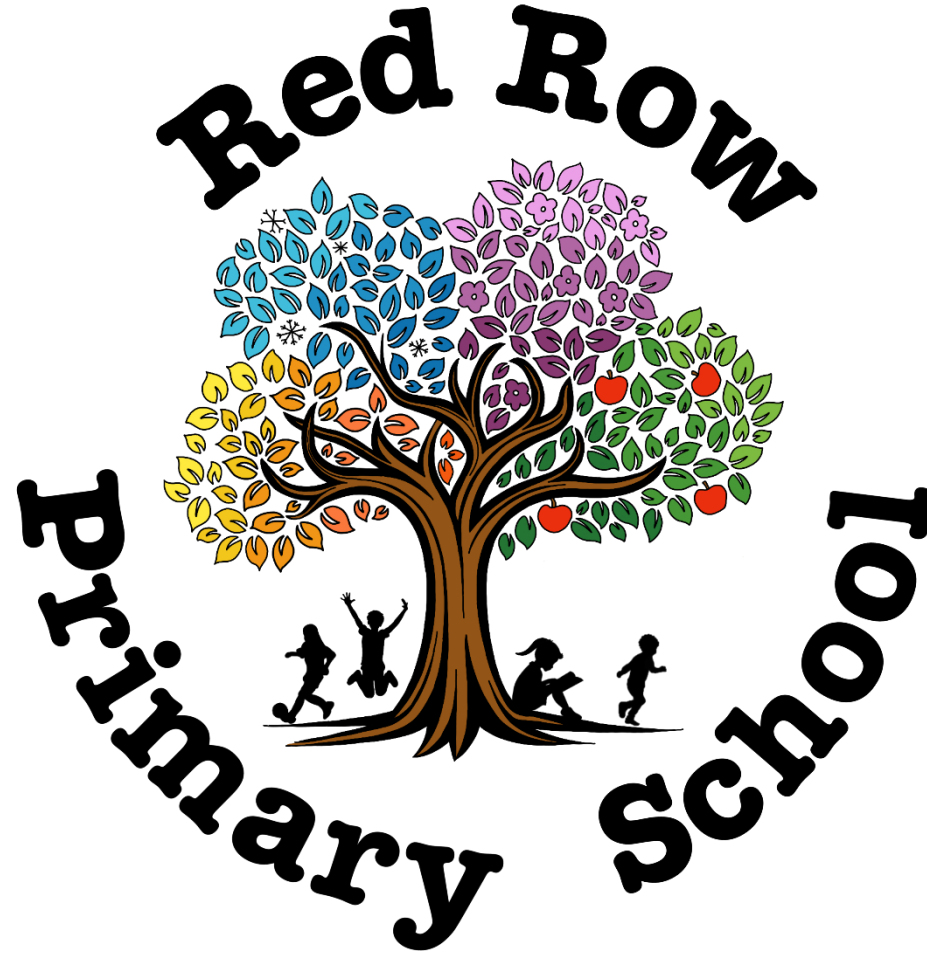
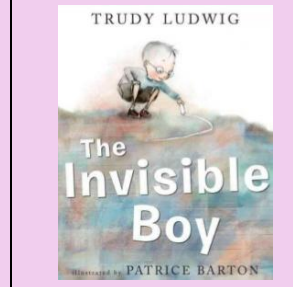
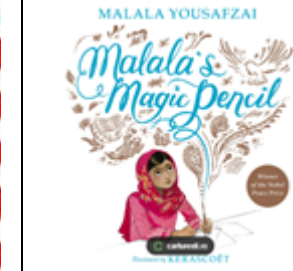
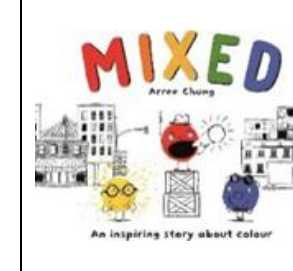
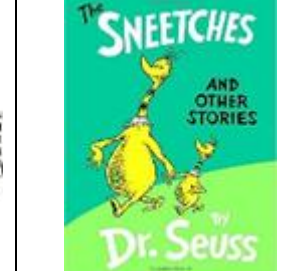
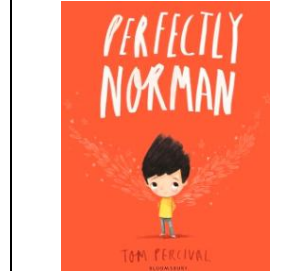
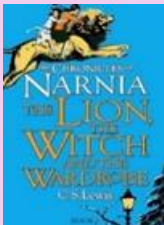
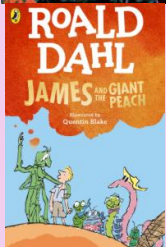
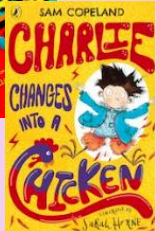
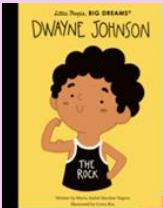
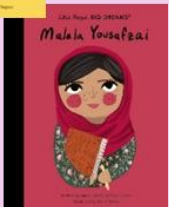
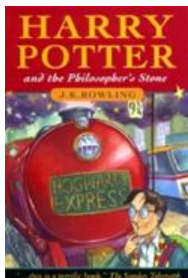
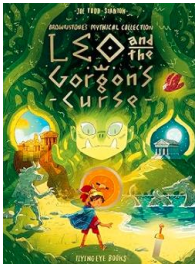
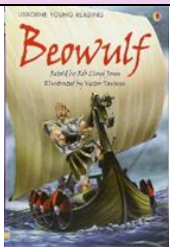
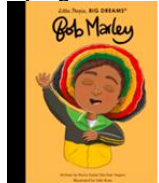
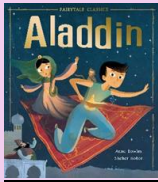
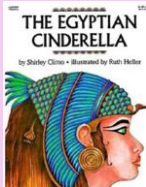


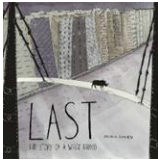
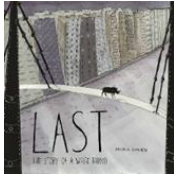
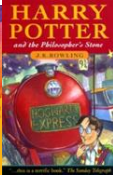
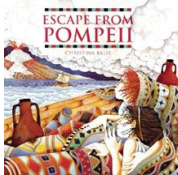
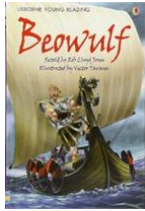


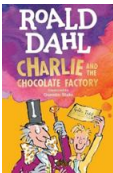
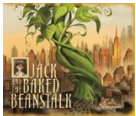
Lower Key Stage 2 Unit: Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of faiths and Beliefs	Mutual Respect
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					
					
Literacy					
Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure	Suggested Text/ Reading for Pleasure

 (Pie Corbett's)  Core English Text	 (Pie Corbett's)  Core English Text	  (Pie Corbett's)	  Core English Texts	  (Pie Corbett's)	 
 (Pie Corbett's)  (English Core Text)	 (English Core Text)	 (Pie Corbett's)  (English Core Text)	 (English Core Text)   (Pie Corbett's)	 (English Core Text) 	 (English Core Text)  

Core Text	Core Text	Core Text	Core Text	Core Text	Core Text
<u>The Place Value of Punctuation and Grammar</u> 	<u>Recount- Letter</u> Stone Age Letter  OR Mabel's Egyptian Adventure Sideways text: Marcy and the Riddle of the Sphinx  <u>Non-chronological report</u> Prehistoric Park  OR	<u>Narrative</u> The land of whale songs Sideways text: The land of roar  <u>Narrative- Setting Description</u> The Tomb of Wonders Sideways text: Aladdin  OR Lost jungle city 	<u>Narrative- Characterising speech</u> Egyptian Cinderella Sideways text: The Egyptian Cinderella  <u>Instructions</u> How to mummify your best friend 	<u>Poetry</u> <u>Recount- Biography</u> The Evil Fairy Sideways text: The Villain's Version  OR The Villain's Version The Witch Sideways text: The Villain's Version  <u>Plot Weave</u> Mystique: The day everything changed Sideways texts: The Villain's Version	<u>Persuasion</u> Save our beautiful bees! Sideways text: The Bee Book The Most Important Animal of All  OR Visit Ancient Egypt  <u>Explanation</u> <u>Non-chronological report</u> All About Bees Sideways text: The Bee Book The Most Important Animal of All

	The human skeleton and muscular system 				 OR Roman Gods 
<u>The Place Value of Punctuation and Grammar</u> 	<u>Non-chronological report</u> Extinct animals (fictional) <i>Sideways text: LAST the story of a white rhino</i>  OR Extinct animals (Model Text) <i>Sideways text: LAST the story of a white rhino</i>  <u>Recount- Diary</u>	<u>Plot Weave</u> Wonka World <i>Sideways texts:</i> Charlie and the Chocolate Factory Harry Potter and the Philosopher's Stone   <u>Non-chronological report</u> Ancient Greek mythological monsters <i>Sideways text: Leo and the Gorgon's Curse</i>	<u>Explanation</u> <u>Poetry</u>	<u>Narrative- characterising speech</u> Escape from Pompeii <i>Sideways text: Escape from Pompeii</i>  <u>Persuasion</u> Boudicca rallies support <i>Sideways text: Queen of Darkness</i> 	<u>Narrative</u> Robin Hood 8 ½ <i>Sideways text:</i> Robin Hood aged 10 ¾ The story of Robin Hood  <u>Recount- Letter</u> Beowulf Beowulf 

	Charlie and the Chocolate Factory <i>Sideways text: Charlie and the Chocolate Factory</i>  <u>Narrative- Setting Description</u> Wonka World <i>Sideways text: Charlie and the Chocolate Factory</i> 	 <u>Instructions</u> How to slay the Minotaur 		OR Visit your locality 	OR Jack and the baked beanstalk <i>Sideways text: Jack and the baked beanstalk</i> 
Writing Focus	Writing Focus	Writing Focus	Writing Focus	Writing Focus	Writing Focus
	<u>Recount- Letter</u> Stone Age Letter Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbials of time, reason, manner and place) Modifying the noun (expanded noun phrases)	<u>Narrative</u> The land of whale songs Engage Explore Plan Write Publish	<u>Narrative- Characterising speech</u> Egyptian Cinderella Modifying the verb (adverbs/ adverbials of place) Modifying the noun (participial phrases/ clauses) Modifying the noun (expanded noun phrases) Apostrophes for omission	<u>Poetry</u> <u>Recount- Biography</u> The Evil Fairy Co-ordinating conjunctions (for, and, but, yet, so) Commas in a list Basic structure Modifying the verb (adverbs/ adverbials of time)	<u>Persuasion</u> Save our beautiful bees! Co-ordinating conjunctions to join clauses (for, and, but, yet, so) Rhetorical questions & repetition Basic structure (inc. alliteration & assonance) Commands

	Modifying the verb (subordinating conjunctions) Rhetorical questions OR Mabel's Egyptian Adventure Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbs/adverbials of time and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Rhetorical questions <u>Non-chronological report</u> Prehistoric Park Commas in a list Co-ordinating conjunctions to join clauses Planning Cohesion within and across paragraphs (TIDE) Modifying the verb (adverbs/ adverbials of time, manner and place)	<u>Narrative- Setting Description</u> The Tomb of Wonders Modifying the noun (participial adjectives) Commas in a list Modifying the verb (adverbials of place) Modifying the noun (expanded noun phrases) Modifying the noun (participial phrases/ clauses) Modifying the verb (adverbials of manner (similes)) Apostrophes for possession Cohesion within and across paragraphs (inc. adverbials of place) Short sentences Rhetorical questions OR Lost jungle city Modifying the verb (adverbs/ adverbials of time) Colon/ commas in a list Modifying the noun (participial adjectives) Basic structure	Basic structure inc SEAT: <i>Speech (inverted commas and colloquialisms)</i> <i>Emotion (modifying the verb- adverbs/ adverbials of manner)</i> <i>Action (modifying the verb- subordinating conjunctions & participial phrase/ clauses)</i> <i>Thoughts (short sentences for effect)</i> Application of SEAT <u>Instructions</u> How to mummify your best friend Rhetorical questions Modifying the noun (expanded noun phrases + commas in a list of adjectives) Commands, using imperative Commas in a list of commands (+ detailed information) Co-ordinating conjunctions to join clauses (+ detailed information) Modifying the verb (adverbs/ adverbials of time (+ subordinating conjunctions and commas for fronted adverbials))	Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Apostrophes for singular possession OR The Villain's Version The Witch Co-ordinating conjunctions (for, and, but, yet, so) Commas in a list Basic structure Modifying the verb (adverbs/ adverbials of time) Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Apostrophes for singular possession <u>Plot Weave</u> Mystique: The day everything changed Reading lesson- Exploring modern classics (stories by Roald Dahl) Exploring the model text	Modifying the verb (subordinate clauses as adverbials of reason (so, that)) Modifying the verb (subordinate clauses as adverbials of condition (if)) Modifying the noun (expanded noun phrases) Modifying the verb (adverbs of degree/ certainty (exaggerated language)) Commas in a list OR Visit Ancient Egypt Rhetorical questions Basic structure (inc. alliteration & assonance) Commands Commas and co-ordinating in a list of commands (+rule of three) Modifying the verb (subordinate clauses as adverbials of time (as, whilst)) Modifying the noun (expanded noun phrases) Modifying the verb (adverbs of degree/ certainty (exaggerated language)) Application
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	Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession OR The human skeleton and muscular system Commas in a list Co-ordinating conjunctions to join clauses Cohesion within and across paragraphs (TIDE) Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession	Modifying the verb (adverbs/ adverbials of place) Modifying the noun (relative clauses and participial phrases/ clauses) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of manner (similes)) Cohesion within and across paragraphs Short sentences and rhetorical questions	Modifying the verb (adverbs/ adverbials of manner and place)	Plan (modelled using 'Pitiless Prince') Language features Write (beginning and backstory) Explore (characterising speech) Write (middle and end)	Modifying the verb (subordinate clauses as adverbials of condition (if)) <u>Explanation</u> <u>Non-chronological report</u> All About Bees Present perfect tense Co-ordinating conjunctions Commas in a list Basic structure Cohesion within and across paragraphs Modifying the verb (subordinate clauses as adverbials of reason (because)) Modifying the verb (subordinate clauses as adverbials of condition (if)) Modifying the noun (expanded noun phrases) Apostrophes for possession OR Roman Gods Commas in a list Co-ordinating conjunctions to join clauses Basic structure (inc. cohesion within and across paragraphs TIDE)
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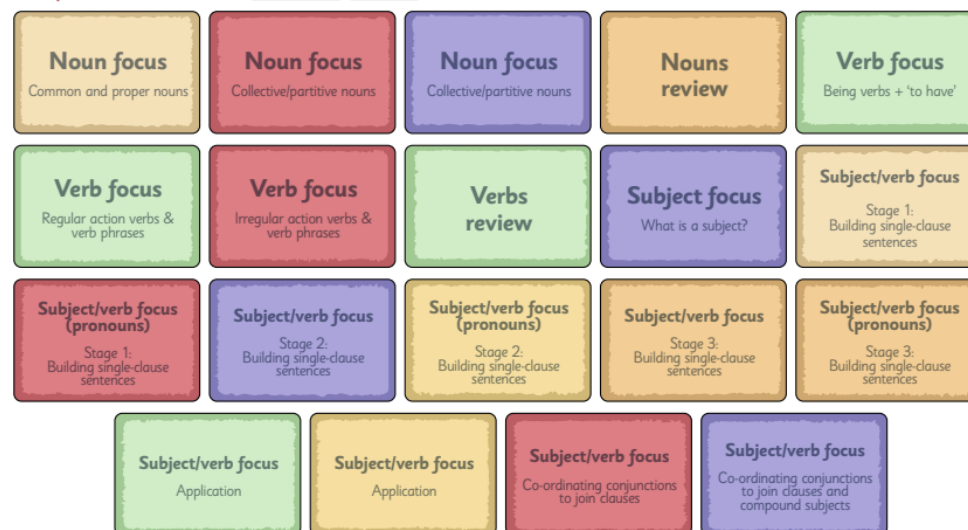
					Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession
	<u>Non-chronological report</u> Extinct animals (fictional) Commas in a list Co-ordinating conjunctions to join clauses Planning Cohesion within and across paragraphs TIDE Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession OR Extinct animals (Model Text) Commas in a list	<u>Plot Weave</u> Wonka World Exploring a modern classic (Harry Potter and the Philosopher's Stone by J.K. Rowling) Exploring the model text Engage- based on 'The Ice Cream Emporium' Language features Introduction Transition <u>Non-chronological report</u> Ancient Greek mythological monsters Present perfect tense Co-ordinating conjunctions Commas in a list Basic Structure	<u>Explanation</u> <u>Poetry</u>	<u>Narrative- characterising speech</u> Escape from Pompeii Modifying the verb (adverbs/ adverbials of place inc. commas for fronted adverbials) Modifying the noun (expanded noun phrases) Direct speech (inc. ellipses & colloquial language) Punctuating direct speech (inc. inverted commas) Emotions (modifying the verb- adverbs/ adverbials of manner) Short sentences for effect Participial phrases/ clauses <u>Persuasion</u> Boudicca rallies support Persuasive technique: emotive language	<u>Narrative</u> Robin Hood 8 ½ Engage Explore Plan Write Publish <u>Recount- Letter</u> Beowulf Beowulf Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbs/ adverbials of time and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Rhetorical questions

	Co-ordinating conjunctions to join clauses Basic structure (inc. cohesion within and across paragraphs TIDE) Modifying the verb (adverbs/ adverbials of time, manner and place) Modifying the verb (subordinate clauses as adverbials of reason) Modifying the noun (expanded noun phrases) Apostrophes for possession <u>Recount- Diary</u> Charlie and the Chocolate Factory Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbials of place) Modifying the noun (expanded noun phrases) Modifying the verb (adverbials of time, manner and place) Modifying the verb (subordinating conjunctions) Rhetorical questions <u>Narrative- Setting Description</u>	Cohesion within and across paragraphs Modifying the verb (subordinating conjunctions) Apostrophes for possession Modifying the noun (expanded noun phrases) Commas after fronted adverbials <u>Instructions</u> How to slay the Minotaur Rhetorical questions Modifying the noun (expanded noun phrases (+ commas in a list of adjectives)) Commands, using the imperative Commas in a list of commands (+ detailed information) Co-ordinating conjunctions to join clauses (+ detailed information) Modifying the verb (adverbs/ adverbials of time (+ subordinating conjunctions and commas for fronted adverbials)) Modifying the verb (adverbs/ adverbials of manner and place) Apostrophes for possession		Persuasive technique: triples/ lists of three Persuasive technique: direct address (inc. flattery) Co-ordinating conjunctions to join clauses (for, and, but, yet, so) Basic structure Modifying the verb (adverbs/ adverbials of time (inc. subordinating conjunctions) & commas for fronted adverbials) Modifying the verb (adverbs/ adverbials of place) Modifying the noun (expanded noun phrases) Rhetorical questions OR Visit your locality Rhetorical questions Basic structures (inc. alliteration & assonance) Commands Commas and co-ordinating conjunctions in a list of commands (+ rule of three) Modifying the verb (subordinate clauses as adverbials of time (as, while)) Modifying the noun (expanded noun phrases)	OR Jack and the baked beanstalk Active voice Co-ordinating conjunctions to join clauses Modifying the verb (adverbs/ adverbials of time and place) Modifying the noun (expanded noun phrases) Modifying the verb (subordinate clauses as adverbials of time) Rhetorical questions
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	Wonka World Modifying the verb (adverbials of time (inc. commas for fronted adverbials)) Commas in a list Modifying the noun (participial adjectives) Basic structure Modifying the verb (adverbials of place) Modifying the noun (expanded noun phrases) Modifying the noun (participial phrases/ clauses) Modifying the verb (adverbials of manner (similies)) Apostrophes for possession Cohesion within and across paragraphs (inc. adverbials of place) Short sentences Rhetorical questions Ellipses			Modifying the verb (adverbs of degree/ certainty (exaggerated language)) Application Modifying the verb (subordinate clauses as adverbials of condition (if))	
Punctuation, Grammar and Composition					
To support explicit teaching of grammar, we use Grammarsaurus resources. We focus on the foundations of accurate grammar and each year group will begin the year with lessons dedicated to the understanding of nouns, verbs and subjects, so vital in the structure of sentences. We weave the teaching of grammar throughout our teaching of speaking, reading and writing. We do this by modelling the correct use of language, looking closely at the written word and understanding how to improve our writing through our grammar choices.					



Y3 Y4



Handwriting ongoing following the Letter Join Scheme

To build muscle strength, enabling writing at length.

To increase the legibility, consistency, and quality of their handwriting. For Example: Downwards strokes of letters are parallel and equidistant. Lines of writing are space sufficiently so that the ascending and descending letters do not touch.

To develop my own handwriting style.

To continue to build muscle strength, enabling comfortable writing at length.

To increase the legibility, consistency, and quality of their handwriting. For Example: Downwards strokes of letters are parallel and equidistant.

- Lines of writing are space sufficiently so that the ascending and descending letters do not touch.

To develop my own handwriting style.

Reading Focus	Reading Focus	Reading Focus	Reading Focus	Reading Focus	Reading Focus
Comprehension (Positive attitudes and love of reading) – To develop pleasure in reading, motivation to read, vocabulary and understanding Comprehension (Accuracy, fluency and understanding) – To understand both the books they can already read accurately and fluently and those they listen to. Guided Reading • Comprehension (Accuracy, fluency and understanding) • To understand both the books they can already read accurately and fluently and those they listen to. • 3x per week guided reading lessons • Increasing a wide range of books. • 1:1 reading 3x per week for lowest attainers. • Home reading • Daily reading for pleasure • Phonics intervention (where appropriate) • Reading across the curriculum • Opportunity to independently read for pleasure. • VIPERS Comprehension • Daily whole class stories					
Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus	Spelling Focus
Words where the digraph 'ou' makes an /ow/ sound. <i>mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud</i>	Words with the prefix 're-'. <i>redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge</i>	Words with the digraph 'ai' and tetragraph 'aigh'. <i>straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter</i>	Words ending in 'al'. <i>arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical</i> Words ending in 'le'.	Words with the suffix '-er'. <i>teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher</i>	Words ending in '-sion'. <i>vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision</i> Challenge words.

Words where the digraph 'ou' makes a /u/ sound. <i>touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish</i> Words where 'y' makes an /i/ sound. <i>symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics</i> Words ending in '-sure'. <i>treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure</i> Words ending in '-ture'. <i>adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture</i> Challenge words <i>actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular</i>	Words with the prefix 'dis-'. <i>disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree</i> Words with the prefix 'mis-'. <i>mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid</i> Words where '-ing', '-er' and '-ed' are added to multisyllabic words. <i>developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened</i> Words where '-ing', '-en' and '-ed' are added to multisyllabic words. <i>forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped</i> Challenge words. <i>centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore</i>	Words with the digraph 'ei' and tetragraph 'eigh'. <i>freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh</i> Words where the digraph 'ey' makes an /ai/ sound. <i>obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey</i> Words with the suffix '-ly'. <i>calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly</i> Words that are homophones. <i>great, main, grown, missed, meet, grate, mane, groan, mist, meat</i> Challenge words. <i>build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight</i>	<i>battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable</i> Words ending in '-ly' where the base word ends in 'le'. <i>gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly</i> Words ending in '-ly' where the base word ends in '-ic'. <i>basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically</i> Words ending in '-ly'; exceptions. <i>truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily</i> Challenge words. <i>address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence</i>	Words where the digraph 'ch' makes a /k/ sound. <i>scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos</i> Words ending in '-gue' and '-que'. <i>vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque</i> Words where the digraph 'sc' makes a /s/ sound. <i>science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend</i> Words that are homophones. <i>ball, bawl, break, brake, male, mail, fair, fare, berry, bury</i> Challenge words. <i>accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</i>	<i>special, strange, difficult, important, length, perhaps, position, pressure, question, purpose</i> Revision words. <i>exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise</i> Revision words. <i>freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically</i> Revision words. <i>teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</i> Revision words. <i>disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</i>
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Words that are homophones. accept, except, knot, not, peace, piece, plain, plane, weather, whether Words with the prefix 'in-' meaning 'not'. inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible Words with the prefixes 'il-', 'im-' and 'ir-'. illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible Words with the prefix 'sub-' meaning 'below' or further divided. subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway Words with the prefix 'inter-' meaning 'between or among'. interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview Challenge words.	Words ending in '-ation'. information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination Words ending in '-ation'. adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration Words ending '-ly'. sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily Words ending '-lly' usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally Words where 'ch' makes a /sh/ sound. chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche Challenge words. favourite, complete, continue, experiment, February, naughty,	Words ending in '-sion'. expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion Words ending in '-ous-'. poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous Words ending in '-ous' incl. those where 'ge' from the base word remains. courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous Words where a suffix is added to words ending in 'y'. merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness Words ending in '-ious' and 'eous'. serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	Words where 'au' makes an /or/ sound. automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience Words ending in '-tion'. invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection Words ending in '-sion'. expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion Words ending in '-cian'. musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician Words that are adverbs of manner. reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously Challenge words. surprise, separate, group, height, potatoes, though, particular, through, caught, woman	Words that are homophones. scene, who's, affect, hear, whose, heal, effect, here, heel, seen Words spelled with 'c' before 'i' and 'e'. circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil Words containing 'sol' and 'real'. solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble Words containing 'phon' and 'sign'. signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design Words with the prefixes 'super-', 'anti-', and 'auto-'. supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic Words with the prefix 'bi-' meaning 'two'. bicycle, biplane, biped, bicentennial, biannual,	Challenge words. guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward Words that are plurals with possessive apostrophes. girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's Revision words. expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except Revision words. incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully Revision words. brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician Revision words. gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial
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<i>strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe</i>	<i>material, knowledge, remember, famous</i>	Challenge words. <i>extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</i>		<i>bilingual, biscuit, biceps, binoculars, bisect</i>	
Maths	Maths	Maths	Maths	Maths	Maths
<u>Number:</u> Place Value Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100 using $<$ $>$ and $=$ signs. Recognise the place value of each digit in a 3-digit number (100s, 10s and 1s).	<u>Number:</u> Multiplication & 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 (column methods).	<u>Number:</u> Addition & Subtraction Add and subtract number with up to 3 digits, using formal written (column method). Estimate the answer to a calculation and use inverse operations to check answers. <u>Measurement:</u> Money Recognise and use symbol for pounds (£) and pence (p). Combine amounts to make a particular value.	<u>Number:</u> 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 of 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions	<u>Measurement:</u> Money Add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Number:</u> Multiplication & 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	<u>Number:</u> 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 of 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions

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. <u>Number:</u> Addition & Subtraction Add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s Add and subtract number with up to 3 digits, using formal written (column method). <u>Measurement:</u> Time Tell and write the time from an analogue	<u>Measurement:</u> Length & Perimeter Measure, compare, add and subtract lengths in metres (m), centimetres (cm) and millimetres (mm). Measure the perimeter of simple 2-D shapes. <u>Statistics</u> Interpret and present data using bar charts, pictograms and tables.	Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Add and subtract amounts of money to give change, using both £ and p in practical contexts. <u>Number:</u> Place Value Recognise the place value of each digit in a 3-digit number (100s, 10s and 1s). 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.	with small denominators. <u>Measurement:</u> Mass & Capacity Measure, compare, add and subtract mass in kilograms (kg) and grams (g). Measure, compare, add and subtract volume/capacity in litres (l) and millilitres (ml). <u>Statistics</u> 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.	multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (column 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. <u>Geometry:</u> Properties of Shape Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise angles as a property of shape or a directions of a turn. Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-	with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above. <u>Number:</u> Addition & Subtraction Add and subtract number with up to 3 digits, using formal written (column method). 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.
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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, am/pm, morning, afternoon, noon and midnight.		Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number. <u>Measurement:</u> 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, am/pm, morning, afternoon, noon and midnight.		quarters of a turn and 4 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.	<u>Number:</u> Place Value Recognise the place value of each digit in a 3-digit number (100s, 10s and 1s). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.
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		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).			
<u>Number:</u> Place Value Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). 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. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (1000s, 100s, 10s and 1s).	<u>Number:</u> Multiplication & 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 3 numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (column method). <u>Geometry:</u> Position & Direction	<u>Number:</u> 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 100 and dividing tenths by 10. Add and subtract fractions with the same denominator. <u>Number:</u> Decimals Recognise and write decimal equivalents of	<u>Measurement:</u> Area, Length & Perimeter Convert between different units of measure: Kilometre to metre Centimetre to metre Millimetre to Centimetre Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. <u>Number:</u> Addition & Subtraction	<u>Number:</u> Decimals Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to 2 decimal places. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- and two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	<u>Number:</u> Multiplication & 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 3 numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout (column method). Recognise and use factor pairs and

Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. <u>Measurement:</u> Time Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. 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. Read, write and convert time between analogue and digital	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. <u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	any number of tenths or hundredths. Compare numbers with the same number of decimal places up to 2 decimal places. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Find the effect of dividing a one- and two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. <u>Measurement:</u> Money Covert between different units of measure (pounds to pence). Estimate, compare and calculate different measures, including money in pounds and pence.	Add and subtract numbers with up to 4-digit using formal written methods (column method). 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. <u>Statistics</u> 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.	Round decimals with 1 decimal place to the nearest whole number. Solve simple measure and money problems involving decimals to 2 decimal places. <u>Measurement:</u> Time Read, write and convert time between analogue and digital 12- and 24- hour clocks. Convert between different units of measure (hour to minute). Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. <u>Measurement:</u> Money Covert between different units of measure (pounds to pence).	commutativity in mental calculations. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers and 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <u>Number:</u> 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 100 and dividing tenths by 10. Add and subtract fractions with the same denominator. Solve problems involving increasingly
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12- and 24- hour clocks. <u>Number:</u> Addition & Subtraction Add and subtract numbers with up to 4-digit using formal written methods (column method). Estimate and use inverse operations to check answers to a calculation.				Estimate, compare and calculate different measures, including money in pounds and pence. <u>Number:</u> Place Value Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). 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. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through 0 to include negative numbers.	harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Solve simple measure and money problems involving fractions. <u>Geometry:</u> Properties of Shapes 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 2 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.
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				Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly larger positive numbers.	
Science	Science	Science	Science	Science	Science
Animals Including Humans Identify that humans have bones for support, protection and movement. Set up a simple practical enquiry. I can communicate my results. Identify that humans have muscles for support, protection and movement. Identify that some other animals have bones for support, protection and movement	Forces & Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Working scientifically	Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.	Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is	Rocks Compare and group different kinds of rocks based on their appearance. Compare and group together different kinds of rock based on their physical properties. Explain how some rocks are formed. Explain how the Earth is made up of different layers of rocks and soils. Investigate different soils.	

Understand that animals, including humans, need the right type of nutrition. Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries,	Set up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Key Vocabulary: pull, push, rough, smooth attract, force, grip, observe, prediction, record, surface compass, friction, magnet, magnetic, pole, repel	Find patterns in the way that the size of shadows changes. Understand that light is reflected from surfaces (mirrors). Working scientifically Set up simple practical enquiries, comparative and fair tests. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Key Vocabulary: Light source, dark, reflect, shadow, opaque, translucent, transparent, luminous.	transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Describe how fossils are formed when things that have lived are trapped within rocks. Working scientifically Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries,
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<i>including oral and written explanations, displays or presentations of results and conclusions.</i> Key Vocabulary: Nutrition, skeleton, muscles, healthy, unhealthy, diet, bones, vertebrate, invertebrate.				<i>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> <i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> Key Vocabulary: Plant, tree, flower, roots, stem, leaf, seed, bulb, nutrients, pollination, formation, dispersal.	<i>including oral and written explanations, displays or presentations of results and conclusions.</i> Key Vocabulary: Rock, soil, fossil, appearance, physical properties, igneous rock, sedimentary rock, metamorphic rock.
Living things and their habitats Develop descriptions using relevant scientific language and vocabulary	States of Matter Identify solids, liquids and gases Make careful observations on	Animals including Humans Describe the simple functions of the basic parts of the digestive system in humans.	Electricity Identify common appliances that run on electricity.	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through medium to the ear.	

Recognise that living things can be grouped in a variety of ways. Recognise that living things can be grouped in various ways Explore and name various living things living in our local community 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. Working scientifically <i>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</i>	whether all liquids behave the same and communicate the findings Take accurate measurements using a thermometer Observe that some materials change state when they are heated or cooled Identify the part played by evaporation and condensation in the water cycle Plan and carry out a fair test on evaporation Investigate the rate of evaporation with temperature Working scientifically <i>Ask relevant questions and use different types of scientific enquiry to answer them.</i> <i>Set up simple practical enquiries, comparative and fair tests.</i> <i>Make systematic and careful observations</i>	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. Working scientifically <i>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</i> <i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> <i>Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables.</i> <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of</i>	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not a lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Investigate switches and how they affect a circuit Working scientifically <i>Ask relevant questions and use different types</i>	Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Working scientifically <i>Ask relevant questions and use different types of scientific enquiry to answer them.</i> <i>Set up simple practical enquiries, comparative and fair tests.</i> <i>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</i> <i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> <i>Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables.</i> <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> <i>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i>
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<i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> <i>Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables.</i> <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> <i>Identify differences, similarities or changes related to simple scientific ideas and processes.</i> Key Vocabulary environment, classify, vertebrate , invertebrate, exoskeleton, key, adaptation, pollution	<i>and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</i> <i>Gather, record, classify and present data in a variety of ways to help in answering questions.</i> <i>Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables.</i> <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> Key Vocabulary change, collection, condensation, evaporation, freeze, gas, heat, liquid precipitation, property solid, temperature	<i>results and conclusions.</i> <i>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> Key Vocabulary canines, carnivore, digestion, herbivore, incisor, large intestines, molars, oesophagus, omnivore, peristalsis, predator, prey, producer, saliva, small intestines, stomach,	<i>of scientific enquiry to answer them.</i> <i>Set up simple practical enquiries, comparative and fair tests.</i> <i>Record my findings using simple scientific language, drawings, label diagrams, keys, bar charts and tables.</i> <i>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> <i>Identify differences, similarities or changes relates to simple scientific ideas and processes.</i> <i>Use straightforward scientific evidence to answer questions or to support my findings.</i> Key Vocabulary appliance, battery, circuit components, conductor	Key Vocabulary Vibrate/vibrations, volume, pitch, pinna, cochlea eardrum
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			current, electrical, insulator, mains power, portable, pylon, switch		
Computing	Computing	Computing	Computing	Computing	Computing
Computing Systems & Networks: Connecting Computers <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explain how digital devices function. Identify input and output devices. Recognise how digital devices can change the way we work. Explain how a computer network can be used to share information. Explore how digital devices can be connected.	Creating Media: Stop-frame animation. <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explain that animation is a sequence of drawings or photographs. Relate animated movement with a sequence of images. Plan an animation. Identify the need to work consistently and carefully. Review and improve an animation. Evaluate the impact of adding other media to an animation.	Programming A: Sequencing sounds <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explore a new programming environment. Identify that commands have an outcome. Explain that a program has a start. Recognise that a sequence of commands can have an order. Change the appearance of my project. Create a project from a task description.	Data & Information: Branching databases <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Create questions with yes/no answers. Identify the object attributes needed to collect relevant data. Create a branching database. Explain why it is helpful for a database to be well structured. Identify objects using a branching database.	Creating Media: Desktop publishing <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Recognise how text and images convey information. Recognise that text and layout can be edited. Choose appropriate page settings. Add content to a desktop publishing publication. Consider how different layouts can suit different purposes. Consider the benefits of desktop publishing	Programming B: Events and actions in programs <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explain how a sprite moves in an existing project. Create a program to move a sprite in four directions. Adapt a program to a new context. Develop my program by adding features. Identify and fix bugs in a program. Design and create a maze-based challenge.

Recognise the physical components of a network.			Compare the information shown in a pictogram with a branching database		
Computing Systems & Networks: The internet <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Describe how networks physically connect to other networks. Recognise how networked devices make up the internet. Outline how websites can be shared via the World Wide Web (WWW). Describe how content can be added and accessed on the World Wide Web (WWW). Recognise how the content of the WWW is created by people.	Creating Media: Audio editing <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Identify that sound can be digitally recorded. Use a digital device to record sound. Explain that a digital recording is stored as a file. Explain that audio can be changed through editing. Show that different types of audio can be combined and played together. Evaluate editing choices made	Programming A: Repetition in shapes <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Identify that accuracy in programming is important. Create a program in a text-based language To explain what 'repeat' means. Modify a count-controlled loop to produce a given outcome. Decompose a task into small steps. Create a program that uses count-controlled loops to produce a given outcome.	Date & Information: Data Logging <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explain that data gathered over time can be used to answer questions. Use a digital device to collect data automatically. Explain that a data logger collects 'data points' from sensors over time. Use data collected over a long duration to find information. Identify the data needed to answer questions. Use collected data to answer questions.	Creating Media: Photo editing <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Explain that digital images can be changed. Change the composition of an image. Describe how images can be changed for different uses. Make good choices when selecting different tools. Recognise that not all images are real. Evaluate how changes can improve an image.	Programming B: Repetition in games <i>NB- Recap E-Safety How to use technology safely, responsibly, respectfully and securely.</i> Develop the use of count-controlled loops in a different programming environment. Explain that in programming there are infinite loops and count controlled loops. Develop a design that includes two or more loops which run at the same time. Modify an infinite loop in a given program. Design a project that includes repetition. Create a project that includes repetition

Evaluate the consequences of unreliable content					
RE	RE	RE	RE	RE	RE
Expected Outcomes (End of Year 4) Knowledge and Understanding - Recall and describe key beliefs, stories and practices from the religions studied, including Christianity, Islam and Hinduism (and others as chosen by the school). - Identify how religious beliefs are expressed through stories, symbols, festivals, worship and ways of living. - Recognise that sacred texts are important to believers and can influence how they live their lives. - Describe similarities and differences between religions and worldviews studied, using appropriate religious vocabulary. Thinking and Enquiry - Ask relevant questions about religious beliefs, practices and meanings. - Use a range of sources, including stories, artefacts, images and simple texts, to explore religious ideas. - Begin to suggest reasons why religious beliefs and practices are important to believers. - Give simple explanations for religious actions and symbols. Reflection and Personal Response - Reflect on their own experiences and ideas in relation to religious stories, beliefs and values. - Make links between religious teachings and questions about right and wrong, behaviour and choices. - Share their own views respectfully and listen carefully to the views of others. - Show understanding that people have different beliefs and that these should be treated with respect. Skills and Communication - Use key religious words and phrases accurately when talking and writing about religions. - Communicate their understanding through discussion, written work, role play, art and other creative responses.					

- Work collaboratively to explore questions and share ideas about religion and belief.

Signs and Symbols	Diwali	What do we know about Jesus?	Jewish Celebrations	What is the Bible and why is it important to Christians?	Islamic Rites and Passage
Explore and identify the meanings of signs and symbols	Explore the events and meanings in the story of Rama and Sita	Explore how representations of Jesus vary and some of the reasons for this	Consider prior knowledge about Judaism and Jewish beliefs	Identify and describe ways in which the Bible is important for Christians.	Understand what Islam is and what the five pillars are
Explore how symbolic food can be used to remember important events.	Explore the diya and why it is important in the Diwali story	Understand how pictures of Jesus tell us about people's personal beliefs about him	Explore and understand the Jewish festival of Passover and identify how it is celebrated by Jews	Explore how Christians use the Bible at home and at church	Explore Muslim birth ceremonies and naming days
Explore and interpret religious metaphors	Explore some of the preparations for Diwali and identify why and when people send greeting cards	Explore what Jesus was like as a person from the Gospels	Explore and understand the Jewish festival of Sukkot and what it commemorates and how it is celebrated	Explore the different kinds of writing in the Bible and why each is important.	Explore the Islamic marriage ceremony
Explore religious beliefs and ideas about God and how these can be experienced in different forms, including symbolism.	Explore the purpose of creating rangoli patterns	Explore other people's view of Jesus from the Bible	Explore and understand the festival of Purim	Explore what makes a book special to different people	Explore and understand what happens in Muslim funeral ceremonies
Explore some common symbols within a place of worship	Explore Lakshmi and how Hindus celebrate Diwali at home	Explore the symbolic language used to describe Jesus in the Bible	Explore and understand the festival of Hanukkah and why Jews celebrate Hanukkah today	Investigate how different genres of writing in the Bible show different aspects of God	Understand the importance of the Hajj for a Muslim person
		Consolidate knowledge of Jesus and reflect on own responses to what has been found out about him	Explore and understand the festival of Rosh Hashanah and identify some of the ways it is celebrated today.	Investigate the Old and New Testaments of the Bible	

Sikh Rites of Passage Explore who Sikhs are and what they believe	Christmas Journeys Explore the theme of journeys in religious stories	Hindu worship at Home and in the Mandir	Why is Easter Important to Christians? Explore the events of Palm Sunday and how	Buddhist Festivals Gather, select and organise ideas about Buddhism	Identity and Belonging Understand how drama is used to reinforce

Explore the naming ceremonies of Sikh children and identify what happens during the 'Naam Karan' ceremony Explore the Sikh baptismal ceremony of Amrit and consider its importance to Sikhs Explore Sikh marriage ceremonies and the importance of marriage in the Sikh religion Explore Sikh funerals and beliefs on life after death	Explore Mary and Joseph's journey to Bethlehem Explore some of the key features of the nativity story Explore how religious ideas can be expressed through music and art Explore how the emotions of the people in the story are the same emotions as people have today	Explore some important aspects of Hindu beliefs in God Identify some characteristics of Hindu gods and goddesses Understand why a shrine is a special place in a Hindu home Understand why puja is important for Hindus and how it is practised at home Explore Hindu worship in the mandir Evaluate learning about Hindu worship at home and in the mandir	Christians commemorate Palm Sunday today Explore the significance of the Last Supper and how Christians commemorate the Last Supper through communion Investigate the event that led up to Jesus being arrested Investigate the events and emotions surrounding the crucifixion of Jesus Investigate the events of the resurrection and to explore Christian beliefs in life after death Explore the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week	Understand why Buddhists give offerings during Vesak Understand how and why significant moments in the life of the Buddha are celebrated Understand how and why Buddhists pay respect to the Buddha Explore how activities during the festival relate to the teachings of the Buddha	important teachings and stories in religions Consider the ways in which we express our identity through actions Consider differences between the beliefs of different groups and communities and how we can show tolerance and understanding Explore ways in which a sense of belonging is shaped by our relationships and environment Consider the importance of sharing in our global community including shared responsibilities
Humanities	Humanities	Humanities	Humanities	Humanities	Humanities

History: How did daily life change in Britain from the Stone Age to the Iron Age? <u>Chronology</u> Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. Use BCE. <u>Evidence and Interpretation</u> Observe evidence to ask about the past and come to conclusions based on what I have seen. Explain how we find prehistoric evidence. <u>Cause and Consequence</u> Suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. <u>Change and Continuity</u> Begin to explain the concept of change over a long period of history. <u>Similarity and Difference</u> Describe similarities and differences between the Stone Age, Bronze Age and Iron Age. <u>Historical Significance</u> Suggest suitable sources of evidence to find out about significant people/events.	Geography: What are the key geographical features of the UK and my region? <u>Place Knowledge (place)</u> Understand that places can have meaning. Understand that people can choose to use land differently and give some examples. <u>Locational Knowledge (space)</u> Understand that the UK is split into countries and regions. Understand that regions are split into counties. Understand that counties contain settlements. <u>Locational Knowledge (scale)</u> Understand that England, Scotland, Wales and Northern Ireland are countries in the UK.	Geography: What facilities are in my local area and how do people travel there? <u>Place Knowledge (place)</u> Understand that people can choose to use land in different ways depending on the physical geography of the landscape and give some examples. <u>Locational Knowledge (space)</u> Understand that the UK is split into countries and regions. Understand that regions are split into counties. Understand that settlements are split into smaller areas of land use, such as agricultural, residential, industrial, recreational and commercial. <u>Locational Knowledge (scale)</u> Understand that hamlets, villages, towns and cities are settlements of different sizes.	History: What were the greatest achievements of Ancient Egypt? <u>Chronology</u> Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE. <u>Evidence and Interpretation</u> Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <u>Cause and Consequence</u> Suggest causes and consequences of some of the main events within Ancient Egypt. <u>Change and Continuity</u> Begin to explain the concept of change over a long period of history. <u>Similarity and Difference</u>	Geography: How can we make our school environment more bee friendly? <u>Place Knowledge (Place)</u> Understand that people choose to use land differently and give some examples. <u>Physical and Human Geography (Physical and Human Processes)</u> Understand how bees are involved in physical processes. <u>Physical and Human Geography (Environmental Impact)</u> Understand how land use impacts the survival of bees. Understand how personal choices on how to use land impact the environment. <u>Physical and Human Geography (Sustainable Development)</u> Suggest how to make the school locality more
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	understand how my region is an area within England. Differentiate between settlements of various sizes, including cities, towns, villages and hamlets. <u>Physical and Human Geography (physical and human processes)</u> Understand that land has height. Identify mountains, hills and rivers on maps. Understand human processes in the UK, including settlements and land use. Understand that land use patterns change over time. Identify some key human and physical features of the UK and my region. <u>Physical and Human Geography (cultural</u>	<u>Physical and Human Geography (physical and human processes)</u> Understand human processes in the UK, including settlements and land use. <u>Physical and Human Geography (interdependence)</u> Understand that UK settlements rely on different areas of land use to thrive. <u>Geographical Skills and Fieldwork</u> Plan a geographical enquiry using fieldwork and observational skills. Use digital mapping to collect data. Record data using tables and questionnaires. Present collected data using bars and charts. Analyse data and explain what I have learnt.	Compare the similarities and differences between the new and old kingdoms of Ancient Egypt. <u>Historical Significance</u> Suggest suitable sources of evidence for historical enquiries. Discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	environmentally friendly. <u>Geographical Skills and Fieldwork (Geographical Enquiry and Skills)</u> Carry out a geographical enquiry using fieldwork and observation skills. Record data. Analyse data and evaluate fieldwork. Devise a simple map using information learnt from a geographical enquiry.
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	<u>awareness and diversity)</u> Understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live. <u>Geographical Skills and Fieldwork</u> Use compass points, four-figure grid references, symbols and keys. Devise a sketch map of my local area. Identify physical features on a map. I can locate settlements on a map. Use maps and atlases to discover the United Kingdom.			
History: What were the greatest achievements of the Ancient Greeks? <u>Chronology</u>	Geography: What are the similarities and differences between	Geography: Locality Unit. How can I use map skills to learn about my locality?	History: How did the Roman Empire impact Britain?	Geography: How can we measure and record weather phenomena?

Place events, artefacts and historical figures on a timeline using dates. Use BCE and CE. <u>Evidence and Interpretation</u> Suggest suitable sources for historical enquiry. Begin to discuss the reliability of sources. <u>Cause and Consequence</u> Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. <u>Change and Continuity</u> Explain the concept of change over time and represent this with evidence. <u>Similarity and Difference</u> Describe the social, ethnic, cultural and religious diversity of the past. <u>Historical Significance</u> Discuss the importance of people and events in time and the significant impact they had on society, beginning to use evidence to prove some discussion (with support).	my region and Campania, Italy? <u>Place Knowledge (Place)</u> Understand that places have meaning to people and make some suggestions or examples. Understand that people can choose to live and farm in different ways, depending on the land's physical geography. Understand the similarities and differences between my region and Campania, Italy, and give some examples. <u>Locational Knowledge (Space)</u> Identify the continents of the world. Use maps to identify some of the countries of Europe and their capital cities. Identify some key physical features and settlements in Campania.	<u>Place Knowledge (Place)</u> Understand that places can have meaning to people and make some suggestions or examples. Understand that people can choose to use land in different ways, depending on the land's physical geography. <u>Locational Knowledge (Space)</u> Identify the location of my settlement and region in England and the key human and physical features. Understand and describe human geography, including types of settlement and land use. <u>Locational Knowledge (Scale)</u> Understand how my	<u>Chronology</u> Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). <u>Evidence and Interpretation</u> Suggest more than one suitable source for historical enquiry. Begin to discuss the reliability of sources. <u>Cause and Consequence</u> Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. <u>Change and Continuity</u> Explain the concept of change over time, when the Romans arrived in Britain, and	<u>Locational Knowledge (Space)</u> Identify climate zones worldwide and their relation to the equator and poles. <u>Physical and Human Geography (Physical and Human Processes)</u> Understand the differences between weather and climate and give examples. Explain how the equator, poles, circles, and tropics affect climate. Give reasons for the climate and weather in the United Kingdom. Identify climate zones worldwide and their relation to the equator and poles. <u>Geographical Skills and Fieldwork</u> Plan a geographical enquiry using fieldwork and observational skills. Collect weather data using a range of equipment.
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	Identify my region, England, and the key human and physical features. Identify the position and significance of latitude, longitude, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and the Prime/Greenwich Meridian. <u>Locational Knowledge (Scale)</u> Understand how my region is an area within England with different-sized settlements. Understand that Campania is a region within Italy with settlements of different sizes. Understand that England and Italy are countries within the continent of Europe. <u>Physical and Human Geography (Physical and Human Processes)</u>	region is an area within England with different-sized settlements. Understand that my local settlement is within a region of England, which is a country within the continent of Europe. <u>Physical and Human Geography (Physical and Human Processes)</u> Understand and describe human geography. Understand human processes in my local settlement, including land use, types of settlements, and economic activity. <u>Geographical Skills and Fieldwork</u> Use atlases, maps, and globes to locate places and describe geographical features studied. Use digital maps (Digimap for Schools)	represent this with evidence. <u>Similarity and Difference</u> Describe the social, ethnic, cultural and religious diversity of the past.	Record weather data in a variety of ways. Present data using charts and graphs. Analyse data and explain what has been learned.
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	Understand that physical processes are the natural forces that change Earth's physical features. Understand how tectonic movement has shaped the Earth's surface. Understand how earthquakes and volcanoes happen and identify events in Campania, Italy. Understand human processes in my region and Campania, including settlements and economic activity. <u>Physical and Human Geography (Cultural Awareness and Diversity)</u> Understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites, and cultural centres. <u>Geographical Skills and Fieldwork</u>	to observe, record, and present the human and physical features in my local settlement using a sketch map. Use the eight points of a compass, four-figure grid references, symbols, and keys to build knowledge of my local settlement.		
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		Use atlases, maps, and globes to locate places and describe features.			
Art	Design & Technology	Art	Design & Technology	Art	Design & Technology
<u>Sculpture:</u> How can where you live impact you as an artist? <u>Clay Techniques</u> Create a pinch pot. Mould a 3D plant sculpture. <u>Elements of Art</u> Identify shapes in plants and understand the definition of shape. <u>Tools</u> Control a paintbrush for increased precision. <u>Other</u> Experiment with a range of ideas whilst sketching. Cut identified shapes into collages. <u>Disciplinary Knowledge</u>	Textiles: Cross-stitch and Applique Cushions Design and make a simple template from an existing cushion and apply individual design criteria. Follow design criteria to create a cushion. Select and cut fabrics with ease using fabric scissors. Thread needles with greater independence. Tie knots with greater independence. Sew cross stitch to join fabric. Decorate fabric using applique.	<u>Chromatic:</u> What is illustration? <u>Colour Theory</u> Revise primary colours and secondary colours. Blending colours. Revise complementary colours. <u>Tools</u> Revise parts of a brush. Controlling a paint brush for increased precision. Knowing how to use watercolour paints and understand how they're different to acrylic paint. <u>Techniques</u> Use a sketch to create guide lines for painting. Identifying shapes and lines whilst we recreate an image.	Structures: Constructing Castles Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes. Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes.	<u>Monochromatic:</u> How do artists draw faces? <u>Drawing skills</u> Revise how grip can impact our control of a pencil. Revise the parts of a pencil. Explore how marks can be used to create an impression of texture. Explore how lines and shapes can create artistic impressions of facial features. Learn to draw from observation. Learn how to use shapes to support drawing. Use value and texture whilst drawing. <u>Elements of Art</u> Know the definition of texture, line and shape.	Cooking & Nutrition: Eating Seasonally Explain that fruits and vegetables grow in different countries based on their climates. Understand that seasonal fruits and vegetables grow in a given season. Understand that eating seasonal fruit and vegetables positively affects the environment. Design a tart recipe using seasonal ingredients.

Understand what can influence artists (being inspired by where they live). Formally respond to a piece of art. Evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Learn about how location influenced various Mexican artists and craft makers. Learn about how their location influenced a diverse range of artists. <u>Vocabulary</u> blend, mould, pinch pot, pottery	Complete design ideas with stuffing and sewing the edges. Evaluate an end product and think of other ways in which to create similar items.	<u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Learning how art can impact society. Learning about the discipline of illustration. Evaluating our own work . Learning to talk about art. Learning that art can cause an emotional response. Knowing some of the reasons that people paint. <u>Theoretical Knowledge (Culture and Context)</u> Illustrators. Learning about the work of illustrators. Beginning to learn how technology can influence art. Understanding that making art can require courage and persistence. <u>Vocabulary</u> watercolour, illustrator, illustration, paint pan, blend, observational, observe, medium	Evaluate their work by answering simple questions.	<u>Theoretical Knowledge</u> Know that artists must practise specific skills to improve. Learn that different artists can represent facial features differently. <u>Disciplinary knowledge</u> Begin to explore how art can connect with emotions. Learn the differences between landscape, portrait and still life. Evaluate their work and learn how they can learn from others. <u>Vocabulary</u> Bridge, continuous, evaluate, iris, landscape, light source, line, observational drawing, portrait, process, pupil, shape, still life, tear duct, texture, value	
<u>Sculpture:</u> What can pottery tell us about the past? <u>Clay Techniques</u>	Mechanical Systems: Making a Slingshot Car	<u>Chromatic:</u> Why do artists keep sketchbooks? <u>Tools</u>	Digital World: Mindful Moments Timer State and/or describe the advantages and disadvantages of	<u>Monochromatic:</u> How do artists draw perspective? <u>Drawing skills</u>	Electrical Systems: Torches Identify electrical products and explain why they are useful.

Create a coiled pot using a pinch pot as a base. Experiment and design a unique lid design. Develop mastery of joining clay effectively to be visually pleasing. <u>Tools</u> Control a paintbrush for increased precision. <u>Disciplinary Knowledge</u> Know that art can reflect what life was like a long time ago. Formally respond to a piece of art and share what it teaches us about times in history. Evaluate each other's work, as well as our own. <u>Theoretical Knowledge (Culture and Context)</u> Know that art can reflect societal and/or religious beliefs. <u>Vocabulary</u> coiling, coil pot, hand-building	Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.	Revise how to use watercolour paints. <u>Techniques</u> Use a sketch to create guide lines for painting. Incorporate photos into a watercolour painting to create a photocollage. Exploring line work through sketching. Use a sketchbook to develop skills. To consider the steps to compose a collage. Creating a collage using scissors. <u>Disciplinary Knowledge (how art is studied, discussed and judged)</u> Learning about the process of being an artist, and how sketchbooks are used for different purposes. Evaluating our own art process. Learn about mixed media artworks. <u>Theoretical Knowledge (Culture and Context)</u> Understanding how architects can respond to current issues, such as sustainability	existing products (timers). To understand how virtual micro:bit features could be used as part of a design idea. Use research to inform design criteria. Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes. Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own. State key functions in the program editor (e.g. loops). Evaluate the immediate appeal of the virtual micro:bit timer and how it might function. Express which stages of the project they enjoyed or found more challenging.	Revise how to control a pencil to create lines and values. Learn how to draw a basic shape with the appearance of form. Know the definition of perspective and understand that artists can use lines and values to create perspective. Learn to use one-point perspective with a vanishing point and horizon line and understand how artists create atmospheric perspective. Learn how to shade using hatching and cross-hatching and stippling. <u>Elements of Art</u> Know the definitions of line, shape, form, and value and use value and line to create form. <u>Theoretical Knowledge</u> Know that art can involve experimentation. Understand that artists only sometimes know how to capture perspective (challenge activity) <u>Disciplinary Knowledge</u> Consider what makes an artist successful.	Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.
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		. Understanding that the context of the painting or artist can influence how we understand it. To know the difference between drafting and sketching. Learn how technology can influence art. <u>Vocabulary</u> architect, architecture, drafting, photocollage, collagist, mixed media, context, medium, sketchbook, annotating, urban, process, form, texture	Explain the need for a company to stand out against competition and /or state the importance of logos in business. Recall and describe the name and use of key tools used in Sketchpad (CAD) software. Fulfil the design requirements of the logo. Evaluate the product using feedback from the user.	Consider what it means to be inspired by artists' work. Evaluate their own art process. <u>Vocabulary</u> atmospheric perspective, colour perspective, cross-hatching, drawing, evaluate, experiment, form, gradient, hatching, horizon, inspiration, linear, one-point perspective, perspective, shape, stippling, value, vanishing point	
Music	Music	Music	Music	Music	Music
Pupils will be taught the following objectives throughout the year: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					

Let Your Spirit Fly RnB and other styles	Glockenspiel Stage 1 Exploring & developing playing skills	Three Little Birds Reggae and animals	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Bringing Us Together Disco, friendship, hope and unity	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
Mamma Mia ABBA's music	Glockenspiel Stage 2 Exploring and developing playing skills using the glockenspiel	Stop! Writing lyrics linked to a theme	Lean On Me Theme Soul/Gospel music and helping one another	Blackbird The Beatles, equality and civil rights	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
PE	PE	PE	PE	PE	PE
Sportsman / Wellbeing Reasons how to manage getting annoyed or frustrated in sports. Synthesis how to follow rules and play fairly. Reach informed conclusions about how to show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands).					
Health / Fitness Explain which muscle groups are used in different sports or activities (e.g. gymnastics). Summarise why warming up is important. Explain why keeping fit is good for health.					

Demonstrate an understanding of what effect exercise has on my body.					
Demonstrate the ability to work for longer periods of time.					
Fundamentals Y3/4	Tag Rugby	Dance	Ball Skills Y3/4	Fitness	Cricket
Physical: balance, run, dodge, hop, jump, skip.	Physical: throw, catch, run, change direction, change speed.	Physical: actions, dynamics, space, relationships.	Physical: track, throw, catch, dribble, kick.	Physical: balance, run, dodge, hop, jump, skip.	Physical: underarm and overarm throwing, underarm bowling, batting, catching.
Social: respect, communication, co-operation, safety.	Social: support others, inclusion, communication, collaboration, respect.	Social: share ideas, respect, collaboration, inclusion, leadership, work safely.	Social: respect, co-operation, communication.	Social: respect, communication, co-operation, safety.	Social: communication, support, collaboration, respect.
Emotional: determination, perseverance, honesty, independence.	Emotional: determination, honesty, independence, perseverance.	Emotional: confidence, acceptance, sensitivity, perseverance.	Emotional: perseverance, motivation, self-regulation, concentration, independence.	Emotional: determination, perseverance, honesty, independence.	Emotional: honesty, perseverance, determination.
Thinking: comprehension, select and apply, tactics, exploration.	Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development.	Thinking: select and apply actions, creativity, observe and provide feedback.	Thinking: comprehension, select and apply, feedback, make decisions.	Thinking: comprehension, select and apply, tactics, exploration.	Thinking: select and apply skills and tactics, make decisions.
Swimming	Swimming	Swimming	Swimming	Netball	Athletics
Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Physical: throw, catch, change direction, change speed, shoot.	Physical: sprint, jump for distance, push throw, pull throw
Social: communication, support and encourage others, keep myself and others safe, collaboration.	Social: communication, support and encourage others, keep myself and others safe, collaboration.	Social: communication, support and encourage others, keep myself and others safe, collaboration.	Social: communication, support and encourage others, keep myself and others safe, collaboration.	Social: communication, collaboration, support others.	Social: collaborate, work safely
				Emotional: honesty and fair play, perseverance, confidence.	Emotional: determination, perseverance
				Thinking: comprehension, decision making,	Thinking: observe and provide feedback, comprehension, explore technique.

Emotional: confidence, honesty, determination, independence, perseverance.	others, keep myself and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	Emotional: confidence, honesty, determination, independence, perseverance.	and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	recognition, identify, observe and provide feedback, select and apply.	
Fundamentals Y3/4 Physical: balance, run, dodge, hop, jump, skip. Social: respect, collaboration, support and encourage others. Emotional: determination, perseverance, honesty. Thinking: select and apply, observation, provide feedback, comprehension. Swimming Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position. Social: communication, support and encourage	Tag Rugby Physical: throw, catch, run, change direction, change speed. Social: support others, inclusion, communication, collaboration, respect. Emotional: determination, honesty, independence, perseverance. Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development. Swimming Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface	Dance Physical: actions, dynamics, space, relationships. Social: co-operation, communication, inclusion, collaboration. Emotional: confidence, empathy, determination. Thinking: observe and provide feedback, select and apply skills, creativity, comprehension. Swimming Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Ball Skills Y3/4 Physical: track, throw, catch, dribble, kick. Social: communication, work safety, collaboration. Emotional: perseverance, personal challenge, calmness, fairness. Thinking: provide feedback, tactics, comprehension, reflection, make decisions. Swimming Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, thread water, handstands, surface dives, H.E.L.P and huddle position.	Fitness Physical: agility, balance, co-ordination, speed, stamina, strength. Social: support others, work safety, communication. Emotional: perseverance, determination, honesty. Thinking: identify areas of strength and areas for development. Netball Physical: throw, catch, change direction, change speed, shoot. Social: communication, collaboration, support others.	Cricket Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier. Social: collaborative and communication, respect. Emotional: perseverance, honesty, determination. Thinking: observing and providing feedback, applying strategies. Athletics Physical: pace, sprint, jump for distance, throw for distance. Social: collaboration, leadership.

others, keep myself and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	dives, H.E.L.P and huddle position. Social: communication, support and encourage others, keep myself and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	Social: communication, support and encourage others, keep myself and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	Social: communication, support and encourage others, keep myself and others safe, collaboration. Emotional: confidence, honesty, determination, independence, perseverance.	Emotional: honesty and fair play, persevere, confidence. Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply.	Emotional: perseverance, determination, honesty. Thinking: reflection, observing and providing feedback, exploring ideas, comprehension.
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Module: Keeping/Staying Safe Topic: Leaning out Windows Recognise a range of warning signs. Spot the dangers we may find at home. Know the importance of listening to our trusted adults. Understand ways we can keep ourselves and others safe at home. Know the difference between safe and risky choices. Module: Keeping/Staying Safe Topic: Summative Assessment <i>Children to revisit baseline module quiz, and</i>	Module: Keeping/Staying Healthy Topic: Medicine Know, understand and be able to practice simple safety rules about medicines. Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the difference between healthy and unhealthy choices. Module: Keeping/Staying Healthy Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to</i>	Module: Relationships Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i> Module: Being Responsible Topic: Stealing To understand the differences between borrowing and stealing. To be able to describe how you might feeling if something of yours is borrowed and not returned. To know why it is wrong to steal.	Module: Feelings and Emotions Topic: Grief To be able to recognise and name emotions and their physical effects. To know the difference between pleasant and unpleasant emotions. To learn a range of skills for coping with unpleasant / uncomfortable emotions. To understand that feelings can be communicated with and without words. Module: Feeling and Emotions Topic: Summative Assessment <i>Children to revisit baseline module quiz, and</i>	Module: Computer Safety Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i> Module: Our World Topic: Looking After Our World To be able to explain the meaning of reduce, reuse, and recycle. To recognise how we can help look after our planet. To be able to identify how to reduce the amount of water and electricity we use.	Module: Fire Safety Topic: Enya and DeeDee Visit the Fire Station Understand the role of firefighters Recognise fire safety rules Make and follow one safe decision Keep self and others safe Ask for help when needed Module: Fire Safety Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to summarise their learning of this module.</i>

<i>additional activities, to summarise their learning of this module</i>	<i>summarise their learning of this module.</i> Module: Relationships Topic: Touch Understand the difference between appropriate and inappropriate touch. Know why it is important to care about other people's feelings. Understand personal boundaries. Know who and how to ask for help. Name human body parts.	To be able to understand the differences between being responsible and irresponsible. Module: Being Responsible Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to summarise their learning of this module</i>	<i>additional activities, to summarise their learning of this module.</i> Module: Computer Safety Topic: Making friends online To be able to identify possible dangers and consequences of talking to strangers online. To know how to keep safe in online chatrooms. To be able to name the positives and negatives of using technology. To understand the difference between safe and risky choices online.	To understand how we can reduce our carbon footprint. Module: Our World Topic: Summative Assessment <i>Children to revisit baseline module quiz, and additional activities, to summarise their learning of this module</i>	
Module: Keeping/Staying Safe Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of keeping/staying safe.</i> Module: Keeping/Staying Safe Topic: Cycle Safety To identify strategies, we can use to keep ourselves and others safe.	Module: Keeping/Staying Safe Topic: Healthy Living To explain what is meant by a balanced diet and plan a balanced meal. To recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. To understand nutritional information on packaged food and explain what it means. To describe different ways to maintain a healthy lifestyle. Module: Growing and Changing	Module: Being Responsible Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of being responsible.</i> Module: Being Responsible Topic: Coming Home On Time To recognise the importance of behaving in a responsible manner in a range of situations.	Module: Feelings and Emotions Topic: Jealousy To recognise our thoughts, feelings, and emotions and identify the differences between those that feel good and those that feel not so good. To describe how we can support others who feel lonely, jealous, or upset. To recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people.	Module: The Working World Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of the working world.</i> Module: The Working World Topic: Chores at Home To identify ways in which we can help those who look after us.	Module: A World Without Judgement Topic: Breaking Down Barriers To recognise positive attributes in others. To explain why being different is okay. To recognise you own strengths and goals and understand that these may be different from those around you. To identify some of the ways we can overcome barriers and promote equality. Module: First Aid Topic: Baseline Assessment

To recognise the impact and possible consequences of an accident or incident. To identify what is a risky choice. To create a set of rules for and identify ways of keeping safe. Module: Keeping/Staying Healthy Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of keeping/staying healthy.</i>	Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of growing & changing.</i> Module: Growing and Changing Topic: Appropriate Touch To identify the different types of relationships we can have and describe how these can change as we grow. To explain how our families support us and how we can support our families. To identify how relationships can be healthy and unhealthy. To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.	To describe a range of situations where being on time is important. To explain the importance of having rules in the home. To describe ways that behaviour can be seen to be sensible and responsible. Module: Feelings and Emotions Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of feelings & emotions.</i>	To demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as loneliness and jealousy. Module: Computer Safety Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of computer safety.</i> Module: Computer Safety Topic: Online Bullying To recognise the key values that are important in positive online relationships. To identify the feelings and emotions that may arise from online bullying. To develop coping strategies to use if we or someone we know is being bullied online. To identify how and who to ask for help.	To explain the positive impact of our actions. To describe the ways in which we can contribute to our home, school, and community. To identify the skills we may need in our future job roles. Module: A World Without Judgement Topic: Baseline Assessment <i>Children complete a module quiz, and additional activities to help identify their current knowledge of a world without judgement.</i>	<i>Children complete a module quiz, and additional activities to help identify their current knowledge of first aid.</i> Module: First Aid Topic: First Aid Year 4 To identify and name situations that may require first aid. To list reasons why someone may struggle to breathe. To identify the signs of an asthma attack or choking. To identify the signs of an allergic reaction and anaphylactic shock. To understand the correct steps for seeking immediate emergency help. To provide first aid treatment to someone who is struggling to breathe.
MFL (French)	MFL (French)	MFL (French)	MFL (French)	MFL (French)	MFL (French)
Pupils will be taught the following objectives throughout the year: 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 intonations 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.

I am Learning French	Animals/ Instruments	Fruits/Vegetables	Ice-Cream	I am able	I know how
Listening: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.					
Speaking: Communicate with others using simple words and short phrases covered in the units					
Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.					
Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'					
Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'					
Presenting Myself	My Family	My Home	In the Classroom	At the Restaurant	At the Tea Room

Listening: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
Speaking: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.
Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.
Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.
Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'