I know I have found all possible solutions to problems with two unknowns. Explain how to balance an equation with two unknowns. Systematically solve problems with two unknowns using ‘trial and improvement’ (one, several and infinite solutions). <u>Order of Operations.</u> Explain how addition and subtraction can help to solve multiplication problems efficiently. Explain how the distributive law applies to multiplication expressions with a common factor (addition). Use their knowledge of the distributive law to solve equations including multiplication, addition and subtraction. Explain how addition and subtraction can help to solve division problems efficiently. xplain how the distributive law applies to division expressions with a common divisor (addition and subtraction). Use their knowledge of the distributive law to solve equations including division, addition and subtraction. <u>Mean Average</u> Explain the relationship between the mean and sharing equally. Explain how to calculate the mean of a set of data. Explain how the mean changes when the total quantity or number of values changes. Explain how to calculate the mean when one of the values in the data set is zero or missing. Explain how to use the mean to make comparisons between two sets of information. Explain when the mean is not an appropriate representation of a set of data.

Science	The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting 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 identifying scientific evidence that has been used to support or refute ideas or arguments.					
Science units	**Evolution and 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. Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for	**Animals including humans** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. Build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be	**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. Build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars;	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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. Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are	**Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. Build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as	

	instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).	expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.	insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.	
Art & Design	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.					
Art & Design	**Painting:** Artist Focus:	**Collage:**	**Drawing:** Artist Focus:	**Digital Media:**	**Textiles:**	**Sculpture:** Artist Focus: A famous architect/designer.
Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					

Computing						
Design and Technology	Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: **Design** 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 , generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 **Evaluate** investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Cooking and Nutrition**					
Design and Technology		**Fair trade products**		**Trojan horse**		**Climate change invention - Earthshot**
Geography **Geography UKS2**	**Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					
Geography Enquiry		**Why is fair trade fair?**		**Who are Britain's National Parks for?**		**How is climate change affecting the world?**
History **KS2 (Y5 & …**	Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to **help pupils understand both the long arc of development and the complexity of specific aspects of the content.**					
History Enquiry units	How did a pile of Dragon bones help to solve an		The story of the Trojan horse - fact, legend or		How did Britain once rule the largest empire	British Black history - Olaudah Equiano and

	ancient mystery? Shang Dynasty of Ancient China		myth? Greeks		the world has ever seen?	Mary Prince
PSHE	Relationships Education https:PSHE schemes of work Y1-6					
PSHE units	Sex and relationship education: Healthy relationships, how a baby is made.		Drug, alcohol and tobacco education: weighing up risk.	Identity, society and equality: Human rights.	Mental Health and emotional well being: Healthy minds.	Keeping safe and managing risk. Keeping safe out and about.
RE Outcomes	**The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.					
RE Syllabus UKS2 units	U2.2 Creation and science: conflicting or complementary? [Creation)	U2.10 What matters most to Humanists and Christians?	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]	U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara /moksha]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]
Languages	listen attentively to spoken language and show understanding by joining in and responding, explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words,engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*,speak in sentences, using familiar vocabulary, phrases and basic language structures,develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, present ideas and information orally to a range of audiences, read carefully and show understanding of words, phrases and simple writing,appreciate stories, songs, poems and rhymes in the language,broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary,write phrases from memory, and adapt these to create new sentences, to express ideas clearly,describe people, places, things and actions orally and in writing, understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					

Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music					
Charanga units	Music and Technology	Developing Ensemble Skills	Creative composition	Musical styles Connect Us	Improvising with confidence	Farewell Tour
Physical Education	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
Physical Education						
Outdoor Learning/ Commando Joe	**Amelia Earhart**		**Ibn Battuta**		**Nancy Wake**	
Special events					Residential	