Broomhill First School
Long Term Planning
Key Stage 2: Cycle 2

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

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Community Links	Village Litter Pick Kayaking at Druridge Bay	Road Safety Signs	Police for E-Safety assembly			Kayaking at Druridge Bay
Contextual Safeguarding	Road Safety	Safeguarding: Forest school Fire Safety	E-Safety	Safe Strangers	Water	Valuing Every Member of Our Community
Topic	**Ancient Egypt**	**Celebrations in Mexico**	*Romans*	**Mountains, Volcanoes and Earthquakes**	**Coal Mining**	**Vikings**
Debate	**What did the Ancient Egyptians believe and how did religion affect life in Ancient Egypt?**	**Why are celebrations and festivals important in Mexican culture?**	**'The Romans changed the world forever.' How far do you agree with this statement?**	**Why do volcanic eruptions and earthquakes occur?**	**How has changes in industry changed Broomhill?**	**How did the Vikings change Britain?**
Enrichment	Women From The Past Visit:	Prime VR	Roman celebration	Art Gallery Visit	Visit to the Bath house	

Purpose of English:

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.

English Aims:

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:

- 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

Spoken Language

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.

Reading

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.

Writing

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.

| Broomhill Reading Spine | *Krindlekrax* *Philip Ridley* | *The Boy the bird and the coffin maker* *Marcia Williams* | *The turbulent term of Tyke Tiler* *Gene Kemp* | *Beaver Towers* *Nigel Hinton* | *The Miraculuous journey of Edward Tulane* *Kate DiCamillo* | *Why the Whales Came* *Michael Morpurgo* |

English Text, Overall Aims and Writing Outcomes	Ancient Egypt: Tales of Gods and Pharaohs (Marcia Williams)	Ghost Stories	The Pebble in My Pocket: A History of our Earth	A range of age appropriate biographies and autobiographies	Town is by the Sea □	Arthur and the Golden Rope (Joe Todd Stanton)
	• 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 ¬ Narrative: Fiction based on Egyptian mythology. Introduction to features of mythology ¬ Instructions ¬ Information Writing: Explanation text: Embalming	Explore suspense stories through a range of ghost stories. • Progressively build a range of sentences using – conjunctions, similes, and varied sentences. • Compose narrative writing to share with others • Discuss writing which is similar to that which they plan to write. This will help them to understand the structure and the style needed for a suspense story. • Assess the effectiveness of others' writing and suggest imprrovements. • Develop creative responses to text through drama, storytelling and images.	• Explore the history of the Earth through a vocabulary rich, visual medium • Discover the extraordinary in the ordinary • Begin to understand the insignificance of humans in the history of Earth • Explore the inevitability of change and consider this in relation to their own personal development as well as wider world concepts ¬ Poetry ¬ Story maps ¬ Fact files ¬ Instructions ¬ Writing in role ¬ Narrative descriptions ¬ Book making ¬ Diary entry Mountains of the World • Compare and contrast the presentation of this text to 'The Pebble in my Pocket'. • Compare and contrast the presentation the text features of this text to 'The Pebble in my Pocket'. • Non Chronological report: Mountains/Volcanoes	• Explore the concept of a biography/autobiography • Explore the difference between a biography and an autobiography • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; • Progressively build a varied and rich vocabulary and an increasing range of sentence structures; • Assess the effectiveness of their own and others' writing and suggesting improvements. • Compose writing for a wide variety of purposes ¬ Personal biographies ¬ Biography of a significant Roman	Explore the simple duality presented in the story. •Compare and contrast the information we get about both the boy's life and the dad's life and consider why one is more detailed than the other is •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 □ Narrative Descriptions Characters/settings	• Engage children with a story told through a mixture of narration, 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 ¬ Free Verse Poetry ¬ Script for Advertisement ¬ Narrative Voice: Storytelling ¬ Newspaper Article ¬ Writing in Role: journal ¬ Letter Writing ¬ Kenning ¬ Non-Chronological Report ¬ Book Trailer Narration ¬ Comic Book Writing

English Speaking and Listening					
Listen and respond appropriately to adults and their peers • 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, hypothesizing, 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	Listen and respond appropriately to adults and their peers • 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.	Listen and respond appropriately to adults and their peers 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	Listen and respond appropriately to adults and their peers • 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.	Listen and respond appropriately to adults and their peers • 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, hypothesizing, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others	Listen and respond appropriately to adults and their peers • 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, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others

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English Reading

Column 1 (purple)

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

Column 2 (blue)

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
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

Column 3 (cyan)

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.

Column 4 (green)

Mythology
Develop positive attitudes to reading and understanding of what they read by:
• listening to and discussing a wide range of Roman 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

Column 5 (yellow)

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

Column 6 (orange)

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

English Writing: Composition and Transcription

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** 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 • 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/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	**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.	**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	**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, consider how authors have develop characters and settings 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	•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	• 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.	• 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.	• 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.	•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 •	•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	• 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)	• 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)	• 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	• Introducing rr • Introducing ss • Introducing qu • Revising parallel ascenders and descenders	• Revising joins: letter spacing • Revising joins: spaces between words • Revising joins: consistency of size • Revising joins: fluency • Revising joins: parallel ascenders	• Revising joins: parallel ascenders and descenders • Revising horizontal join from r to anticlockwise letter (rs) • Revising break letters • Revising capital letters

Mathematics

Purpose of Mathematics

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.

Mathematics Aims:

Ensure that all pupils:

- 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

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.

Key Instant Recall Facts (KIRFs)

Weeks 1-4 Number: Place Value	Weeks 1-2 Number: Addition and Subtraction	Weeks 1-2 Number: Multiplication and Division	Weeks 1-2 Number : Fractions	Week 1 -3 Number: Decimals	Weeks 1-2 Statistics
Weeks 1-4 Number: Place Value • 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 idea **Weeks 5-6 Number: Addition and Subtraction** • Add and subtract numbers mentally, including: - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds	**Weeks 1-2 Number: Addition and Subtraction** •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. Weeks 3-6 Number: **Multiplication and Division** •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.	**Weeks 1-2 Number: Multiplication and Division** • 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. **Week 3 -4 Measurement: Length and Perimeter** • Measure, compare, add and subtract lengths (m/cm/mm). • Measure the perimeter of simple 2-D shapes **Weeks 5 – 6 Number: Fractions** • 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	**Weeks 1-2 Number : Fractions** • Recognise and show, using diagrams, equivalent fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, • 7/5 +1/ 7 = 6/7] • Compare and order unit fractions, and fractions with the same denominators • Solve problems that involve all of the above. **Week 3-6 Number: Decimals** • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • 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.	**Week 1 -3 Number: Decimals** • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • 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. **Week 4-6 Measurement: Time** • 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].	**Weeks 1-2 Statistics** • 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 **Week 3 -4 Geometry: Properties of Shape** • 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. **Weeks 5 - 7 Measurement: Mass and Capacity** • Measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml)

Weeks 1-4 Number: Place Value	Weeks 1-2 Number: Addition and Subtraction	Weeks 1-2 Number: Multiplication and Division	Week 1-3 Number: Fractions	Week 1 -3 Number: Decimals	Week 1 Statistics
• Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value **Weeks 5-6 Number: Addition and Subtraction** • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	•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. **Weeks 3 - 6 Number: Multiplication and Division** • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: - multiplying by 0 and 1 - dividing by 1 - multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	• Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: -multiplying by 0 and 1 - dividing by 1 - multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Week 3 - 4 Measurement: Area** • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares **Weeks 5-6 Number: Fractions** • 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. • 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	• 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. • 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 **Weeks 4-6 Number: Decimals** • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • 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.	• Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to ¼, ½, ¾ • 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. **Weeks 4-6 Measurement: Money** • Estimate, compare and calculate different measures, including money in pounds and pence Week 4 Measurement: Time • Convert between different units of measure [for example, hour to minute] • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Weeks 2-4 Geometry: Properties of Shape** • 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. **Week 5 -7 Geometry: Position and Direction** • 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.

Purpose of Science:

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.

Science Aims:

Ensure that all pupils:

- 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

Light	Animals including Humans	Rocks	Living Things and their Habitats	Forces and Magnets	Plants
• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change	• Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter	• 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..	•Compare how things move on different surfaces •Notice that some forces need contact between two objects and some forces act at a distance •Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing	• 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

Purpose of History:

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.

History Aims:

Ensure that all pupils:

- 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

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History	Autumn 1 Ancient Egypt	Roman Britain The Roman Empire and its impact on Britain	Geography Link	Summer 1:	The Vikings
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Chronological Knowledge/Understanding • Continue to develop chronologically secure knowledge of history and know where ancient Egypt fits • 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 Similarity and Difference • Describe social, cultural, religious and ethnic diversity in modern day Britain & compare and contrast with ancient Egyptian society • Consider what life in ancient Egypt was like and draw comparisons and differences where appropriate	Chronological Knowledge/Understanding • Continue to develop chronologically secure knowledge of history and know where the Roman empire fits • 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 Significant People • Identify historically significant people from Roman history	• Pompeii and Mount Vesuvius	Local History Study: Coal Mining A study of an aspect of history dating from a period beyond 1066 that is significant in the locality. Chronological Knowledge/Understanding •Continue to develop chronologically secure knowledge of history and know where the Roman empire fits •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 Similarity and Difference •Describe social in modern day Britain & compare and contrast with Britain in the early 1900s •Consider what life in the early 1900s was like and draw comparisons and differences where appropriate	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. 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.

Geography Aims:

Ensure that all pupils:
- 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:
  - 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.

Geography	History Link Locational Knowledge	Autumn 2	Spring 2	Summer 1	Summer 2
	• 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 • Use maps to locate countries of Europe. Human and 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	Mexico Today To compare and contrast Mexico and the United Kingdom. To know where Mexico is in the world To know about the weather and climate of Mexico To know about the physical geography of Mexico To know about Mexican culture To understand Mexico as a tourist destination	Mountains, Volcanoes and Earthquakes Physical and Human Geography • Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes • Locate places in the world where mountains, volcanoes and earthquakes occur. • Understand and be able to communicate the cause of volcanoes and the process that occurs before a volcano erupts. • Understand how mountains are formed and compare this process to the formation of volcanoes. • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. • Discuss how volcanoes affect human life e.g. settlements and spatial variation. • Describe and explain the processes that cause natural disasters • Draw conclusions about the impact of natural disasters through the study of photographs, population data and other primary sources Locational and Place Knowledge • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify hilliest areas and flattest areas • Study some pictures of different parts of Europe and some other countries from across the world (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. Geographical Skills and Fieldwork Sketching • Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction	Changes in Broomhill Locational and Place Knowledge •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 Map Knowledge •Locate the UK and Broomhill on a variety of different scale maps •Name & locate the counties and cities of the UK Human and Physical Geography • 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 Relate land use and trade to settlements.	Literacy Link • Use Arthur and the Golden Rope to stimulate a wider study of Iceland. • Use geographical language and vocabulary to describe the weather and climate, as well as the human and physical features. • The maps in the book, including Arthur's journey, can lead to a study of atlases and creation of maps. • Children could combine their geographical knowledge with art and design skills to create their own three-dimensional Icelandic landscape, complete with mountains, geysers and volcanoes. • This could then be used to prompt role-play and oral storytelling in guided reading sessions.

Purpose of Art and Design:

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.

Art and Design Aims:

Ensure that all pupils:

- 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

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:

- 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Art and Design	Art to Discuss The Art of Ancient Egypt Look at and discuss: • The Great Sphinx (Giza, outside Cairo) • A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum) • Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC (National Museum of • Egyptian Antiquities, Cairo), Nesperennub's (British Museum, London), Hancock Museum (Newcastle) • Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford) Explore: • The Rosetta Stone, Ptolemaic Period, 196 BC (Essential for the deciphering of hieroglyphic	Drawing and printing Art to discuss: Jose Posada • Use foam printing to discuss spread of colour • Use string printing to recreate image from Jose Posada • Experiment with images	Textiles: DT Link • Use batik and wax-resist fabric dying • Develop skills in stitching, cutting and joining • Name the tools and materials they have used • Experiment with a range of media, e.g	3D Form Bodies of Pompeii • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including the use of clay • Learn about great artists (Albert Bierstadt, Nicolas Roerich) • Join clay adequately and work reasonably independently • Construct a simple clay base for extending and modelling other shapes • Cut and join wood safely and effectively • Make a simple papier mache object • Plan, design and make models Art to Discuss What is an Art Gallery? • Understand what a gallery is and how we can relate to it • Understand that a gallery is made up of lots of different rooms • Know that the shape, size and atmosphere of the rooms affects how we respond to what is displayed there	Drawing, Painting and Printing: Pitmen Painters • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and printing • Learn about great artists (The Ashington Group) • Plan, refine and alter their drawings as necessary • Use a developed colour vocabulary • Print using a variety of materials, objects and techniques including layering • Talk about the processes used to produce a simple print • Explore relief and impressed printing • Experiment with colour mixing through overlapping colour prints Art to Discuss Our Environment and Landscape • Explore different artists' approaches to the theme of environment • Various paintings by the Ashington Group (Pitmen Painters) (Woodhorn Colliery Museum) • Letchworth, 1912, Spencer Gore (Leeds Art Gallery) • Winter Palace, 1981, Bridget Riley (Leeds Art Gallery) Postcard Flag (Union Jack), 1981, Tony Cragg (Leeds Art Gallery)

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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 1	Autumn 2	Spring 1	Summer 2
Design and Technology STEM	Mechanisms (Levers and Linkages) • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	Create the pasada figures Design and build a model of a posada figure in the mexican style. • Design and create to a given specification • Develop readiness to accept responsibility • Develop time management skills • Analyse facts and circumstances in order to apply creative approaches in developing realistic, innovative design solutions Design • Use research and develop design criteria to inform the design an innovative products that are fit for purpose, aimed at particular individuals or groups Make • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Textiles: Using 2D shapes to produce 3D products • Understand the need for a seam allowance. • Join textiles with appropriate stitching	How will your beast open its mouth? Design and make a monster, fit for the retelling of a tale told in the style of a Norse Myth, with a realistic moving mouth and head Design • Observe and record both movement and shape • 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 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 • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Cut materials to length accurately • Draw shapes and nets accurately • Make simple mechanical components Evaluate • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce their model • understand and use mechanical systems in their products

All computing is taken from https://teachcomputing.org/curriculum/key-stage-2

Purpose of Computing:

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.

Computing Aims:

Ensure that all pupils:
- 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

Computer Science and Information Technology	Computing systems and networks The internet	Creating media Desktop publishing	Data and information Branching database	Creating media Animation	Programming A Repetition in shapes	Programming B Repetition in games
	To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	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	To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition
Digital Literacy	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!

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Languages: French

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. •	•. 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.

Purpose of Music:

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.

Music Aims

Ensure that all pupils:
- 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

Music	Interesting time signatures	Enjoying improvisation	Developing pulse and groove through improvisation	Sharing musical experiences	Connecting notes and feelings	Perform and connect
	How does music bring us together?	What stories does music tell us about the past?	How does music improve our world?	How does music help us to get to know our community?	How does music shape our way of life?	How does music connect us with our planet?
	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • 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	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class / group / individual / instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. 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. Compose • 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 untuned percussion using known rhythms and note values.	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class / group / individual / instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. 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. Compose • 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 untuned percussion using known rhythms and note values.	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 • 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.	Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • 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	• Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Purpose of PE:

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.

PE Aims:

Ensure that all pupils:

- o develop competence to excel in a broad range of physical activities
- o are physically active for sustained periods of time
- o engage in competitive sports and activities
- o lead healthy, active lives

Athletics	Handball	Dance: Wild Animals	Dance: Space	Swimming	Rounders
Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing triple jump	Introduce Handball Discussion of rules Introduce underarm throw Apply overarm and underarm throwing techniques. Application of rules	Responding to stimuli Developing character dance into a motif Developing sequences with a partner in character that show relationships Extending sequences with a partner in character **Problem Solving** 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	Extending sequences with a partner in character Developing sequences with a partner in character that show relationships and interlinking dance moves Sequences, relationships, choreography and performance	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	Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game **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.

Physical Education

Religious Education

Purpose of Religious Education:

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.

Religious Education Aims:

Ensure that all pupils:

- know about and understand a range of religions and worldviews, so that they can:
  - 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:
  - 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:
  - 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.

What do Hindus believe God is like?	2a.3 Incarnation/ God What is the Trinity? Christmas	What does it mean to be a Hindu in Britain Today?	2a.5 Salvation Why do Christians call the day Jesus died 'Good Friday'? Easter	2a.6 Kingdom of God: When Jesus left what was the impact of penteecost?	Why do some people think that life is like a journey and what significant events mark this?
Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	Make sense of belief: • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today Understand the impact: • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections: • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	Understand the impact: • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Make sense of belief: • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Make connections: • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Make sense of belief: • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week Understand the impact: • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways Make connections: • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Make sense of belief: • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now Understand the impact: • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship Make connections: • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.

PSHE and RSE	**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.

Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being Part of a class team **Being a school citizen** **Rights, Responsibilities and democracy *(School Council)** **Rewards and consequences** **Group decision-making** **Having a voice** **What motivates behavior** I can explain why being listened to and listening to others is important in my school community I can explain why being democratic is important and can help me and others feel valued	**Families sand their differences** **Family conflict and how to manage it (child-centred)** **Witnessing bullying and how to solve it** **Recognising how words can be hurtful** **Giving and receiving compliments** I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflict happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve it together or asking for help	**Hopes and dreams** **Overcoming disappointment** **Creating new, realistic dreams** **Achieving goals** **Working in a group** **Celebrating contributions** **Resilience** **Positive attitudes** I can plan and set new goals even after a disappointment I can explain what it means to be resilient and to have a positive attitude.	**Exercise** **Fitness challenge** **Food labels and healthy swaps** **Attitudes towards drugs** **Keeping safe and why it's important online and offline scenarios** **Respect for myself and others** **Healthy and safe choices** I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call the emergency services. I can express how anxious/ scared and unwell feels	**Jealously** **Love and loss** **Memories of loved ones** **Getting on and Falling out** **Girlfriends and boyfriends** **Showing appreciation to people and animals** I can recognize how people are feeling when they miss a special person or animal I can give ways that might help me manage my feelings when missing a special person or animal.	**How babies grow** **Understanding a baby's needs** **Outside body changes** **Inside bodies changes** **Family stereotypes** **Challenging my ideas** **Preparing for transition** I can explain how a boys' and girls' bodies change on the inside and the outside during growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings