



Broomhill First School

Long Term Planning

Key Stage 2: Cycle 1

Aim:

Every Child Flourishes

Values:

• connection • creativity • courage • curiosity

School Rules

• we care about ourselves • we care about each other • we care about our school

Motto:

Together We Succeed

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School/World Events	Training Day House Sorting Hat House Welcome Morning Black History Month Harvest Festival British Summer Time Ends House Reading Event Broomhill Autumn Celebration	Training Day Bonfire Night Remembrance Day St. Andrew's Day Cross-phase reading Christmas Party Crafts and performances House Christmas Crafts Winter Cup	New Year Chinese New Year Burn's Night Valentine's Day House Reading Event	Shrove Tuesday St. David's Day World Book Day Holi St. Patrick's Day World Poetry Day Mother's Day House Reading Event British Summer Time begins St. George's Day Spring Cup	May Day Northumberland Day House Reading Event	National Phonics Screening Check Multiplication Assessment Y4 Father's Day Transition Day House Reading Event Reports to Parents Summer Cup
Parent Link	KS2 Parent Presentation	Parents Evening Christmas Wreath Workshop Christmas Performances		Parents Evening	Celebration of learning	Preparing for Middle School Sports day

Community Links	Village Litter Pick Kayaking at Druridge Bay	Road Safety Signs	Police for E-Safety assembly	Beach day Part 1 John Muir Award	Beach day Part 2 and 3 John Muir Award	Beach day Part 4 John Muir Award
Contextual Safeguarding	Road Safety	Safeguarding: Forest school Fire Safety	E-Safety	Safe Strangers	Water Safety	Valuing Every Member of Our Community
Topic	Prehistoric Britain: Stone Age to Iron Age	USA Road Trip	<i>Ancient Greeks</i>	Anglo-Saxons and Scots	Water	Rainforests
Debate	When do you think it was better to live- Stone Age, Bronze Age or Iron Age? Discuss.	Why should we holiday in the USA?	What was ancient Greek life like and how have their lives and achievements of the influenced the western world?	How did the Anglo-Saxons and Scots change life in Britain?	How do rivers impact on human life?	Why should we protect rainforests?
Enrichment	Women From The Past Visit: Tribal Tales and Stone Age Technology	Hancock Museum	Hadrian's Wall	Art Gallery Visit	River field work	

	<p>Purpose of English:</p> <p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>English Aims:</p> <p>The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate <p>Spoken Language</p> <p>Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Reading</p> <p>The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.</p> <p>Writing</p> <p>The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>					
Broomhill Reading Spine	Bill's New Frock Anne Fine	Voices in the Park / Hansel and Gretel Anthony Browne	The Sheep-pig By Dick King-Smith	The Battle of Bubble and Squeak Philippa Pearce	The Iron Man Ted Hughes	The legend of Podgkin One-ear Kieran Larwood

Ug: Boy Genius of the Stone Age

- Engage children with a story told through a mixture of speech and visual imagery
- Explore themes and issues, and develop and sustain ideas through discussion
- Develop creative responses to the text through drama, storytelling and artwork
- Compose writing for a wide variety of purposes
- Write in role in order to explore and develop empathy for characters
- Procedural: Script •Instructions Postcard •Information Writing
- Recount •Comic Book Writing
- Persuasive Speech •Persuasive Writing: Advertisement
- Note •Poetry

I was a Rat!

- Engage children with a story with which they will empathise.
- Explore themes and issues, and develop and sustain ideas through discussion.
- Develop creative responses to the text through drama, storytelling and artwork.
- Write in role in order to explore and develop empathy for characters.
- Write with confidence for real purposes and audiences.
- Writing in role
- Diary writing
- Newspaper writing
- Persuasive writing
- Letter writing

Greek Myths (Marcia Williams) and other retellings, inc. teacher created texts

- Explore the common themes of Greek mythology
- Begin to understand the difference between a theme and a motif
- Develop creative responses to the text through drama, storytelling and artwork
- Develop skills of inference and make inferences of characters' feelings, thoughts and motives from their actions.
- Write in role in order to explore and develop understanding of character.
- Pandora's Box o The Twelve Tasks of Heracles o Daedalus and Icarus o Perseus and Medusa o Theseus and the Minotaur
- Arachne and Athena
- Write in role, e.g. letter
- Detailed setting description
- Detailed character description
- Children to create their own myth, drawing on common themes and motifs
- Dialogue
- Falling Out of the Sky**
- Explore the differences between poetry for the page and poetry for the stage
- Develop personal responses to poetry in performance and in writing
- Understand how storytelling can be done using poetry • Create an anthology
- Response journal
- Poetry performances
- Poems written in response to stimulus from the anthology
- Poetry Anthologies

Monster Slayer (Brian Patten) Beowulf Legend

- Understand the similarities and differences between a myth and a legend
- Develop creative responses to the text through drama, storytelling and artwork
- Develop skills of inference and make inferences of characters' feelings, thoughts and motives from their actions.
- Write in role in order to explore and develop understanding of character.
- Retell a scenario from the Beowulf legend, including dialogue.
- Play script of the scenario.
- Write a prediction (next chapter) for what would happen next.

Explore! Anglo-Saxons (Jane Bingham)

- Create an information booklet for an Anglo Saxon museum..
- Explore the features of nonfiction texts

The Flood (wordless)

- Discuss the impact a wordless book can have
- Explore the devastating effects of a flood on a family and their home.
- Write a sustained narrative for the wordless book, using developed character and setting descriptions

The Great Kapok Tree

- Explore global issues through a narrative text
- Investigate how illustrations influence a reader's experience of a text
- Explore how an author uses language to create empathy for an issue
- Explore themes and debate issues and dilemmas in relation to a text, enabling children to make
- connections with their own lives
- Use sound, images and video to expand the use of ambitious vocabulary
- Develop creative responses to a text through drama and roleplay
- Innovate from a familiar text to plan and write own narratives
- Respond to and evaluate own writing and that of others
- ☐ Poetry
- ☐ Performance of a poem
- ☐ Explanation text
- ☐ Debate
- ☐ Report writing
- ☐ Writing in role
- ☐ Argument writing
- ☐ Making a visual text
- ☐ Note of advice
- ☐ Playscript
- Extension of a narrative

English Speaking and Listening	<p>Listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers and opinions • Speak audibly and fluently with an increasing command of Standard English • Maintain attention and participate actively in collaborative conversations, responding to comments • Use spoken language to develop understanding through exploring ideas • Participate in discussions, roleplay and improvisations • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 	<p>Listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and 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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.

Comprehension

- Continue to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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 provide reasoned justifications for their views

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Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction;
 - identifying and discussing themes and conventions in and across a wide range of writing;
 - making comparisons within and across books;
 - preparing poems 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;
 - 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;
 - 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;
 - provide reasoned justifications for their views

Mythology

- Develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of Greek mythology, making comparisons with other forms of fiction
 - 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 myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - discussing words and phrases that capture the reader's interest and imagination
- Understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and 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 summarizing these
 - identifying how language, structure, and presentation contribute to meaning
 - 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.
- Poetry:**
- Develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of poetry
 - preparing poems 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]

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 links between spelling and sound, and where these occur in the word.

Comprehension

- Develop their understanding and enjoyment of non-fiction texts.
- Develop knowledge and skills in reading non-fiction about a wide range of subjects, including those on volcanoes, mountains and earthquakes.
- Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.
- Listen to and discuss a wide range of non-fiction and reference books or textbooks
- Retrieve and record information from non-fiction
- Use dictionaries to check the meaning of words
- Ask questions to improve their understanding of a text
- Identify the main ideas drawn from more than one paragraph and summarising these
- Identify 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.

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.

Comprehension

- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Continue to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing
- Make comparisons within and across books
- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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 provide reasoned justifications for their views

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- Predict what might happen from details stated and implied

Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell words that are often misspelt (English Appendix 1)

• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

Children should 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
- when writing narratives, considering how authors have developed characters and 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
 - using further organisational and presentational devices to structure text and to guide the reader
- 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

Composition

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- noting and developing initial ideas, drawing on reading and research where necessary
- when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:**
 - making a conscious effort to included detailed description to bring their writing alive
 - 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
 - using a wide range of devices to build cohesion within and across paragraphs
 - using a range of tenses to indicate changes in timing, sequence, etc.
- Evaluate and edit by:**
 - assessing the effectiveness of their own and others' writing

Composition

Children should 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
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
- 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.

Composition/Transcription •

- Use the Cornell note taking system to take notes during the research phase (non-fiction unit)
- Use techniques to highlight key words
 - Convert notes into prose
 - Know that paragraphs are used to group related ideas and use paragraphs in their own writing
 - Know that subheadings label content and use these in their own writing
 - Consolidating their writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology.
 - Enhance the effectiveness of what they write as well as increasing their competence.
 - Build on what they have learnt, particularly in terms of the range of their writing and
 - more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.
 - 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

Transcription

- Continue to spell further homophones
 - Continue to spell words that are often misspelt (English Appendix 1)
 - Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
 - Continue to use the first two or three letters of a word to check its spelling in a dictionary
 - Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Composition**
- Children should 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
 - when writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 - Draft and write by:**
 - making a conscious effort to included detailed description to bring their writing alive

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 - 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
 - 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
 - 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

English Writing: Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> 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 proofreading for spelling and punctuation errors 	<ul style="list-style-type: none"> 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 proofreading for spelling and punctuation errors Transcription Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) use further prefixes and suffixes and understand how to add them (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<ul style="list-style-type: none"> Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1) Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Continue to use the first two or three letters of a word to check its spelling in a dictionary Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Continue to spell further homophones Continue to spell words that are often misspelt (English Appendix 1) Continue to use further prefixes and suffixes and understand how to add them (English Appendix 1) Continue to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] Continue to use the first two or three letters of a word to check its spelling in a dictionary Continue to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, describing settings, characters and atmosphere. 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 	<ul style="list-style-type: none"> 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
Transcription: Handwriting	<ul style="list-style-type: none"> Practising joining through a word in stages; no ascenders/ descenders Introducing joining from s to ascender (sh, sk, sl, st) Introducing joining s to nonascender (sw, si, se) Introducing joining s to an anticlockwise letter (sa, sc, se) 	<ul style="list-style-type: none"> Introducing joining r to anascender (rb, rh, rk, rl, rt) Introducing joining from r to non-ascender (ri, ru, rn, rp) Introducing joining r to anticlockwise letter (ra, rd, ro) Introducing joining r to e Introducing break letters (g,j,y,f,b,p,x,z) 	<ul style="list-style-type: none"> Introducing joining to f (if, ef, af, of) Introducing joining f to ascender (fl, ft) Introducing joining f to nonascender (fi, fe, fu, fr, fy) Introducing joining f to an anticlockwise letter (fo, fa) Introducing ff 	<ul style="list-style-type: none"> Introducing rr Introducing ss Introducing qu Revising parallel ascenders and descenders 	<ul style="list-style-type: none"> Revising joins: letter spacing Revising joins: spaces between words Revising joins: consistency of size Revising joins: fluency Revising joins: parallel ascenders 	<ul style="list-style-type: none"> Revising joins: parallel ascenders and descenders Revising horizontal join from r to anticlockwise letter (rs) Revising break letters Revising capital letters

Mathematics	<p>Purpose of Mathematics</p> <p>Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</p> <p>Mathematics Aims:</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> • 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 non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions <p>Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.</p> <hr/> <p>Key Instant Recall Facts (KIRFs)</p>
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<p>Weeks 1-4 Number: Place Value</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas <p>Weeks 5-6 Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds 	<p>Weeks 1-2 Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Weeks 3-6 Number: Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Week 3 -4 Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2-D shapes <p>Weeks 5 – 6 Number: Fractions</p> <ul style="list-style-type: none"> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 	<p>Week 1 -3 Number: Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places <p>Week 3-6 Number: Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>Week 1 -3 Number: Decimals</p> <ul style="list-style-type: none"> Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places <p>Week 4-6 Measurement: Time</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. 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 Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Weeks 1-2 Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Week 3 -4 Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn Identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Weeks 5 - 7 Measurement: Mass and Capacity</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml)
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Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Add and subtract fractions with the same denominator 	<p>Week 1-3 Number: Fractions</p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Weeks 2-4 Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Week 5 -7 Geometry: Position and Direction</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.
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Science	<p>Purpose of Science:</p> <p>A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p> <p>Science Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none">• develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future					
	<p>Animals, including humans</p> <ul style="list-style-type: none">• 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.	<p>Electricity</p> <ul style="list-style-type: none">•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 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	<p>Sound</p> <p>History Link: Greek Amphitheaters</p> <ul style="list-style-type: none">•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 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	<p>Living Things and their Habitats</p> <ul style="list-style-type: none">•Recognise that living things can be grouped in a variety of ways.• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.•Recognise that environments can change and that this can sometimes pose dangers to living things.	<p>States of Matter</p> <ul style="list-style-type: none">• 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 measure 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	<p>Plants</p> <ul style="list-style-type: none">•Identify & describe the functions of different parts of flowering plants: roots, stem, leaves and flowers•Explore the requirements for plant 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

	<p>Purpose of History:</p> <p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.</p> <p>History Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none">• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed• gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales				
History	<table><tr><td>Autumn 1 Prehistoric Britain: Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age Chronological Knowledge/Understanding<ul style="list-style-type: none">•Continue to develop chronologically secure knowledge of history and know where the SA-IR fits into human history•Establish clear narratives within and across the SA-IA•Note connections, contrasts and trends over time•Historical Terms•Develop the appropriate use of historical terms•Historical Enquiry/Using Evidence and Communicating Ideas•Understand how knowledge of the past is constructed from a range of sources•Construct informed responses by selecting and organising relevant historical information•Continuity and Change•Describe / make links between main events and changes within and across different periods</td><td>Spring 1 Ancient Greece A study of Greek life and achievements and their influence on the western world about the location, physical features and climate of modern Greece compared to place Ancient Greece in time<ul style="list-style-type: none">• to locate Ancient Greece, Athens and Sparta on a map•that Ancient Greece consisted of city states•to carry out research using secondary sources of written information• to identify some of the similarities and differences between life in Athens and Sparta•to infer information from artefacts about what life was like in Ancient Greece•to consider the utility and limitations of using artefacts in isolation from other historical sources•to select and combine information from different sources about life in Ancient Greece•to produce structured work making appropriate use of dates and terms•to show some understanding that aspects of the past have been represented and interpreted in different ways•to use different sources to identify the most important achievements of Alexander the Great giving reasons</td><td>Spring 2: Anglo-Saxons and Scots Britain’s settlement by Anglo-Saxons and Scots<ul style="list-style-type: none">•Anglo-Saxon art and culture•Christian conversion – Canterbury, Iona and Lindisfarne•Why did the Anglo-Saxons come to Britain?•How was the landscape and the environment affected by the decline of the Romans and the arrival of the AngloSaxons?•What geographical features did the Anglo-Saxon’s look for when establishing a settlement?•What is left for historians to study?•What was an Anglo-Saxon settlement like and how were they different to settlements prior to Anglo-Saxon invasion?•What roles did women play in Anglo-Saxon society and its history?•How did the Anglo-Saxons protect themselves?•What pagan gods did the Anglo-Saxons worship?•How did Christianity become the Anglo-Saxon religion?•How did the Anglo-Saxon’s worship before and after the conversion?•What was life like in an Anglo-Saxon monastery?•What was Anglo-Saxon literature, art and design like?•How did the conversion affect Anglo-Saxon culture?How did the monasteries and the work of its monks affect Anglo-Saxon culture during the ‘golden age’?</td><td></td></tr></table>	Autumn 1 Prehistoric Britain: Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age Chronological Knowledge/Understanding <ul style="list-style-type: none">•Continue to develop chronologically secure knowledge of history and know where the SA-IR fits into human history•Establish clear narratives within and across the SA-IA•Note connections, contrasts and trends over time•Historical Terms•Develop the appropriate use of historical terms•Historical Enquiry/Using Evidence and Communicating Ideas•Understand how knowledge of the past is constructed from a range of sources•Construct informed responses by selecting and organising relevant historical information•Continuity and Change•Describe / make links between main events and changes within and across different periods	Spring 1 Ancient Greece A study of Greek life and achievements and their influence on the western world about the location, physical features and 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style="list-style-type: none">•Anglo-Saxon art and culture•Christian conversion – Canterbury, Iona and Lindisfarne•Why did the Anglo-Saxons come to Britain?•How was the landscape and the environment affected by the decline of the Romans and the arrival of the AngloSaxons?•What geographical features did the Anglo-Saxon’s look for when establishing a settlement?•What is left for historians to study?•What was an Anglo-Saxon settlement like and how were they different to settlements prior to Anglo-Saxon invasion?•What roles did women play in Anglo-Saxon society and its history?•How did the Anglo-Saxons protect themselves?•What pagan gods did the Anglo-Saxons worship?•How did Christianity become the Anglo-Saxon religion?•How did the Anglo-Saxon’s worship before and after the conversion?•What was life like in an Anglo-Saxon monastery?•What was Anglo-Saxon literature, art and design like?•How did the conversion affect Anglo-Saxon culture?How did the monasteries and the work of its monks 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Geography	<p>Purpose of Geography:</p> <p>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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Geography Aims:</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ○ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ○ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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	<p>Autumn 1</p> <p>Linking to History Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Ask geographical questions • Use a simple database to present findings from fieldwork • Use appropriate terminology Sketching • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual • Select views to photograph • Add titles and labels giving date and location information • Consider how photo's provide useful evidence use a camera independently • Locate the UK on a variety of different scale maps <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography • Describe and understand key aspects of 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 • Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? • Relate land use and trade to settlements 	<p>Autumn 2</p> <p>USA Locational and Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. □ Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.) e.g. The Empire State Building in NYC generates a lot of revenue through tourism. Relate to UK landmarks. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. 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 <p>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</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. Map Knowledge □ Locate Europe and Northern America on a large scale map or globe • Name and locate countries in Europe (including Russia) and North America. Making Maps • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Draw a sketch map from a high viewpoint 	<p>Spring 2</p> <p>Settlements Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of 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 in the context of the needs of early settlers • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. • Describe and understand key aspects of 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 in the context of comparing land use in different settlements <p>• Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today?</p> <p>How did they trade? How is that different today?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Using Maps • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map 	<p>Summer 1</p> <p>Water Locational Knowledge</p> <ul style="list-style-type: none"> • 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 in the context of rivers • 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 in the context of rivers of the world. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle. • To describe and understand key aspects of 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 in the context of rivers and dams • Understand how rivers form • Use the language of rivers, e.g. erosion, deposition, transportation • Compare how river use has changed over time and research the impact on trade, e.g. river use locally, or linked to a previous history topic <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. <p>Gather information</p> <ul style="list-style-type: none"> • Ask geographical questions • Use appropriate terminology 	<p>Summer 2</p> <p>Rainforests Locational and Place Knowledge</p> <ul style="list-style-type: none"> • 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 • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. • Critically study photographs – do they think these were taken close to the Equator or further away. □ Begin to understand and use the term 'climate zone'. • Identify the different climate zones and contrast the tropical climate zone to the others • Ask questions and find out what affects the climate. • Use maps to identify different climate zones. • Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. • Ask questions about global warming. • Discover the cause of global warming and research the implications. • Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle
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Art and Design	<p>Purpose of Art and Design:</p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Art and Design Aims:</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>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. They should be taught:</p> <ul style="list-style-type: none"> • 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
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<p>Autumn 1</p> <p>Drawing and Painting: Paleolithic Art</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing and painting with a range of materials (charcoal, pencil, paint, natural pigment and dye). • Produce creative work, exploring their ideas and recording their experiences • Evaluate and analyse creative works using the language of art • Understand the historical and cultural development of art forms • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary • Use sketchbooks to collect and record visual information from different sources • Draw for a sustained period of time at their level • Use different media to achieve variations in line, texture, tone, colour shape and pattern • Mix a variety of colours <p>Art to Discuss Looking and Talking about Art</p> <ul style="list-style-type: none"> • Learn how to look, ask questions and form opinions about artworks • Explore colour, size, materials, composition and techniques of making • Identify the subject • Explore the content of a painting • Retribution, 1858, Edward Armitage (Leeds Art Gallery) • The Destruction of Sodom and Gomorrah, 1852, John Martin (Laing Art Gallery, Newcastle) • Juliet, Daughter of Richard H, Fox of Surrey, 1931, Alfred Lambart 	<p>Spring 1</p> <p>3D Form Pottery of Ancient Greece</p> <p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for creating a vase in the style of the pottery found in ancient Greece; • Question and make thoughtful observations about starting points and select ideas to use in their work; • Explore the roles of craftspeople working in a different time and culture. <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; • Adapt their work according to their views and describe how they might develop it further. <p>Drawing</p> <ul style="list-style-type: none"> • Collect images and information independently in a sketchbook; • Use research to inspire drawings from memory and imagination; • Alter and refine drawings and describe changes using art vocabulary <p>3D Form</p> <ul style="list-style-type: none"> • Understand that form, in the discussion of art, is a useful term for describing complex shapes, often organic rather than geometric, as well as three-dimensional as opposed to flat shapes: the 'form' of a human figure, for example, or the form of a tree. • Plan, design, make and adapt models • Create pottery in response to drawings • Make informed choices about the 3D techniques chosen • Learn how to coil, pinch and join clay • Create a coil pot and a pinch/thumb pot and add a base and handle by scoring and adding slip • Experience surface patterns and textures and create impressions in clay using a range of tools • Observe artefacts • Show an understanding of shapes, space and form • Talk about their work understanding that it has been sculpted <p>Art to Discuss Mythology in Art</p> <ul style="list-style-type: none"> • Understand that a mythological work of art depicts characters or a narrative from mythology. In western European painting these are generally from classical mythology. • Recognise images from classical mythology and identify the characters/setting/narrative according to the children's knowledge of the depicted myths from their language and literature studies: 	<p>Spring 2</p> <p>Painting and Printing Anglo Saxon Illuminated Lettering Exploring and Developing Ideas</p> <ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes • Question and make thoughtful observations about starting points and select ideas to use in their work; • Explore the roles and purposes of artists, crafts people and designers working in different times and cultures by investigating Anglo Saxon illuminated manuscripts. • Understand the purpose and key features of illuminated lettering; Evaluating and Developing Work • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; <p>Adapt their work according to their views and describe how they might develop it further;</p> <p>Printing</p> <ul style="list-style-type: none"> • Understand that there are different printing techniques, including the use of polyblocks, relief, mono and resist printing; • Select broadly the kinds of materials to print with in order to get the effect they want; • Create a simple print of a letter, which can be painted in the style of an illuminated letter. • Explore complementary and opposing colours in creating patterns. <p>Art to Discuss</p> <p>Early Christian and Medieval Art in England and Northern Europe Observe and describe the Celtic (also called Insular) style of illumination (manuscript decoration) as seen in: • The Lindisfarne Gospels, c. 715 (British Library, London) • The Book of Kells c. 800 (Trinity College Library, Dublin) Discover the variety of art treasures of England's early medieval rulers (range of materials, foreign influences, styles etc.) by observing:</p> <ul style="list-style-type: none"> • Sutton Hoo Ship Burial 	<p>Summer 2</p> <p>Painting and Collage:</p> <ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours • Use a developed colour vocabulary • Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales, e.g. thin brushes on small picture etc. • Learn about great artists (Oenone Hammersley and Henri Rousseau) <p>Art to Discuss Types of Art: Murals</p> <ul style="list-style-type: none"> • Understand what a mural is and recognise murals • Leonardo da Vinci, The Last Supper, 1495-98 (Refectory, Santa Maria delle Grazie, Milan) • Paula Rego, Crivelli's Garden, 1990 (Sainsbury wing restaurant, National Gallery, London) William Hogarth, The Pool of Bethesda (1736) and The Good Samaritan (1737), Staircase hallway, St Bartholom
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Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:**Ensure that all pupils:**

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

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.

Autumn 2

Electrical signals for road signs

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 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

- understand and use mechanical systems in their products

Spring 1

Art Link Can their Greek vase hold olive oil?

Design

- Use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, creating a traditional Greek vase that could be sold at the agora of Tyre

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Evaluate

- Investigate and analyse a range of existing containers ☐ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Summer 2

Baking Bread

- Understand how key events 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.
- Generate, develop, model and communicate ideas through discussion or annotated sketches
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Select from a wider range of tools and equipment to perform practical tasks for example shaping accurately.

Summer 2

Materials: Making Music • Cut materials accurately and safely by selecting appropriate tools. Select appropriate joining techniques.

Computer Science and Information Technology	<p>All computing is taken from https://teachcomputing.org/curriculum/key-stage-2</p> <p>Purpose of Computing:</p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>Computing Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none">• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems• are responsible, competent, confident and creative users of information and communication technology					
	<p>Computing systems and networks Connecting Computers</p> <p>To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way that we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network</p>	<p>Creating media Audio editing</p> <p>To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio</p>	<p>Data and information Branching database</p> <p>To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database</p>	<p>Creating media Photo editing</p> <p>To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image</p>	<p>Programming A Sequence in music</p> <p>To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a description</p>	<p>Programming B Events and actions</p> <p>To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge</p>
Digital Literacy and E-Safety	Introduction to being SMART online	E-safety: The S video	E-safety: The M video Internet Safety day	E-safety: The A video	E-safety: The R video	E-safety: The T video Moving on up!

Purpose of Languages:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

French Aims:**Ensure that all pupils:**

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Throughout each half term, pupils will:

- 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.

- Symbol Sound Correspondence (SSC) and phonics key words and remember them.
- understand around 20 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- use around 20 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- enjoy listening to and joining in with simple songs and rhymes.
- readily read aloud the SSC and phonics key words.
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- match the French SSC heard to print and transcribe accurately the SSC best known
- understand around 40 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- use around 40 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)

- understand around 50 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.
- carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.
- use around 50 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- describe people, places, things and actions (in speaking and writing)

- use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
- understand around 65 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- use around 65 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

- distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)
- understand around 80 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- use around 80 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

- describe people, places, things and actions (in speaking and writing)
- use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)
- understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Music	<p>Purpose of Music:</p> <p>Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Music Aims</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 					
	<p>Sharing Musical Experiences</p> <p>How does music bring us closer together?</p> <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. 	<p>Combining elements to make music</p> <p>How does music connect us with our past?</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on un-tuned percussion using known rhythms and note values. 	<p>Composing using imagination</p> <p>How does music make the world a better place?</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on un-tuned percussion using known rhythms and note values. 	<p>Creating simple melodies together</p> <p>How does music teach us about our community?</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <ul style="list-style-type: none"> Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note 	<p>Learning more about music styles</p> <p>How does music make a difference to us every day?</p> <p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>	<p>Developing Notation</p> <p>How does music connect us with the environment?</p> <p>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <ul style="list-style-type: none"> Introduce and understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note

Physical Education	<p>Purpose of PE:</p> <p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>PE Aims:</p> <p><i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> ○ 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 ○ lead healthy, active lives 				
	<p>Communication and tactics Creating and applying Simple tactics Developing leadership Developing communication as a team / collaborate effectively as a team Create defending and attacking tactics as a team</p> <p>Handball Introduce passing, receiving and creating space Develop passing and moving Combine passing and moving Introduce shooting Develop passing and shooting</p> <p>Hoopstarz tuition 1 day</p>	<p>Problem Solving Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges</p> <p>Dodgeball Developing changing direction Introduce throwing with accuracy Introduce catching Develop moving, changing direction at speed Combine throwing and dodging</p>	<p>Gymnastics Symmetry and Asymmetry Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion</p> <p>Judo after school club</p>	<p>Tennis Tennis Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand</p> <p>Judo after school club</p>	<p>Swimming move in the pool (for example, jump, walk, hop, and spin, using swimming aids and/or support) • float and move with and without swimming aids and • propel themselves in water using different swimming aids, arms and leg actions and basic strokes.</p> <p>Swimming pace themselves in floating and swimming challenges related to speed, distance and personal survival • swim unaided for a sustained period of time over a distance of at least 25m • use recognised arm and leg actions, lying on their front and back and • use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, sculling, floating and surface diving).</p>

Religious Education	<p>Purpose of Religious Education:</p> <p>RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.</p> <p>Religious Education Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none"> know about and understand a range of religions and worldviews, so that they can: <ul style="list-style-type: none"> describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <ul style="list-style-type: none"> explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 		
	<p>Islam Festivals and Celebrations (1)</p> <ul style="list-style-type: none"> Learn about aspects of Eid-ul-Fitr, including origins and traditions Discuss why religious people fast Understand that Muslims fast for a month every year because Saum, or fasting, is one of the five pillar of Islam Examine what happens during Ramadan Compare Ramadan with Lent Learn about aspects of Eid-ul-Adha Understand hat Muslims celebrate Eid-ul-Adha at the end of Hajj, or pilgrimage, and because of Ibrahim's willingness to sacrifice his son Ishmael for the love of Allah Identify Hajj and Eid-ul-Adha traditions and explain their significance and origins Examine the ihram, the special pilgrimage garments worn by male pilgrims 	<p>Christianity Jesus (2)</p> <ul style="list-style-type: none"> Learn that Christians believe that Jesus is the Son of God and is referred to as Christ Know something about the life of Jesus as revealed through the Bible Understand that Jesus can be seen in many different but complementary ways Know that Jesus is thought of by Christians as the Son of God and Christ Understand that much of Christian worship centres on Jesus Know that his resurrection is what makes Jesus most special for most Christians Learn about some stories explaining how Jesus helped people Know some stories about how Jesus helped people Appreciate that Jesus is very special to Christians Know that for Christians the Bible is the main source for information about Jesus Learn about the effect Jesus had on people who met him Appreciate that Jesus told stories to teach people about God and how they should live Know some of the stories about Jesus and that Jesus told to others Know that the Bible is the main source of information about Jesus, Jesus' friends and the stories Jesus told 	<p>Islam Stories 3</p> <ul style="list-style-type: none"> Examine some of the scripture and stories that shape Muslim belief and practice. Learn about the importance of Muslim scripture, especially the Qur'an describe how Muslims shape their lives according to the content of the Qur'an in general and the laws in particular Learn how Muslims often decorate their homes with verses from the Qur'an and identify some of the popular verses Begin to explore the Hadith emphasising that it is a collection of statements or reports about Muhammad and his companions which seeks to clarify precisely what the Qur'an requires of people Learn about how and why some of the stories in scripture and tradition are important to Muslims Explore the cycle of Muslim festivals and explain how some of the festivals are celebrated, especially in the home. Compare and contrast Muslim festivals with other festivals Learn the story of how Muhammad received the revelations from the age of 40 onwards. Explain how the Qur'an derived from the revelations Learn the story of Muhammad's Hijra from Makkah to Medina Learn the story of Muhammad and the Spider Learn the story of Ibrahim and the sacrifice of his son Ishmael Learn the story of Adam and the construction of the first Ka'aba and of Ibrahim and the construction of the second Ka'aba Learn the stories of how Ibrahim and Muhammad revealed the powerlessness of idols and destroyed them

Purpose of PSHE and RSE

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe, and prepare them for life and work in modern Britain. PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life. We:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We promote the fundamental **British values** of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Spiritual, moral, social and cultural development and British Values

Spiritual, moral, social and cultural development are promoted through all PSHE teaching

- **Spiritual development:** We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.
- **Moral development:** We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.
- **Social development:** We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- **Cultural development:** We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.

<div>Being Me in My World</div> <div> Setting personal goals Self-Identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspective </div> <div> I can explain how my behavior can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued </div>	<div>Celebrating differences</div> <div> Challenging assumptions Judging by appearance Accepting others and self Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First Impressions </div> <div> I can tell you a time when my first impression of someone got changes as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure I can explain why it is good to accept myself and others for who we are. </div>	<div>Dreams and Goals</div> <div> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting </div> <div> I can explain the different ways that help me learn and what I need to do to improve I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal chest and why this is important. </div>	<div>Healthy Me</div> <div> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer Pressure Celebrating inner strength </div> <div> I can recognize when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. </div>	<div>Relationships</div> <div> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Express appreciation for family and friends </div> <div> I can explain how my life is influenced positively by people I know and also people from other countries I can explain why my choices might affect my family, friendships and people around the world who I don't know. </div>	<div>Changing Me</div> <div> Being unique Having a Baby Girls and puberty Confidence in change Accepting change Preparing for transition Environment change </div> <div> I can summaries the changes that happen to boys and girls bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen. </div>
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