



Foxbridge Primary School

Key stage 1 and 2 curriculum overview

This is an overview and will be developed and adapted to meet the needs of our children

Year one

	Term 1	Term 2	Term 3
English	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Funnybones – learning about characters, settings, events, (linked to science) • traditional tales – writing character descriptions, sequencing events, retelling a story • Toystory – writing character/setting descriptions, planning & writing own story (linked to history) <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Autumn poems – using adjectives to describe (linked to science & geography) <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Writing labels & captions for animals (linked to science) & toys (linked to history) • reading information texts & writing fact pages on animals (linked to science) • reading information texts & writing fact pages on old & new toys (linked to history) 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • fairy stories – writing character/setting descriptions, plan & write own stories • dinosaurs – writing a character description, planning & writing own stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Spring poems – using adjectives to describe (linked to science & geography) <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • writing labels & captions for materials (linked to science) • reading information texts on materials (linked to science) • reading & writing instructions • reading information texts & writing fact pages on dinosaurs • reading information texts & writing fact pages on Florence Nightingale (linked to history) 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • writing character/setting descriptions, planning & writing own stories • pirates – writing character/setting descriptions, planning & writing own stories <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Summer poems – using adjectives to describe (linked to science & geography) <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • writing labels & captions for plants (linked to science) • reading information texts & writing fact pages on Neil Armstrong (linked to history)
	<p><u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • adding the suffixes - s or es, e.g. dogs, brushes • adding the suffixs - ing, ed, er, est, e.g. jumping, jumped, greater, greatest • adding the prefix – un, e.g. undo • use of capital letters, full stops, question marks & exclamation marks 		

Maths	<ul style="list-style-type: none"> • count forwards & backwards to at least 20 • read & write numbers to at least 20 • identify one more & one less • read, write & interpret mathematical statements involving +, - & = to at least 10 • number bonds (+/- facts) to at least 10 • solve problems involving + & – • group & share small quantities • recognise half of shape or quantity • compare lengths, heights, time • recognise & know the value of coins • use language relating to time • tell the time to the hour • recognise & name common 2D shapes 	<ul style="list-style-type: none"> • count forwards & backwards to at least 50 • read & write numbers to at least 50 • count in multiples of 2, 5 & 10 • read & write numbers from 1-20 in numerals & words • number bonds (+/- facts) to 20 • read, write & interpret mathematical statements involving +, - & = to at least 20 • add & subtract one & two digit numbers, e.g. 18-9= • measure & record lengths & heights • recognise a quarter of shape or quantity • sequence events in chronological order • solve problems for mass or weight • measure & begin to record mass/weight • tell the time to half past • recognise & name common 3D shapes • describe position, direction & movement including half turns 	<ul style="list-style-type: none"> • count forwards & backwards to 100 • read & write numbers to 100 • add & subtract one & two digit numbers to at least 20 • solve problems in practical contexts • understand pictorial representations involving x & ÷ including arrays • solve one step problems involving x and ÷ • connect halves & quarters to equal sharing & grouping of objects • solve problems for capacity/volume • measure & begin to record capacity & volume • measure & begin to record time • recognise 2D & 3D shapes in different orientations • describe position, direction & movement including $\frac{3}{4}$ turns
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Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • identify & label the basic parts of the human body • identify the 5 senses & say which part of the body is associated with each • identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals • describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals including pets) • identify & name a variety of common animals that are carnivores, herbivores & omnivores 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • distinguish between an object & the material from which it is made • identify & name a variety of everyday materials, including wood, plastic, glass, metal, water & rock • describe the simple physical properties of a variety of everyday materials • compare & group together a variety of everyday materials on the basis of their simple physical properties 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • label the basic structure of a plant & tree • identify & name a variety of common plants • observe different plants growing in the local environment • identify deciduous & evergreen trees • identify a variety of seeds & bulbs • plant seeds & bulbs & observe changes over time
	<p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe & describe weather associated with the seasons & how day length varies 		

History	<p>To learn about changes within living memory.</p> <p style="text-align: center;"><u>Toys</u></p> <ul style="list-style-type: none"> • compare old & new toys & identify similarities & differences • complete a timeline of old & new toys • identify changes that have occurred over time • explain how toys have changed today 	<p>To learn about the lives of significant individuals in the past who have contributed to national & international achievements.</p> <p style="text-align: center;"><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> • research facts & recall important information about Florence Nightingale • complete a timeline of Florence Nightingale's life • compare hospitals in the past & today • identify changes that have occurred over time because of Florence Nightingale 	<p>To learn about significant historical events.</p> <p style="text-align: center;"><u>Explorers: Neil Armstrong</u></p> <ul style="list-style-type: none"> • research facts & recall important information about Neil Armstrong • complete a timeline of Neil Armstrong's life • research facts & recall important information about the moon landing
Geography	<p>To understand geographical similarities & differences through studying the human & physical geography of a small area of the U.K.</p> <p style="text-align: center;"><u>School grounds</u></p> <ul style="list-style-type: none"> • identify Leicester and Castle Donington • explore the school grounds & identify different areas • create a simple map of the school with a key • identify human & physical features of the area • use aerial photographs to recognise landmarks & basic human & physical features 	<p>To understand geographical similarities & differences through studying the human & physical geography of a small area of the U.K.</p> <p style="text-align: center;"><u>Barnaby Bear visits Poole</u></p> <ul style="list-style-type: none"> • identify Poole on a map & compare to location of Donington • identify significant features of Poole • identify similarities & differences between Donington & Poole • identify human & physical features of a seaside location • use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather & key human features: city, town, village, factory, 	<p>To name, locate & identify characteristics of the 4 countries of the U.K & its surrounding seas.</p> <p style="text-align: center;"><u>The U.K</u></p> <ul style="list-style-type: none"> • name & locate the 4 countries of the U.K • identify the capital cities • identify characteristics of the 4 countries • identify & name the surrounding seas • identify seasonal & daily weather patterns in the U.K

		farm, house, office, port, harbour & shop	
D.T.	<p><u>Cooking</u></p> <ul style="list-style-type: none"> learn about food hygiene generate ideas to design a healthy snack select from ingredients select from & use tools & equipment safely evaluate own product against design criteria 	<p><u>Mechanisms – levers and sliders (moving picture)</u></p> <ul style="list-style-type: none"> explore & evaluate a range of existing products make own lever & sliding mechanisms generate ideas & design own moving picture select from & use a range of tools & equipment evaluate own product against design criteria 	<p><u>Structures - (playgrounds)</u></p> <ul style="list-style-type: none"> explore existing structures generate ideas & design own structure select from & use a range of tools & equipment build structures, exploring how they can be made stronger, stiffer & more stable evaluate own product against design criteria
Art	<p><u>Painting</u></p> <ul style="list-style-type: none"> look at the work of Mondrian & Paul Klee & other artists discuss preferences & dislikes practise paintbrush control - create lines & shapes identify the primary colours and use colour mixing to create secondary colours use black & white paint to create different tones use skills to create own painting <p>Artist – Mondrian & Paul Klee</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> explore work of Nick Mackman & other artists discuss preferences & dislikes practise cutting & joining skills using playdough design & create own sculpture self & peer assess work <p>Artist – Nick Mackman</p>	<p><u>Collage</u></p> <ul style="list-style-type: none"> explore work of Henri Matisse & other artists discuss preferences & dislikes practise cutting & sticking skills using different materials design & create own collage self & peer assess work <p>Artist – Henri Matisse</p>
Computing	<p>Use technology purposefully to create, organise & manipulate digital content.</p> <ul style="list-style-type: none"> use tools such as colour fill & brushes use Word to develop keyboard skills including the use of the space bar, enter & shift key 	<p>Understand what algorithms are.</p> <p>Create & debug simple programs.</p> <ul style="list-style-type: none"> write a set of commands for a programmable toy, e.g. Beebot, Mole Maze <p>Use logical reasoning to predict the</p>	<p>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.</p> <ul style="list-style-type: none"> insert pictures organise text change font, size & colour of text save work

	Recognise common uses of information Technology beyond school. Use technology safely & respectfully. e-safety	behaviour of simple programs programmable toys e.g. Beebot, Mole Maze	
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<p>R.E</p>	<p><u>Study of Christianity and beliefs</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>What are my own beliefs? Which is my special place? Who do I look up to?</p> <p>Which symbols are special to me? How should I treat others?</p> <p>What questions do I have? How are they related to what I am studying?</p> <p>Key concepts covered in this topic are:</p> <p>Which symbols are important to Christians?</p> <p>What do stories from the Bible tell us about the Christian God?</p> <p>Why is Jesus important to Christians? How should Christians treat others?</p> <p>What messages did Jesus teach his followers (linked to miracles)?</p>	<p><u>What makes some places sacred?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>Which place is special or sacred to me? Which objects are special to me?</p> <p>What are my own experiences of visiting a sacred place?</p> <p>Key concepts covered are:</p> <p>What are the names of some sacred places?</p> <p>How do Christians worship in a church?</p> <p>Which religious objects are important to Christians and why?</p> <p>How do Muslims worship in a Mosque?</p> <p>Which religious objects are important to Muslims and why?</p> <p>How do Hindus worship in a Mandir?</p>	<p><u>What does it mean to belong to a faith community?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>Which groups do I belong to?</p> <p>Why are these groups important to me? Have you been to a birth ceremony?</p> <p>Have you been to a wedding? How can we all work together?</p> <p>Key concepts are:</p> <p>What religious groups can people belong to?</p> <p>Which symbols do religious groups use to show their belonging and what do the symbols mean?</p> <p>What happens during birth ceremonies and what are the meanings of these actions?</p>
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RSE	<p>Personal safety: Road safety</p> <p>Communication & Co-operation – knowing what is right and wrong. Class rules</p> <p>Kind & Unkind behaviour – what makes a good friend?</p> <p>Valuing difference and diversity</p>	<p>Internet Safety – whole school linked to Internet Safety Day</p>	<p>Re-cap road safety</p> <p>Sun safety - suncream</p> <p>Who can help me keep safe? Who can I ask for help? What to do if I'm in trouble.</p>

PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> perform simple movements <p><u>Gymnastics</u></p> <p>Flight, bouncing, jumping & landing.</p> <ul style="list-style-type: none"> bounce, hop, spring & jump using a variety of take offs & landings observe, recognise & copy different body shapes link together 2 or more actions with control & be able to repeat them <p>Points & patches.</p> <ul style="list-style-type: none"> travel confidently on different body parts, 	<p><u>Dance</u></p> <ul style="list-style-type: none"> perform dances using simple movement patterns <p><u>Gymnastics</u></p> <p>Rocking & rolling movements.</p> <ul style="list-style-type: none"> spin, rock, turn & roll with control on various body parts plan & link a series of movements together work safely with an awareness of others <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> problem solving activities in small 	<p><u>Dance</u></p> <ul style="list-style-type: none"> perform dances using simple movement patterns, using different stimulus. <p><u>Gymnastics</u></p> <p>Wide, narrow & curled shapes/movements.</p> <ul style="list-style-type: none"> travel, balance & jump confidently showing a variety of body shapes observe, copy & describe what others are doing select & link together 3 different movements
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	including hands <input type="checkbox"/> hold still balances on large or small body parts <input type="checkbox"/> link 2 balances together <u>Games</u> Spatial awareness, ball control. <input type="checkbox"/> master basic movements including throwing & catching <input type="checkbox"/> participate in team games, developing simple tactics for attacking & defending	teams & pairs <u>Games</u> Sending & receiving skills. <ul style="list-style-type: none"> • master basic movements including throwing & catching • participate in team games, developing simple tactics for attacking & defending 	<u>Games</u> Sending & receiving a ball, dribbling & kicking. <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking & defending <u>Athletics</u> Running, jumping & throwing techniques. <ul style="list-style-type: none"> • master basic movements including running & jumping
Music	<ul style="list-style-type: none"> • use voices expressively & creatively by singing songs & speaking chants & rhymes • play tuned & untuned instruments musically • listen with concentration & understanding to a range of high-quality live & recorded music • experiment with, create, select & combine sounds 		
Trips	<ul style="list-style-type: none"> • Farm trip • Christmas Pantomime 	<ul style="list-style-type: none"> • St Edward's Church, Castle Donington 	<ul style="list-style-type: none"> • Beaumanor hall – pirate day

Year 2

	Term 1	Term 2	Term 3
English - Writing	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Juniper Jupiter by Lizzy Stewart -Write character descriptions using expanded noun phrases. -Write and punctuate question sentences. • The Secret Life of Pets -Write descriptions of characters and settings using expanded noun phrases. -Plan and write a narrative story. -Introduce editing previously written work. • Where the poppies now grow by Hilary Robinson -Produce an information text about a significant individual who fought in the World War - Describe a war scene from the book using adventurous vocabulary -Read and write poems linked to Remembrance Day • Traditional and twisted tales (Continued in Term 2) -Look at the characteristics of good and bad characters in familiar tales 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • George's marvellous medicine by Roald Dahl (Book Study) -Identify and explain the sequence of events -Write a character description of Grandma using expanded noun phrases -Write a set of instructions for a new marvellous medicine using imperative verbs and time conjunctions -Write a letter of apology from George. -Plan and write their own story • The Tear Thief by Carol Ann Duffy <ul style="list-style-type: none"> - Explore the characters and events - Describe a character - Write a story based on their own 'thief' <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Information text/Explanation about the Great Fire of London 	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Gangsta Granny by David Walliams (Book Study) - Write a character description of Gangsta Granny using expanded noun phrases and similes -Plan and write a set of instructions for a cabbage recipe -Design a new scooter for Granny and describe the different features using conjunctions -Produce a wanted poster for Gangsta Granny - Plan and write a story about their own Crown Jewel Heist -Make links between the grandmas in George's Marvellous Medicine and Gangsta Granny <p><u>Non-fiction</u></p> <p>Information texts/Explanations -</p> <ul style="list-style-type: none"> • Living things & their habitats/plants (linked to science) • Small area in a contrasting non-European country (linked to geography) • Mini beast information booklet.

	<ul style="list-style-type: none"> -Explore similarities and differences between traditional tales and alternative tales -Describe characters and settings using expanded noun phrases. -Create a wanted poster for a bad character -Plan and write an alternative tale 	<p>(linked to history: Events beyond living memory)</p> <ul style="list-style-type: none"> • Write a letter to a child for Sport Relief 	<ul style="list-style-type: none"> • Produce a persuasive leaflet about the Botanic Gardens
English - Reading	<p><u>Secret Life of Pets</u> Learning to use inference skills to find additional information. Retrieving information from a fact file about pets.</p> <p><u>Where the Poppies Now Grow (Poetry)</u> Rhyming word level – same phonemes, different graphemes Define unfamiliar vocabulary Infer emotions and thoughts from pictures</p> <p><u>Twisted Traditional Tales</u> Developing fluency and expression Retelling a familiar story Summarising a story Comparing versions of the same story</p> <p><u>Phonics</u> Revise and recap phase 5 – Reading post cards and identifying specific graphemes.</p> <p><u>Homework</u> to encourage children to read</p>	<p><u>George's Marvellous Medicine</u> Predictions Retrieval of vocabulary Retrieve information about characters and events Infer how characters' feel Read and recite rhyming poetry Sequence a series of events Whole class reading – use of punctuation Synonyms</p> <p><u>The Tear Thief</u> Infer character's feeling Compare the book to the film 'Baboon on the Moon'</p> <p><u>Instructions for a smoothie</u> Reading and following instructions</p> <p><u>The Story of the Great Fire of London</u> Retrieval of vocabulary</p>	<p><u>Gangsta Granny</u> Predictions and inferences from front cover and book trailer Retrieve information about main characters and events Infer how characters are feeling Make links to and compare with George's Marvellous Medicine</p> <p>Non-fiction reading linked to other topics e.g. Jamaica, cooking</p> <p>Reading Eggs Weekly comprehension</p>

	books by the same author. Reading Eggs introduction Reading workshop for parents Author research (linked to ICT)	Retrieve information about characters and events Infer how characters' feel Sequence a series of events SATS workshop Reading Eggs Weekly comprehension activities in short extracts Reading Newsletter	
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Count forwards & backwards to at least 100 Read & write numbers to at least 100 in numerals and words. Identify ten more and ten less. Partition 2-digit numbers into 10s and 1s <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Read, write & interpret mathematical statements involving +, -, =, <, > to at least 100 Add and subtract 10s and 1s Number bonds (+/- facts) to at least 20 Solve problems involving + & - Recognise inverse operations 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Partition numbers in a variety of combinations Compare mathematical symbols using < and > <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract 2-digit numbers using written methods Solve one and two step word problems Use inverse operations to solve missing number problems <p><u>Multiplication and Division</u></p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Partition numbers in a variety of combinations Compare mathematical symbols using < and > <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract 2-digit numbers using written methods Apply known number bonds to harder problems Use different coins to make the same amount <p><u>Multiplication and Division</u></p>

	<ul style="list-style-type: none"> Recognising and selecting coins to create sums of money <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Count in steps of 2, 5 and 10 from 0 Recognise multiplication as repeated addition and represent them in arrays Complete division problems by grouping and sharing <p><u>Measurement</u></p> <ul style="list-style-type: none"> Measure and record lengths and heights using cm and mm Tell the time on an analogue clock in 15-minute intervals <p><u>Geometry</u></p> <ul style="list-style-type: none"> Revise the names of common 2D and 3D shapes. 	<ul style="list-style-type: none"> Use mental strategies to solve multiplication and division calculations Recall multiplication and division facts for the 2, 5- and 10-times tables. <p><u>Fractions</u></p> <ul style="list-style-type: none"> Finding fractions of shapes ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$) Identify fractions of grouped objects Finding fractions of numbers by sharing Solve problems involving fractions <p><u>Measurement</u></p> <ul style="list-style-type: none"> Record data in tally charts, pictograms, and block graphs Measure and record capacity, volume and weight Revise time on an analogue clock in 15-minute intervals <p><u>Geometry</u></p> <ul style="list-style-type: none"> Recognise and name 2D shapes and their properties Recognise and name 3D shapes and their properties 	<ul style="list-style-type: none"> Applying known patterns in the 2, 5 and 10 times table to solve problems <p><u>Fractions</u></p> <ul style="list-style-type: none"> Finding fractions of numbers by sharing, including non-unit fractions. Solve problems involving fractions <p><u>Measurement</u></p> <ul style="list-style-type: none"> Tell the time on an analogue clock in 5-minute intervals Read scaled in divisions of ones, twos, fives and tens <p><u>Geometry</u></p> <ul style="list-style-type: none"> Describe similarities and differences of 2D/3D shapes Use mathematical vocabulary to describe position, direction and movement
Science	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Explore & compare the differences between things that are living, dead & things that have never been alive

	<ul style="list-style-type: none"> Find out about & describe the basic needs of animals, including humans, for survival (water, food & air) Describe the importance of exercise, eating the right amounts of different types of food & hygiene for humans. 	<p>glass, brick, rock, paper & cardboard for particular uses</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching 	<ul style="list-style-type: none"> Identify & name a variety of plants & animals in their habitats including micro-habitats <p><u>Plants</u></p> <ul style="list-style-type: none"> Observe & describe how seeds & bulbs grow into mature plants Find out & describe how plants need water, light & a suitable temperature to grow & stay healthy.
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History	<p><u>Remembrance Day</u></p> <ul style="list-style-type: none"> Remembrance Day and its relevance to Castle Donington. Discover the local area Donington and how it has changed over time. 	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> To look at the timeline of events. Explore different historical artefacts and use these to learn about the great fire. Read about Samuel Pepys and his diary record. <p><u>Roald Dahl</u></p> <ul style="list-style-type: none"> Research Roald Dahl and his contributions to children's literature and modern medicine. 	
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Geography	<u>Local Geography</u> <ul style="list-style-type: none"> Identify human and physical features that make up our town. Introduce the key vocabulary to describe human features. Devise simple maps and construct symbols in a key. To follow a map of the local area and use it for field work. 	<u>Hot and Cold Regions</u> <ul style="list-style-type: none"> Introduce atlases and how to use them. Locate the world's seven continents and five oceans. Construct their own map of the world and plot the location of hot and cold areas in relation to the equator. Compare weather patterns in hot and cold areas. Learn about polar explorer, Ann Bancroft 	<u>Jamaica (link to Leicester FC player)</u> <ul style="list-style-type: none"> Find the country and area in an atlas. Compare the human and physical features of Donington to a contrasting area. To learn how the physical features and weather influence the life and culture of the people: cooking, artwork, music and dance.
D.T.		<u>Textiles – Bag Making</u> <ul style="list-style-type: none"> Explore different types of bags and how they are used Design their own bag linked to a story. Using a range of materials, create their own bag Select from & use tools & equipment safely Evaluate own product against design criteria 	<u>Mechanisms – Mobility Scooter</u> <ul style="list-style-type: none"> Look at existing vehicles Design a functional and appealing mobility scooter for Gangsta Granny using a wide range of materials. Explore and use mechanisms such as wheels and axels. Evaluate their own model and those of others.
Food technology	<u>Christmas Dinner</u> <ul style="list-style-type: none"> To understand where food comes from To understand the principles of nutrition and a balanced diet 	<u>Fruit Smoothies</u> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes 	<u>Make a Traditional Jamaican Dish</u> <ul style="list-style-type: none"> Sort and classify an increasing range of food according to specific food groups e.g. Carbohydrates, fats, etc...

		<ul style="list-style-type: none"> Learn how to use techniques such as cutting, peeling and grating 	<ul style="list-style-type: none"> How to name and sort foods into the five food groups in the 'Eatwell plate'
Art	<u>Drawing/Painting</u> <ul style="list-style-type: none"> Painting portraits of a friend using colour mixing. Diwali artwork. Poppy tissue paper collage. Remembrance Day artwork inspired by Monet. 	<u>Drawing/Painting</u> <ul style="list-style-type: none"> Look at the work of Quentin Blake, use of watercolour artwork to create fictional characters. 	<u>Jamaican Art – Albert Artwell</u> <ul style="list-style-type: none"> Look at the work of Albert Artwell. Explore his use of colour and shape. Create their own artwork in his style, but of a typical school day. Use of oil pastels. <p><u>Vincent van Gogh</u> (links to plants in Science)</p> <ul style="list-style-type: none"> Painting in the style of Vincent van Gogh – contrasting colours and texture.
Computing	<u>Internet Browsing and Word Processing</u> <ul style="list-style-type: none"> Use search engines to research how to best look after different pets, their needs, etc. Develop keyboard skills to record information. To navigate web browsers to access phonics and maths resources. 	<u>Programming - Beebots</u> <ul style="list-style-type: none"> Physically follow & give each other forward, backward & turn (right-angle) instructions Articulate an algorithm to achieve a purpose Plan & enter a sequence of instructions to achieve an algorithm, with a robot specifying distance & turn & drawing a trail 	<u>Handling data – Busy Things</u> <ul style="list-style-type: none"> Recognise that technology can help collect information & that data can be represented in different ways Collect information about themselves, generate graphs & charts & answer simple questions Save & retrieve data & look at how it is presented digitally in different ways including seeing data represented on a screen from a data logger

R.E	<p><u>Islam and Muslim Beliefs</u> Throughout the Autumn term, Year 2 will learn about the Muslim faith and Islamic beliefs including the Quran.</p>	<p><u>Sacred Books</u> In the Spring term, Year 2 will discuss their favourite book and give reasons why. Begin to explore sacred books and how they can influence how people live.</p>	<p><u>Caring for others and the world</u> This term the children will be asked to consider important questions: What makes you unique? Why is everyone valuable? How can you care for others? Why is this important? How should you care for the World? Why is this important? What do you believe about how the World began?</p>
PE	<p><u>Games</u></p> <ul style="list-style-type: none"> • Throwing and catching. • Inventing individual games. • Making up games with a partner. • Aiming, hitting, kicking. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Perform dances using simple movements linked to significant festivals and celebrations. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Dribbling, kicking and hitting. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Pathways • Straight – zigzag- curving 	<p><u>Games</u></p> <ul style="list-style-type: none"> • Group games and inventing rules <p><u>Dance</u></p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns, using Jamaican music and rhythm. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Spinning – turning – twisting
Music	<p>Charanga – Hands, Feet, Heart</p> <ul style="list-style-type: none"> • Listen to and appraise South African style music. • Understand how pulse, rhythm and pitch work together to create music. • Play instruments, improvise and compose with a range of different music. 	<p>Charanga - I Wanna Play in A Band – Rock Music - The Beatles</p> <ul style="list-style-type: none"> • Listen and appraise songs that celebrate Rock music • Understand how pulse, rhythm and pitch work together to create music. 	<p>Charanga - Zootime – Reggae music (linked to Jamaica topic) Composer – Jimmy Cliff</p> <ul style="list-style-type: none"> • Recognise how music elements are combined and used expressively. • Identify different instruments in a piece of music and listen to the

	Singing <ul style="list-style-type: none"> • Sing with increasing expression. • Sing with an awareness of other performers. 	<ul style="list-style-type: none"> • Singing: To sing songs together in a group/ensemble. • Play instruments, improvise and compose with a range of different music. 	<p>sounds they make. Listen and appraise pieces of music</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
RSE	<ul style="list-style-type: none"> • Rules and conventions to feel happy and safe. • Healthy eating and being active, getting to know our bodies. • What do babies and children need from their families. • Caring relationships within their families. • Responsibilities that come with growing up. • Anti-bullying week (November). 	<ul style="list-style-type: none"> • Being safe and personal safety. • Wellbeing. • Internet safety and harms & esafety day. 	<ul style="list-style-type: none"> • Respectful relationships. • How friendships change • What to do to make yourself calmer. • Dealing with loss and change. • What I'm good at, how to work well in a group and negotiating with others.
Trips	<ul style="list-style-type: none"> • Geography/History field trip around Donington • Christmas Pantomime 	<ul style="list-style-type: none"> • Avoncroft Museum of Historical Buildings 	<ul style="list-style-type: none"> • Botanic Gardens

Year 3

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Literacy	<ol style="list-style-type: none"> 1. Introductory narrative activity – Wonder Park –build your own theme park (Setting description, character description) Film – what is a theme park like? Woodland theme. Look at different types of parks and playgrounds and visit Uplands Park. 2. Poetic language – (The sound collector) Woodland sounds, walking through leaves, bird noises. Sound walk through school. Poems using onomatopoeia and descriptive language 3. Instructions – How to mummify a body 4. Narrative -Egyptian Adventure story 5. Explanation – covered in history- mummification, Howard Carter (diary entry), Tutankhamun, Ancient Egyptian Fact file 6. Narrative – The Twits by Road Dahl (Character description, wanted poster, setting description, story chapter writing own character. What happened when 	<ol style="list-style-type: none"> 1. Narrative - Action story writing focus– Nemo’s Adventure (Setting description, diary, hot seating, formal letter, and write own story ending) – dialogue building on speech punctuation (conversation). Control speech in story to allow narrative. 2. Narrative- Stig of the Dump & Stone age boy (linked to history topic) character descriptions, settings, story events, paragraphs, dialogue, reading activities 3. Winter/Spring Poem – Similes 4. Non - fiction writing – How to make a cereal bar (Linked to DT) 	<ol style="list-style-type: none"> 1. Narrative – focus on a book eg: Ice Palace (Freeze frames, story openers, character description, story events, story ending) Reading focus. 2. Persuasive writing (Adverts, poster, letter) Linked to Healthy Eating – school issue e.g. more playtimes/school uniform. 3. Recount of Foxton Locks trip. 4. Non-fiction writing – report based on human body eg information text, science assessment.

	<p>our new character met Mr and Mrs Twit?</p> <p>-Speech bubbles – introduce dialogue. (write inside printed speech bubbles)</p> <p>7. Christmas story</p> <p>8. British values – Linked to ICT</p>		
Numeracy	<p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> • Use multiple of 5 and 10 bonds to 100 • add and subtract 1-digit numbers to and from 2-digit numbers <p><u>Place Value</u></p> <ul style="list-style-type: none"> • Compare and order 2- and 3- digit numbers • add and subtract 2-digit numbers; solve problems using place value; subtracting from 2-digit numbers <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving <p><u>Time; 3D shapes</u></p> <ul style="list-style-type: none"> • Understand the calendar (days, weeks, months, years); tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes <p><u>Multiplication and division; fractions</u></p> <ul style="list-style-type: none"> • Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers <p><u>Place value</u></p>	<p><u>Place value</u></p> <ul style="list-style-type: none"> • Rehearse place value in 3-digit numbers • order them on a number line and find a number in between; • solve additions and subtractions using place value • multiply and divide by 10 <p><u>Addition; times tables</u></p> <ul style="list-style-type: none"> • Add pairs of 2-digit numbers using partitioning • extend to add two 3-digit numbers (not crossing 1000) • recognise and sort multiples of 2, 3, 4, 5, and 10 • double the 4 times-table to find the 8 times-table <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Identify $\frac{1}{2}$s, $\frac{1}{3}$s, $\frac{1}{4}$s $\frac{1}{6}$s, and $\frac{1}{8}$s • realise how many of each make a whole • find equivalent fractions 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add 3-digit and 1-digit numbers mentally, using number facts; subtract 1-digit numbers from 3-digit numbers mentally using number facts • Begin to recognise equivalences of $\frac{1}{2}$; add and subtract fractions with the same denominator <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> • Multiply by 2, 3, 4, 5 and 8 and understand the inverse; use scaling to multiply heights and weights by 2, 4, 8, 5 and 10 • Use the grid method to multiply 2-digit numbers by 3, 4, 5, 6 and 8 • Estimate products; divide using chunking, with and without remainders • Decide whether to use multiplication or division to solve word problems

	<ul style="list-style-type: none"> Using money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. Using number lines to compare and round numbers and to find differences. <p><u>Length; capacity</u></p> <ul style="list-style-type: none"> Using instruments to measure length and capacity. 	<ul style="list-style-type: none"> place fractions on a 0 to 1 line find fractions of amounts <p><u>Angles; 2D shapes</u></p> <ul style="list-style-type: none"> Recognise right angles and know they are 90° name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> begin to place 3-digit numbers on 0-1000 landmarked and empty number lines round 3-digit numbers to the nearest ten and to the nearest hundred use counting up as a strategy to perform mental subtraction <p><u>Time</u></p> <ul style="list-style-type: none"> Tell the time to the nearest minute on analogue and digital clocks time events in minutes and seconds <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> multiply numbers between 10 and 25 by 1-digit numbers using the grid method divide multiples of 10 by 1-digit numbers using known tables facts 	<p><u>Statistics and Data</u></p> <ul style="list-style-type: none"> Draw and interpret bar charts and pictograms Draw and interpret bar charts where one square represents one hundred units Measure weights in multiples of 100g; know how many grams are in a kilogram <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> Use column addition; use reasoning, trial and improvement to solve problems involving more complex addition <p><u>2D shapes</u></p> <ul style="list-style-type: none"> Identify, name and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes Measure the perimeter of 2D shapes by counting and measuring with a ruler <p><u>Time</u></p> <ul style="list-style-type: none"> Tell the time on analogue and digital clocks to the minute, begin to tell the time 5, 10, 20 minutes later
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Science	<p><u>Plants – Autumn 1</u></p> <ul style="list-style-type: none"> *Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers *Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant *Investigate the way in which water is transported within plants. *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p><u>Rocks (Spring 1)</u></p> <ul style="list-style-type: none"> *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties *Describe in simple terms how fossils are formed when things that have lived are trapped within rock *Palaeologists- ‘Cookie Experiment’ *investigate the ‘Rock Cycle’- ‘Cheese toasty experiment.’ *Recognise that soils are made from rocks and organic matter. *Compare different soils. 	<p><u>Animals, including humans (start in Spring 2nd and finish in Summer 1)</u></p> <ul style="list-style-type: none"> *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat *Healthy food plate *Food groups and what our body gets from each food group *Identify that humans and some animals have skeletons and muscles for support, protection and movement. *Identify bones in the human skeleton * How do muscles work?

	<u>Forces and magnets - Autumn 2</u> <ul style="list-style-type: none"> * Forces are push or pulls *Gravity – Sir Isaac Newton, friction cars on a ramp. *Notice that some forces need contact between two objects, but magnetic forces can act at a distance *Observe how magnets attract or repel each other and attract some materials and not others *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials *Describe magnets as having two poles *Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<u>Light (summer 2)</u> <ul style="list-style-type: none"> *Name sources of light *Identify that some light is reflected from surfaces Understand how a shadow is created *Find patterns that determine the size of shadows – measure shadows *Understand opaque, translucent and transparent
History	<u>Ancient Egyptians</u> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared – Ancient Egypt</p> <ul style="list-style-type: none"> • A study of Egyptian life and customs • Evidence and the legacy of the Egyptians • Visit to New Walk Museum 	<u>Changes in Britain from the Stone Age to the Iron Age</u> <ul style="list-style-type: none"> *Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae *Bronze Age religion, technology and travel, e.g. Stonehenge 	<u>Changes in Britain from the Iron Age to the Bronze Age</u> <ul style="list-style-type: none"> *Iron Age hill forts: tribal kingdoms, farming, art and culture *Local study – evidence of Iron Age in Midlands eg; Bradgate park *Trip to Beaumanor Hall to learn about the Celts.
Geography	<u>Countries and cities of the UK</u> <ul style="list-style-type: none"> • An overview of where the UK is – place in world context. Use terms equator, northern hemisphere, southern hemisphere 	<u>Water in Leicestershire</u> <ul style="list-style-type: none"> • Compare water in Leicestershire with other areas of UK • Study the reasons for flooding, effects and suggested solutions 	<u>Countries and cities of the UK</u> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural

	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>Local study – measuring rainfall</u></p> <ul style="list-style-type: none"> Comparison of rainfall in various areas of UK. Measure rainfall. 	<p>resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> Leicestershire land use use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Trip to Foxton Locks</p>
RE	<p><u>What do different people believe about God?</u></p> <p>A Worldview and multifaith topic. In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: How do the beliefs discussed relate to my own life and that of my friends? Key concepts covered are: What are your own views and ideas about God/Goddesses? What is hard to talk about and why? Why do some people believe and some don't? What do people with Worldviews think? What do Sikhs believe about God and Gurus? What do Hindus believe about Gods/Goddesses? What do Muslims believe about Allah? What do Christians believe about God?</p>	<p><u>What does it mean to be a Christian in Britain today?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which objects are important to you and why? Which actions at home are important to you and your family? Which activities are important to you outside the home and why? How do you or your classmate worship God? Is your own or your classmates worship similar or different to a Christians worship? How do you and your family help others? Key concepts covered are: What does it mean to be a Christian in Britain today? With a study of the following areas: Families Churches Communities Worldwide</p>	<p><u>Why do people pray?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Who helps you when things go wrong? Choosing one person, how does that person help you? Why do people talk? What are your own thoughts on prayer? Key concepts covered are: Why do some people pray? Why is this important to them? Why do some people say prayer is helpful? Why do some people say prayer is difficult? Which objects or symbols do people in different religions use when they pray? What words can people use when they pray? How is prayer similar and different for different people in different religions? This topic will focus on the religions and Worldviews represented within the class.</p>

	What are Buddhist beliefs?	What are the benefits and challenges of being a Christian in Britain today?	
DT	<p><u>Structures – Shelters</u></p> <ul style="list-style-type: none"> Investigating existing shelters <p>– How well has the shelter been made?</p> <p>-Why/ what have materials been chosen?</p> <p>-what methods of construction have been used?</p> <p>-what is the purpose/ use of the shelter?</p> <ul style="list-style-type: none"> Make a mini model of a shelter and test with fan, watering can etc. <p>-Can shape, form and model a structure</p> <p>-Build and select tools to build</p> <p>-Join materials and use tools</p> <p>-cut and measure</p> <p>-Evaluate the structure and suggest ways in which it can be improved</p> <ul style="list-style-type: none"> Trip to Brocks Hill Park to build shelters. <p>-Applying skills to a large-scale model</p> <p>-following safety procedures</p> <p>-Evaluate the structures</p>	<p><u>Product/ Packaging – Healthy Cereal bars (Main DT unit)</u></p> <ul style="list-style-type: none"> Investigate the graphic design of an existing package for sale <p>-marketing of the product</p> <p>-design of the information on the package</p> <p>-persuasive text</p> <p>-Innovations: using their own ideas and improving products</p> <ul style="list-style-type: none"> Using the design criteria to produce ideas for their own package Consider the views of others including the consumer to improve the design Formulate a final design which includes the main features of the package design Using the design criteria to evaluate their completed product Skills associated – <p>Folding</p> <p>Cutting</p> <p>Graphic designs: text size, font, colours, eye catching</p> <p>Persuasive writing</p>	<p><u>Mechanisms – Pulleys</u></p> <ul style="list-style-type: none"> How to use learning from science to lift a load Investigate how do they work, what do we use them for Construct a simple pulley using rope over a horizontal bar- to raise an object off the ground Use the correct technical vocabulary for the unit of work Design and test in real situation (Play/Build/Make own/Evaluate) <ul style="list-style-type: none"> Use i-pads to develop understanding of how pulleys work ‘Invention 1&2’ app

Food Technology	<p><u>Scones</u></p> <ul style="list-style-type: none"> • Food hygiene <p>- Talk about what needs to be done to work safely and hygienically</p> <ul style="list-style-type: none"> • Weigh and measure ingredients with scales • Mixing, rubbing in, kneading, rolling out, cutting with pastry cutters • Baking and timing • How to use a heat source (safely) • Discuss the ways in which food processing can affect the taste, appearance, texture and colour of the food (Over working the dough, adding too much or too little of one of the ingredients) <p><u>Christmas biscuits- Shortbread</u></p> <ul style="list-style-type: none"> • Food hygiene <p>- Talk about what needs to be done to work safely and hygienically</p> <ul style="list-style-type: none"> • Weigh and measure ingredients with scales • Mixing, rubbing in, rolling out, cutting with pastry cutters • Baking and timing • How to use a heat source (safely) • Design a Christmas box 	<p><u>Product – Healthy Cereal bars (Main DT unit)</u></p> <ul style="list-style-type: none"> • Linked to D/T topic • Planning ingredients needed to make their cereal bars <p>-reading existing recipes and adapting</p> <p>-choosing flavour combinations</p> <ul style="list-style-type: none"> • Preparing food safely and hygienically <p>-chopping, mixing</p> <ul style="list-style-type: none"> • Discussing where does our food come from? <p>-How is it grown?</p> <p>-Where is it grown?</p> <p>-Food miles</p> <ul style="list-style-type: none"> • Healthy diet is made up of a variety and balance of different foods and drinks <p>-Focus on healthy cereal bars to provide energy for the body</p> <p>-reducing sugar in our diet</p> <ul style="list-style-type: none"> • Using tools safely <p>-sharp knives for dicing fruits</p> <p>-Peeling fruits</p> <p>-mixing ingredients</p> <p><u>Soup-</u></p> <ul style="list-style-type: none"> • Healthy eating • Using tools safely <p>-sharp knives for dicing vegetables</p> <p>-Peeling vegetables</p> <p>Preparing vegetables</p>	<p><u>Vegetable pasta/ rice</u></p> <ul style="list-style-type: none"> • Where does food come from? <p>-seasonal food</p> <p>-how is it grown?</p> <p>-how is food processes into ingredients that can be cooked?</p> <ul style="list-style-type: none"> • Preparation of food <p>-peeling</p> <p>-slicing</p> <p>-chopping</p> <p>-grating</p> <ul style="list-style-type: none"> • Adapting recipe for taste <p>-plan and choose ingredients to make their dish their own.</p> <p><u>Fruit Smoothie</u></p> <ul style="list-style-type: none"> • Where does food come from? • Preparation of food <p>-peeling</p> <p>-slicing</p> <p>-chopping</p> <p>-grating</p> <p>-blending</p> <ul style="list-style-type: none"> • Adapting recipe for taste <p>-plan and choose ingredients to make their dish their own.</p> <ul style="list-style-type: none"> • Planning a healthy diet
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Art	<p><u>Portraits</u></p> <ul style="list-style-type: none"> • Can use coloured pencils with increasing confidence • Can create sketches to record their observations <p><u>Egyptian – silhouettes</u></p> <ul style="list-style-type: none"> • Can use paint and equipment correctly <p>-wash technique</p> <ul style="list-style-type: none"> • Can use colour washes to build up layers of colour • Collage <p>-cut out shapes for a silhouette</p> <p><u>Andy Warhol –Printing and painting</u></p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<p><u>Antony Gormley – sculptor</u></p> <ul style="list-style-type: none"> • Explore -can create sketches to record their observations -sketch body shape, positions, body proportions. • Draw the outline of a simple figure • Evaluations -can comment on difference and similarities in their own and others work • Can shape, form, model and construct from observations • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Plan, design and make clay models. <p><u>Melody Johnson quilt (Brusho and oil pastels)</u></p>	<p><u>Lindsey Hambleton UK landscapes</u></p> <ul style="list-style-type: none"> • Use a range of tools to apply paint and create pattern • Combine paint and other materials effectively to create detail and text • Mix shades of primary and secondary colours • Identify complimentary colours • Begin to explore perspective by overlapping lines and shapes, and by blurring the edge of distant shapes • Use line drawing to show the size and relationship of shape • Use a view finder to isolate and record parts of an image <p><u>Additional art ideas</u></p> <ul style="list-style-type: none"> • Indian artwork – elephants - Cultural differences • Patterns in art

	<ul style="list-style-type: none"> • Can use equipment and media with increasing confidence. • Can create a repeating pattern • Can print two colour overlays • Can relief and impressed printing processes • Can use language appropriate to the skill • Use ICT. 	<ul style="list-style-type: none"> • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	
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ICT	<ul style="list-style-type: none"> - Research and development and E-Awareness - Handling Data and interpreting data using database program - Communication: through art – creating a piece of art using ICT tools, using green screen then adding costumes to pretend they are Egyptians. - Andy Warhol- image editing - Create a family crest –linked to British values 	<ul style="list-style-type: none"> - Modelling and simulation: exploring the effect of changing variables in models of real life situations, eg: the effect of using different rocks and soils - Control: using Beebot virtually to navigate through different environments - Communication through text: presenting information using text, images through formatting. 	<ul style="list-style-type: none"> - Communication – video and sound: using recording software to prepare a news report – ‘Ice Palace’ - Production of maps to show different use of land throughout Leicestershire and the UK - Newspaper report – ‘Ice Palace’
PE	<p><u>Games: Ball skills</u></p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball to show control • Can throw, catch a ball using different types of passes • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Can hold the hockey stick correctly and safely • Can dribble the ball correctly and with control 	<p><u>Orienteering linked to geography- Stonehenge</u></p> <p><u>Games: Basket ball</u></p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball to show control • Can choose good places to stand when receiving, and give reasons for their choice • Can use a range of skills to keep possession and make progress towards a goal, on their own or as part of a team • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder 	<p><u>Games: tennis, cricket, T-ball and athletics</u></p> <ul style="list-style-type: none"> • Can choose good places to stand when receiving, and give reasons for their choice • Can choose and use batting or throwing skills to make the games harder for their opponents • Team games • Hitting and striking skills • Can, in pairs, make up a game and play a simple rallying game • Can perform the basic skills needed for the games with control and consistency <p>-</p>

	<ul style="list-style-type: none"> • Can pass to a partner using a stop-adjust -push method • Can use a range of skills to help to keep possession and control of the ball • Can follow and play small passing games and is aware of how they could adjust their games to make it easier or harder • Can design small games with rules <p><u>Gymnastics unit 1 (indoor) pathways</u></p> <ul style="list-style-type: none"> • Understanding the quality of their actions, body shapes and balance • Considering the importance of strength • Reflecting on how their body positioning can be improved <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina 	<p><u>Dance- concerts/ class assemblies</u></p> <ul style="list-style-type: none"> • Can improvise freely • Can create and link phrases using simple dance structure • Can perform dances with an awareness of rhythm on their own or as part of a group <p><u>Gymnastics unit 2 (indoor) arching and curving</u></p> <ul style="list-style-type: none"> • Can improve the quality of their actions, body shapes and balance • Knows the importance of strength • Can evaluate their work and quality of performance • Assessing peers performances and giving constructive feedback on how to improve. <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina 	<p><u>Gymnastics unit 3 (indoor) linking moves</u></p> <ul style="list-style-type: none"> • Can improve the quality of their actions, body shapes and balance • Knows the importance of strength • Can evaluate their work and quality of performance • Peer and self-assessment and evaluation to develop and improve performances <p><u>Fitness (indoor)</u></p> <ul style="list-style-type: none"> • Can know the importance of strength • Effects of exercise on the body • What is good exercise • Building stamina
Music	<u>Singing:</u> Christmas concerts, assemblies	<u>Recorders:</u> Graphic notation-composition <ul style="list-style-type: none"> • Learn simple musical notation 	<u>'Charanga' Music appreciation – Bob Marley</u>

	<p><u>Diosing:</u> (Rotation over three terms each class has its own focus)</p> <ul style="list-style-type: none"> • Sing with increased expression • Sing with breathing and diction • Explore ways in which sounds can be combined and used expressively • Perform with control of pulse and awareness of what others are playing • Pitch, duration, dynamics, tempo, number of beats • Use simple musical vocabulary to describe both sounds and the way they are produced • Develop awareness of rounds, call and response, marching songs and sea shanties 	<ul style="list-style-type: none"> • Learn how to play a few simple notes on the recorder • Perform long and short sounds in response to symbols • Create long and short sounds on an instrument • Play and sing phrase from dot notation • Make their own symbols as part of a class score • Perform with awareness of different parts 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear • Recognise rhythmic patterns • Perform with awareness of different parts • Sing with breathing and diction • Explore a range of musical genre • Listen and Appraise the song Three Little Birds and other songs: Three Little Birds by Bob Marley , Jamming by Bob Marley ,Small People by Ziggy Marley • Musical Activities -The children will be using instruments during this section of the unit
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Spanish	<p>Content: Can I follow classroom instructions given in Spanish? Can I demonstrate knowledge of the basic phonic sounds of Spanish? Can I greet someone appropriately?</p> <p>Skills focus: Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling.</p>	<p>Content: Can I use numbers to 12? Can I say how old I am? Can I describe what's in my pencil case?</p> <p>Skills focus: Pupils learn numbers to 12, and this is reinforced with basic maths skills of addition, subtraction and number bonds to 12. They are introduced to some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>Content: Can I name some common animals and describe them using colours</p> <p>Skills focus: The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours. The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p>
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RSE	<p><u>Class sessions</u> School Council representative Class rules include: discussions about respectful relationships and how to create caring friendships Science/PE – focus on how to work well in groups/teams. RE: Respectful relationships - each person has the right to their own beliefs, values and traditions. Mental wellbeing: Anti-bullying week - Weekly assemblies (throughout the year focusing on emotions and appropriate behaviours)</p> <p><u>Enhancement sessions</u> Autumn 1: Personal safety: Road safety Autumn 2: Health and prevention: Importance of sleep and good hygiene including oral hygiene.</p>	<p><u>Class sessions</u> Families and people who care for me: Literacy – ‘Finding Nemo’ links – discussion about relationships in families Respectful relationships: RE - Which actions at home are important to you and your family? Respecting other families traditions. Mental well-being: Mental well-being week Healthy eating: Food technology discussing the importance of planning and making healthy meals/snacks.</p> <p><u>Enhancement sessions</u> Spring 1: Internet Safety – whole school linked to Internet Safety Day) Being safe – looking at the concept of privacy and who to turn to if you’re feeling unsafe/unhappy. Spring 2: Water Safety linked with assembly before Easter holiday when many of our children go abroad</p>	<p><u>Class sessions</u> Healthy eating: Science – focusing on a healthy balanced diet and the importance of this. Physical health and fitness: Sports day, emphasise importance of regular exercise. Health and prevention: Science (Light) -safe and unsafe exposure to the sun and how to reduce the risk of sun damage. Water safety – trip to Foxton Lock</p> <p><u>Enhancement sessions</u> Summer 1: Mental well-being: Focusing on awareness and managing emotions. Benefits of physical exercise and self-care (rest, spending quality time with family and friends) Summer 2: Economics</p>
Trips	Sept Brocks Hill Country Park- Shelter building	Beaumanor Hall- The Celts (History)	Foxton Locks- Geography

	Oct New Walk Museum- Egyptians		
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Year 4 Curriculum Content			
Yr 4	Autumn Term	Spring Term	Summer Term
English - Writing	<u>Tuesday by David Wiesner</u> <ul style="list-style-type: none"> Identifying feelings and emotions linked to specific events. Developing question and enquiry skills. 	<u>The Lion, the Witch and the Wardrobe by C.S Lewis</u> <ul style="list-style-type: none"> Dialogue between two characters and the use of inverted commas Presenting an argument with reasoned points Retelling the story from a character's viewpoint. Predicting the next possible adventure 	<u>How to Train a Dragon – by Cressida Cowell</u> <ul style="list-style-type: none"> Fantasy creature descriptions Developing setting descriptions Creating adventure and drama through vocabulary choice and sentence styles. Using a wide range of: <ul style="list-style-type: none"> Fronted adverbials Adverbial phrases Expanded noun phrases Apostrophes for possession (singular / plural) Pronouns Paragraphs Inverted commas Conjunctions
	<u>The Sword and the Stone</u> <ul style="list-style-type: none"> Sequencing the story of King Arthur Labelling castle features. Setting descriptions. <u>Diary of a killer cat by Anne Fine</u> <u>Character development</u> <ul style="list-style-type: none"> Recognising how actions and words contribute to a character description. How events within a story can affect a character's viewpoints and responses. Understanding the range and use of synonyms for effective writing. Use of first person to identify thoughts, feelings and actions of a character. <u>The Lion, the Witch and the Wardrobe by C.S Lewis</u> <ul style="list-style-type: none"> Predicting the outcome of a story through its cover and blurb. 		
		<u>Poetry</u> <ul style="list-style-type: none"> Rhyming and non-rhyming poetry Structure and shape of poems Specific use of adjectives to create an effect <u>Newspapers</u> <ul style="list-style-type: none"> Identify the features of a newspaper Newspaper style and phrases Reporting on a topical event <u>Non-fiction writing – explanation texts</u> <ul style="list-style-type: none"> Identifying the features of an explanation texts with annotated diagrams. E.g. The Water Cycle Using technical vocabulary Using non-chronological and chronological writing 	<u>Window – by Jeannie Baker</u> <ul style="list-style-type: none"> Creating their own stories based only pictorial information. Recognising real life issues Producing a balanced argument

	<ul style="list-style-type: none"> • Using inference skills to explore the main characters within the story. • Writing a letter home as an evacuee to describe where they are staying and how they are feeling. In First person. • Identifying personality traits within the good and evil characters. 		
English - Reading	<p><u>Tuesday</u></p> <ul style="list-style-type: none"> - Use of inference and deduction <p><u>Diary of A Killer Cat</u></p> <ul style="list-style-type: none"> - Recognition of character traits and how they affect relationships <p><u>The Lion, the Witch and the Wardrobe</u></p> <ul style="list-style-type: none"> - Enriching vocabulary - Character development - Character flaws/strengths <p><u>Cracking Comprehension</u></p> <ul style="list-style-type: none"> - Contextual understanding - Recognition of key words - Strategies for comprehension <p><u>Reading books</u></p>	<p><u>The Lion the Witch and the Wardrobe</u></p> <ul style="list-style-type: none"> - Synonyms - Tenses - Understanding use of similes - Interpreting text extracts <p><u>Cracking Comprehension</u></p> <ul style="list-style-type: none"> - Contextual understanding - Recognition of key words - Strategies for comprehension <p><u>Reading books</u></p> <ul style="list-style-type: none"> - Self-selection of a variety of genres from the library and banded books. - Guided reading of set text. - Whole class story book. - 	<p><u>How to Train Your Dragon</u></p> <ul style="list-style-type: none"> - Author's use of drama and tension - Effect of different sentence styles on pace - Reading with expression and intonation - Predicting outcomes - Asking questions related to the text <p><u>Cracking Comprehension</u></p> <ul style="list-style-type: none"> - Contextual understanding - Recognition of key words - Strategies for comprehension <p><u>Reading books</u></p> <ul style="list-style-type: none"> - Self-selection of a variety of genres from the library and banded books - Guided reading of set text - Whole class story book

	<ul style="list-style-type: none"> - Self-selection of a variety of genres from the library and banded books. - Guided reading of set text. - Whole class story book. 		
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Finding pairs with a total of 100 • Adding to the next multiple of 100 and subtracting to the previous multiple of 100 • Read, write 4-digit numbers and know what each digit represents • Compare 4-digit numbers using < and > and place on a number line • Round 4-digit numbers to the nearest: 10, 100 and 1000 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Subtract 2-digit and 3-digit numbers by using complimentary addition • Add 2-digit numbers mentally • Add two 3-digit numbers using column addition • Subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column) • Double 3-digit numbers and halve even 3-digit numbers 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Round 4-digit numbers to the nearest 10, 100 and 1000; • Count on and back in multiples of 10, 100 and 1000; • Count on in multiples of 25 and 50 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract multiples of 10 and 100 to/from 4-digit numbers • Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one exchange) • Add 4-digit numbers using written method with answers greater than 10 000 <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Learn the 7× table and tricky facts; • Use the vertical multiplication to multiply 3-digit numbers by 1-digit numbers • Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using short division method • Identify factor pairs • Multiply and divide 2-digit and 3-digit numbers by 10 and 100 which involve decimals <p><u>Fractions</u></p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • Find 1000 more and less of any given number • Compare 5-digit numbers and understand what each digit represents • Read and use negative numbers in the context of temperature • Recognise and read Roman numerals to 100 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Subtraction of 2-, 3- and 4-digit numbers with column subtraction • Addition of two 4-digit numbers using column addition • Choose an appropriate method to solve word problems <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Multiply and divide by 10 and 100 including decimals • Learn the 11 and 12-times tables • Multiple 3-digit by 1-digit numbers using vertical multiplication <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Place decimal numbers on a number line • Round decimals to the nearest whole number from two decimal places

	<ul style="list-style-type: none"> Subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Learn \times and \div facts for the 6 and 9 times-table and identify patterns Multiply 2-digit numbers by single-digit numbers (the grid method) Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical method Divide numbers (up to 2 digits) by single-digit numbers with and without remainders using short division <p><u>Fractions</u></p> <ul style="list-style-type: none"> Find fractions of amounts Identify equivalent fractions Reduce a fraction to its simplest form Look at place value in decimals and link to fractions 	<ul style="list-style-type: none"> Solve simple money problems with decimals to two decimal places Find non-unit fractions of 2-digit and 3-digit numbers Find equivalent fractions and use them to simplify fractions Recognise, use, compare and order decimal numbers to 1 decimal place Recognise that decimals are tenths Round decimal numbers to the nearest whole number <p><u>Measurement</u></p> <ul style="list-style-type: none"> Draw lines of a given length Tell and write the time to the minute on analogue and digital clocks Tell the time on digital clocks Convert AM/PM into 24-hour times Calculate time intervals Measure and calculate perimeters of rectilinear shapes Find missing lengths in rectilinear composite shapes Convert from one unit of length to another Measure in metres, centimetres and millimetres Read scales to the nearest 100 ml 	<ul style="list-style-type: none"> Revise equivalent fractions Recognise decimal and fraction equivalents Add fractions with common denominators over 1 <p><u>Measurement</u></p> <ul style="list-style-type: none"> Calculate area and perimeter of rectilinear shapes <p><u>Geometry</u></p> <ul style="list-style-type: none"> Classify regular and irregular polygons Classify 3D shapes Recognise and compare acute, right and obtuse angles Identify perpendicular and parallel lines Recognise and draw line symmetry in shapes Sort 2d shapes according to their properties Draw shapes with given properties Draw the other half of symmetrical shapes Use coordinates to draw polygons Find the coordinates of shapes after translation <p><u>Statistics</u></p> <ul style="list-style-type: none"> Interpret and create data charts
Science	<u>Animals, including humans</u>	<p><u>Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made and the significance of vibration 	<u>Animals, including humans</u>

	<ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions Describe the simple functions of the basic parts of the digestive system in humans Using scientific vocabulary <p><u>States of matter</u></p> <ul style="list-style-type: none"> Compare heated and cooled / evaporation and condensation. Group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<ul style="list-style-type: none"> Find patterns between the pitch of a sound and features of the object that produced it Features of the ear Measuring sound in decibels <p><u>Electricity</u></p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Safety awareness Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey Constructing and interpret food webs Sorting and classifying living things <p><u>All Living Things</u></p> <ul style="list-style-type: none"> Identify and name a variety of living things (plants and animals) in the local and wider environment Use classification keys Habitat search and investigation Adaptation – pollution and environmental
History	<p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> The growth and expansion of the Roman Empire including the invasion of Britain 	<p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> British resistance. Causes and consequences of Boudicca's rebellion. Hadrian's wall 	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> Why the Romans left Britain – the fall of the Roman Empire Why the Anglo Saxons invaded Britain?

	<ul style="list-style-type: none"> • Why the Romans invaded Britain • Exploration of Roman place names and their settlements • What the Romans brought to Britain • The Roman Army – why was the army so successful? Compare with Celts. 	<ul style="list-style-type: none"> • “Romanisation” of Britain: Roman towns and Roman Roads. • The legacy of Roman culture (art, architecture or literature). 	<ul style="list-style-type: none"> • Anglo-Saxon life – villages, crafts, homes, food, culture • Anglo-Saxon Kingdoms • Anglo-Saxon art and culture – Sutton Hoo • Anglo Saxon runes – code breaking
Geography	<u>Countries and cities of Europe</u> <ul style="list-style-type: none"> • An overview of where Europe is – place in world context. Locate and name countries within Europe and their capitals • Use of maps, atlases, globes and digital/computer mapping to locate countries and describe features • Compare and contrast two European cities • Climate zones of world 	<u>Countries and cities of the UK</u> <ul style="list-style-type: none"> • Comparison between a UK and European city <ul style="list-style-type: none"> - Human and physical features • Class presentation talks- European countries 	<u>Countries and cities of the Europe</u> <ul style="list-style-type: none"> • Using maps to identify and locate mountains and rivers • European mountains and rivers features • Volcanoes <ul style="list-style-type: none"> - Different types - Location - Formation/ impact
RE	<u>What does it mean to be a Hindu in Britain today?</u> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What is a special place to you and why?	<u>Who are inspirational people in different faiths?</u> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Who is inspirational to you and why? What makes a good role model? How should you treat others in your own life?	<u>Why do some people think that life is a journey and what significant experiences mark this?</u> In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What is a journey? Why do some people say life is a journey?

	<p><i>How do you worship Gods or Goddesses?</i></p> <p>What are your aims and responsibilities in life?</p> <p>Key concepts are:</p> <p>What happens at a Mandir and why?</p> <p>How do Hindus worship Gods and Goddesses?</p> <p>How is worship similar or different in a Mandir compared to another religion studied?</p> <p>What are Hindu aims and duties?</p> <p>How do Hindus reflect their aims and duties in their lives?</p> <p>What is good and challenging about being a Hindu in Britain today?</p> <p>How do Hindus, other faiths and people with Worldviews help others?</p>	<p>What are your most important values today and why?</p> <p>Key concepts covered are:</p> <p>Who are inspirational people to different religions and why? including</p> <p>Buddha</p> <p>Jesus</p> <p>Guru Nanak</p> <p>Gandhi</p> <p>Prophet Muhammad (pbuh)</p> <p>Moses</p>	<p>What are the key points in your life's journey so far?</p> <p>What would you say are the key points in a whole life journey?</p> <p>What are your own experiences of Birth ceremonies?</p> <p>Key concepts covered are:</p> <p>Why do people have rituals or ceremonies to mark life's events?</p> <p>How do different religions and people with Worldviews welcome babies with Birth ceremonies?</p> <p>How are Birth ceremonies similar?</p> <p>How are birth ceremonies different?</p> <p>What happens during religious joining/commitment ceremonies (Jewish Bar or Bat Mitzvah ceremony, Hindu sacred thread ceremony, Sikh Amrit ceremony, Christian Confirmation, Christian Believers baptism)</p>
RSE	<ul style="list-style-type: none"> Families and people who care for me Caring friendships Respectful relationships Mental well-being Being safe Physical health and fitness Health and prevention 	<ul style="list-style-type: none"> Respectful relationships Online relationships and Internet safety Mental well-being Physical health and fitness Healthy eating Health and prevention 	<ul style="list-style-type: none"> Respectful relationships Mental well-being Physical health and fitness Healthy and safer lifestyles
DT	<p><u>Product – Textiles e.g. make a bag</u></p> <ul style="list-style-type: none"> Investigate a variety of bag designs/ purposes 		<p><u>Structures – Towers</u></p> <ul style="list-style-type: none"> Investigate towers from around the world

	<ul style="list-style-type: none"> • Generate ideas, considering the purposes for which they are designing • Making templates for bag construction • Skills -Measure, mark, cut out and shape a range of materials. • Use the appropriate tools and techniques • Sew using a range of different stitches • Appraise their products against the design criteria 		<ul style="list-style-type: none"> • Design, test and improve to meet purpose • Create and label drawings from different views showing specific features. • Select appropriate tools and techniques for making their product. • Evaluate the tower's performance both during and at the end of the assignment. • Make improvements throughout the designing process.
Art	<ul style="list-style-type: none"> • Face portrait- using sketching and shading skills to complete the other half of their photograph • Colour mixing- starting with white and adding a single colour how many shades can you make - blending • Frank Stella – looking at repeated pattern, abstract art. Colouring and drawing skills with precision. • Collage mosaic – Roman- skills building a picture or pattern with coloured tiles • Christmas artwork 	<ul style="list-style-type: none"> • Lion the Witch and the wardrobe inspired artwork- setting, characters Collaborative work to create a scene from Narnia- collage, painting mixed medias. Skill of blending colours and mixing paints- brush techniques- how to use the brush to make different marks. Collage –layering materials to make texture, colour and shape. • Painting – Elspeth Maclean- pointillism- George Seurat- control of paint, brush and technique to build a picture using dots. 	<ul style="list-style-type: none"> • Painting using artists e.g. compositions with Georgia O Keefe • Clay sculpture –Anglo Saxon artefacts

	<ul style="list-style-type: none"> • Lion the Witch and the wardrobe inspired artwork-fantasy landscapes 		
Computing	<ul style="list-style-type: none"> • Keyboard recognition • In Word know how to use spell check, different font effects, table inserting and formatting and keyboard shortcuts. Use font sizes and effects such as bullet points appropriately. • Experience of using green screen for a specific audience – linked to Roman Day • E-safety 	<ul style="list-style-type: none"> • To create a simple game by forming an algorithm that can be completed by somebody else • Solve open-ended problems with software using efficient procedures to create shapes and letters (Alex, Hopscotch, and iPads). • To recognise bugs on a program and make appropriate changes to solve the problem • Exploring electrical circuits through https://www.learningcircuits.co.uk/learning.html • E-safety 	<ul style="list-style-type: none"> • Use multimedia (PowerPoint – transitions and animations) • Use data logger to record and compare individual readings during the kettle experiment.

Music	<p>Guitars</p> <p>Play and perform ensemble contexts, playing musical instruments with increasing accuracy and fluency.</p> <p>The children learn the notes of a guitar and how to strum the instrument effectively.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>The children learn to play along by following a leader and using call and response.</p> <p>Use and understand staff and other musical notations.</p> <p>The children learn to read guitar tabs.</p> <p>Christmas concert</p>	<p>Guitars</p> <p>Play and perform ensemble contexts, playing musical instruments with increasing control and expression.</p> <p>The children use the string names and have learnt how to strum and form a note.</p> <p>The children learn to play with expression and control.</p> <p>To use and understand staff and other musical notations.</p> <p>Charanga- The Beatles</p>	<p>Guitars</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>The children will play along to a backing track whilst reading notation.</p> <p>The children play and perform in ensemble contexts.</p> <p>Child play with increased accuracy, fluency, control and expression.</p> <p>Charanga- Djembe drums</p>
Spanish	<p>Pupils start with the colours, learning how adjectives change according to what they are describing. They then learn a variety of fruits, based on the story of The</p>	<p>Pupils begin this topic by learning some food and drink nouns, focusing on the gender of nouns and looking for clues to ascertain gender. They move on to acquire knowledge of transactional language to enable them to</p>	<p>The linguistic focus is on nouns of time and number</p> <p>The key verbs 'es' (is), 'son' (they are), and hay (there is/are) are used and the pupils also reinforce use of 'también' (also/too/as</p>

	Hungry Caterpillar, and are able name and to sequence the days of the week. Finally, they are able to re-assemble the story in order.		participate in a café-based role-play with another pupil or small group.		well), ‘pero’ (but) when describing celebrations.	
PE Indoor	GYMNASTICS <i>VS Unit P and Q</i>	GYMNASTICS <i>Unit R</i>	<i>Dance</i>	O&A	DANCE <i>Hakka</i>	GYMNASTICS <i>VS Unit S</i>
PE Outdoor		INVASION GAMES <i>Hockey</i>	INVASION GAMES <i>Tag Rugby</i>	INVASION GAMES <i>Basketball</i>	STRIKING & FIELDING GAMES <i>Rounders</i>	ATHLETICS
Trips and visits	Conkers – Roman Day De Montfort Hall – Christmas Panto		RE place of worship		Flag Fen- Anglo-Saxons Botanical Gardens trip – living things (science)	

Year 5 - Overview

	Autumn	Spring	Summer
English - Writing	<u>Literacy</u> <ul style="list-style-type: none"> • All about me • Inside out- descriptive writing based on feelings • Boy at the back of the class- writing based on empathy and character descriptions. Persuasive letter writing. • Narrative story openings – description, action, metaphors and similes • Dialogue opening- ‘The Present’ • Descriptive writing - The haunted house and Toothie and the cat • Action openings – Percy Jackson – whole class then Indiana Jones • Talk on famous person -presentation • Reports – non-chronological reports Non-fiction writing – linked to history topic <i>crime and punishment</i> and science 	<u>Literacy</u> <ul style="list-style-type: none"> • Shackleton – explore the story, poetry, characters, application for job, speech, diary of events • Motivational speech - Shackleton Diary. • Diary – linked to polar explorer • Persuasive report • Shakespeare – the life of Shakespeare comprehension, Headlines – type of paper, retell of summary of story, character synopsis, becoming a character, agony aunt letters, review of film and comparison with play • Performance poetry (rap)– link to Shakespeare • Poetry – senses, and onomatopoeia • Non-fiction writing – explanation text based on humanities and science topics 	<u>Literacy</u> <ul style="list-style-type: none"> • Narrative – focus on a book- Kensuke’s Kingdom • Myths and legends • Narrative Greek myths • King Kong – explore the story, characters and themes. Letter from Jack, story • King Kong debate • Poetry – learn and recite classic poems • Superheros- intro, what makes a superhero, poem, Superhero creator, designing a superhero report. • Superhero day - wanted poster, video, photo on greenscreen
Reading	<u>Boy at the back of the class</u>	<u>Shakespeare’s Romeo and Juliet and Shackleton’s journey by William Grill</u>	<u>Kensuke’s Kingdom</u>

	<p><u>Comprehension skills covered in Guided reading sessions, comprehension lessons, individual readers and cross curricular texts.</u></p> <p>Read for fluency and expression. Recount main themes /events. Comment on structure of text; both fiction and non-fiction. Listen to, discuss and express views about a wide range of text types. Predict and make inferences on the basis of what has been read. Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning. Read books structured in different ways. Explain the meaning of words in context. Ask questions to improve understanding of text. Infer characters feelings, thoughts and motives from their actions. Summarise ideas from different points across a text. Identify themes and conventions in a wide range of books. Discuss words & phrases which interest. Summarise main points of argument or discussion. Make up own mind about issues and justify views. Make comparisons between texts with reasons. Recognise how time connectives help to move a story on. Refer to text to support opinions & predictions. Give a view about writer's choice of words, structure etc and some can discuss if they can suggest alternatives.</p> <p style="text-align: center;"><u>Deduction</u></p> <p>Know if a text refers to present or past. Read on to search for meaning of unfamiliar words. Recognise how words and phrases can signal time. Retrieve and record information from non-fiction texts. Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives.</p>		<p><u>Grammatical awareness (explicitly focused upon from Easter onwards in preparation for year 6)</u></p> <p>Identify speech marks in reading and understand purpose. Recognise plurals and collective nouns. Recognise pronouns and how they are used. Identify & discuss how adjectives and verbs bring reading to life. Identify how language structure & presentation contribute to meaning. Recognise prepositions in text. Recognise clauses within sentences and identify how they are connected. Recognise and unpicks complex sentences. Identify connectives with multiple purposes.</p>
Maths	<u>Place Value</u>	<u>Place Value</u>	<u>Place Value</u>

	<ul style="list-style-type: none"> Understanding place value and applying this to addition and subtraction calculation strategies involving 5-digit numbers. <p><u>Addition and Subtraction:</u></p> <ul style="list-style-type: none"> Add and subtract 2-3-4-digit numbers mentally; choose a strategy for solving mental additions or subtractions and to solve word problems. Add and subtract 0.1 and 0.01 <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiply and divide by 0 and 100 Use mental multiplication strategies to multiply by 20, 25 and 9. Find factors of a given number <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> Understanding place value in decimal numbers. Multiply and divide numbers with up to two decimal places by 10 and 100. Compare and place fractions on a line Find equivalent fractions and reduce them to their simplest form. Express remainders as a fraction and solve division word problems. <p><u>Measurement</u></p> <ul style="list-style-type: none"> Revise converting 12-hour clock times to 24-hour clock times. 	<ul style="list-style-type: none"> Read and write numbers with up to 6 digits and understand the place value of each digit. Place 6-digit numbers on a number line. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Rehearse mental addition strategies for decimals and whole numbers Solve missing number sentences Use mental strategies to solve multi-step word problems. <p><u>Multiplication and division.</u></p> <ul style="list-style-type: none"> Identify prime numbers Revise finding factors of numbers Find squares and square roots of square numbers Finding patterns and making and testing rules Multiply and divide by 10/100/1000 using a place-value grid. <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> Round two place decimal numbers to nearest tenth and whole number Place mixed numbers on lines Convert improper fractions to mixed numbers and vice versa Write improper fractions as mixed numbers Multiply proper fractions by whole numbers. <p><u>Measurement</u></p>	<ul style="list-style-type: none"> Read, write and compare decimals to three decimal places, understanding that the third decimal place represents thousandths. Write dates using roman numerals <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> Add mentally 2-place decimal numbers in the context of money using rounding Add several small amounts of money using mental methods Mentally subtract amounts of money including giving change Calculate the difference between two amounts using counting up Solve word problems, including 2-step problems, choosing an appropriate method Add 5-digit numbers using written column addition Subtract 5-digit numbers using written method Check answers to subtractions using written column addition Solve subtractions of 4- and 5-digit numbers using written column subtraction or number line counting up. <p><u>Multiplication and Division</u></p>
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	<ul style="list-style-type: none"> Find a time a given number of minute or hours and minutes later. Calculate time intervals using 24-hour clock format. Measure lengths in mm and convert to cm. <p>Find perimeter in cm and convert cm to m.</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> Use a protractor to measure and draw angles in degrees Use terms and classify angles Identify and name parts of a circle including diameter, radius and circumference Use angle facts to solve problems related to turn. 	<ul style="list-style-type: none"> Convert from grams to kilograms and vice versa Give approximate values of miles in kilometres and vice versa. <p><u>Geometry</u></p> <ul style="list-style-type: none"> Know properties of equilateral, isosceles, scalene and right-angled triangles. Know that angles in a triangle have a total of 180 degrees. Understand what a polygon is. Recognise quadrilaterals 	<ul style="list-style-type: none"> Use short multiplication to multiply 3-digit and 4-digit numbers by 1-digit numbers Use long multiplication to multiply 2-digit and 3-digit numbers by teens and numbers. Multiply and divide numbers by 10, 100 and 1000 using 3-place decimal numbers in the calculations. Identify factors and multiples, find factor pairs. Using short division to divide 3-digit numbers by 1-digit numbers and 4-digit numbers by 1-digit numbers Use long multiplication to multiply 3-digit and 4-digit numbers by teens numbers. <p><u>Fractions and Decimals</u></p> <ul style="list-style-type: none"> Multiply fractions less than 1 by whole numbers, convert improper fractions to whole numbers Read, write, order and compare 3-place decimal numbers. Understand what percentages are, relating them to hundredths Know key equivalences between percentages and fractions, finding percentages of amounts of money. Find equivalent fractions, decimals and percentages
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History	<u>Crime and punishment</u> <ul style="list-style-type: none"> • What do you know? • Overview of topic and timeline • Crime and punishment in Roman period – curse tablets • Crime and punishment in Anglo Saxon and Viking Period - link to Robin Hood • Crime and punishment in the medieval and Tudor periods – visit to Galleries of Justice • crime and punishment in the early modern period – Stuarts to 1800 • Crime and punishment in Victorian Period • Review all periods and compare to today 	Linked to Shackleton- race to Poles Shakespearean times	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Where is Greece • Greek life • The Greek gods • Five Greek states – diary before games • Greek pot • Greek top trumps • Achievements
Geography	<u>North America</u> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains • human geography, including: types of settlement and land use • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied_ 	<u>Arctic and Antarctic (shorter study)</u> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes • human geography, including: types of settlement and land use. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Mars work – satellite images <u>North America</u> <ul style="list-style-type: none"> • Earthquakes, volcanoes, tectonic plates <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.</p>

	<ul style="list-style-type: none"> • To know where North America is in the world and what countries make it up. • To understand some of the key topographical features of the countries in North America • To identify climate zones and weather conditions and how they have influenced population settlement. • To identify biomes and vegetation belt • To identify areas of population density and the reasons for it • To identify areas of interest within North America • To compare North America with the United Kingdom • World Week –investigation of North American countries 	<p><u>Local study – temperatures</u></p> <ul style="list-style-type: none"> • Comparison of temperature between UK and Polar regions. Measure compare and collate information in a graph. 	
Science	<p><u>Earth and space</u></p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night • Describe the solar system (link to literacy Mars work) • Compare Earth to Mars 	<p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> • compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • demonstrate that dissolving, mixing and changes of state are reversible changes 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • describe the changes as humans develop from birth to old age - human timeline • Puberty – changes in humans from child to adult • Compare gestation of animals to humans, length and mass of a baby as it grows, scatter graph <p><u>All living things</u></p>

	<ul style="list-style-type: none"> Scientists to consider – Ptolemy, Alhazen and Copernicus <p><u>Forces</u></p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Focus on gears 	<ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Scientists to consider – Galileo and Newton</p>	<ul style="list-style-type: none"> explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird - think about birth, time to adulthood, reproduction, gestation and life expectancy describe the life process of reproduction in some plants and animals – flowering plants- asexual plants Think about unusual/ uncommon lifecycles – fairy wasp Compare local plant and animal to arctic/Antarctic plant or animal <p>Scientists to consider – David Attenborough and Jane Goodall</p>
DT	<p><u>Structures – Bridges</u></p> <ul style="list-style-type: none"> Investigate famous bridges, link to North America Design and build a bridge and test it to ‘destruction’ by adding weights until the bridge collapses. Draw up a specification for their design and how to improve it. Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes, suggesting alternative methods of making if the first attempts fail. Select appropriate tools and techniques. 		<p><u>Mechanisms – Gears</u></p> <p><u>Links with science.</u></p> <ul style="list-style-type: none"> Investigate how do they work, what do we use them for. Design and test in real situation – bikes. Develop a clear idea of what has to be done, planning how to use the materials, equipment (weights) and processes. Skills – using scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)

	<ul style="list-style-type: none"> • Weigh and measure according to plan. Record data of length and height. • Record the weight each trial will support. • Evaluate the structure and seek evaluation from others. 		<ul style="list-style-type: none"> • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Food Technology	<p><u>Rock Cakes – link with Science (reversible and irreversible changes).</u></p> <ul style="list-style-type: none"> • Know and understand the practise needed in terms of food hygiene and kitchen safety when using the equipment. • Discuss how the properties of certain foods can affect the final product. • Select the appropriate methods and equipment for measuring – the ingredients and time. • Understand that once the ingredients are cooked, they cannot be reversed back to their original form. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Mixing ingredients together by rubbing the mixture with hands. • Knowing how to use scales in order to weigh out the ingredients. • Knowing how to crack an egg. • Keeping time management of the product. 	<p><u>Potatoes – grown, link with science.</u></p> <ul style="list-style-type: none"> • Know and understand the different parts of a potato plant • Prepare the ground using compost to form a bed. • Understand the process of chitting and how this helps the potatoes to grow faster and produce a bigger crop. • Know what time of year is beneficial for successful growth. • Use gardening tools safely and harvest potatoes without damaging them. • Preparing different types of food made from using the potato. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Growing and harvesting potatoes • Know how to cut potatoes safely • Children to investigate the possible end products. 	<p><u>Greek meal – link with healthy eating and geography.</u></p> <ul style="list-style-type: none"> • Children to research different types of Greek food • Child to create a menu • Starter e.g. – bread and tzatziki • Main – Greek salad • Desert – fruit kebabs. • Discuss food groups and talk about nutrition. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Cutting, mixing, chopping • Creating different meals
Art	Art- use of sketchbooks throughout to practise and collect ideas. Language appropriate to skill and techniques. Can comment on ideas, methods etc in their own work and the work of others including famous artists.		

	<ul style="list-style-type: none"> • Over and above – self-portraits-layout of face and figure- artist Clarence Holbrook Carter- water colour/skin tones/background –block paints/brush strokes/selecting paintbrushes • Sonia Delaney- circles exploring line and colour- using compasses/measuring choice hot and cold colours or complimentary colours • Haunted house silhouettes –look at various artists who have painted haunted house silhouettes- how have they conveyed the scariness –background verses foreground. Using a graduated wash for background and solid painting of silhouette. • North American topic –day of dead mask –symmetry-pattern-cross curricular-water colours • Calendars- seasonal trees – stippling – mixing paint on paper- colours associated with seasons 	<ul style="list-style-type: none"> • Mexican owls –chalk/oil pastels/blending/background verses foreground/cross curricular • ICT – Van Gogh picture- observation- drawing and painting using colour magic. • Art linked to Shakespeare-drawing /shading/cross curricular- Shakespeare portrait. • Art linked to Shackleton –collage and sea scapes. 	<ul style="list-style-type: none"> • Painting using artists eg: Ted Harrison/ B.H.Brody – colour mixing –pastels and brusho • Use Brody technique and Greek landscape pictures to create their own piece or art – can they explain their decisions? • Pastels using artists eg; Doug Hyde – Shading and blending- characters- sketches –different grades of pencil- shading techniques • Perspective – sketching outside – look at perspective by range of artists. Use squared paper as guide line then do their own. • Street scene –Harry Potter • Sculpture - 3D –clay- cross curricular – mythical creature pots.
RE	<p>RE- What does it mean be a Muslim in Britain today?</p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which values and practices are important to me and why? What guides me in life and how does this compare to a Muslim's guidance?</p>	<p>RE- Can we live by religious values in the twenty-first century?</p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: What is love? How does love make me feel? How can we recognise love?</p>	<p>RE- If some people believe God is everywhere, why do some people go to a place of worship</p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions: Which building is important to me in my life and why?</p>

	<p>What are special times in the year for me and how do I observe these?</p> <p>What special celebrations do I have?</p> <p>Why is pilgrimage important to religious believers?</p> <p>Key concepts are:</p> <p>How do the 5 pillars of Islam affect the life of a Muslim?</p> <p>How does the Muslim practice of the Five Pillars link to Muslim beliefs about God and Prophet Muhammad?</p> <p>What are the value and challenges of following the five pillars?</p> <p>Why is prayer important?</p> <p>How do the Quran and Hadith's guide Muslims in their daily lives?</p> <p>How are a Mosques key functions linked to Muslim beliefs?</p> <p>Why is fasting and zakat important in a Muslim's life?</p> <p>Why is celebrating Eid important to Muslims?</p>	<p>How do my own views on love compare with religious beliefs/Worldview ideas and why?</p> <p>Why do some people say is it hard to follow religious teachings on love?</p> <p>What are my own views on forgiveness?</p> <p>How do my own views on forgiveness compare with religious beliefs/Worldview ideas and why?</p> <p>Why do some people say it is hard to follow religious teachings on forgiveness?</p> <p>Key concepts covered are:</p> <p>What do different religions and Worldviews teach about love?</p> <p>Can you retell at least one religious story about love with its moral?</p>	<p>What or who is helpful to me when there are difficult times?</p> <p>Which sacred buildings have I visited and what do I recall about them?</p> <p>Key concepts are:</p> <p>Can I match religions to names of scared buildings?</p> <p>What are the key features of a Gurdwara, Mandir, Synagogue, Church, Mosque?</p> <p>What do people from different religions say their place of worship is for?</p> <p>How are features of religious buildings linked to beliefs?</p> <p>How are religious buildings of the same religion different to each other?</p> <p>How are religious buildings helpful to believers in difficult times?</p> <p>Why are places of worship considered valuable to religious communities?</p>
ICT	<ul style="list-style-type: none"> • Use PowerPoint to create a presentation incorporating sound, video and transitions • E safety • Identify parts of computer • Poetry – feelings poems- combine text and graphic • Research humanities and create a presentation • Bridge poster 	<ul style="list-style-type: none"> • Use and edit images with Shakespeare work- mood boards and character recast • E – safety • Space – NASA Mars website investigation- (eg- take a mars adventure) • Paint programme to create Van Gogh picture 	<ul style="list-style-type: none"> • Coding • Spreadsheets and data handing • Research and interactive history investigation • Ipad- independent research

		<ul style="list-style-type: none"> Ipad Garageband- Shakespeare raps- creating backing track and lyrics. 	
Spanish	<ul style="list-style-type: none"> Can I name school timetable, subjects? Talk/write about your day at school. Can I tell the time to the hour? Can I consolidate my knowledge of numbers to 20 (out of order)? Can I count in 10s up to 100? 	<ul style="list-style-type: none"> Can I describe the weather? Listen to a weather forecast Dictionary skills: 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words 	<ul style="list-style-type: none"> Recap transport Read a postcard Order ice creams and food/drink at a restaurant.
PE	<ul style="list-style-type: none"> Fitness- circuits Develop flexibility and control gymnastics Compare performances Play competitive games applying basic principles – hockey, netball 	<ul style="list-style-type: none"> Speed, agility and quickness sessions Develop flexibility in dance Apparatus – develop flexibility and control Play competitive games – football, tennis, tag rugby Practise running, catching and jumping Swimming 	<ul style="list-style-type: none"> Develop flexibility in gymnastics Play competitive games – cricket, rounders Athletics skills Practise throwing, running, jumping and catching.
Music	<ul style="list-style-type: none"> Young Voices – Biannually Inside out- making connection with music and feelings through the medium of song- cross curriculum <p>Charanga – Livin’ on a prayer Rock Music</p> <ul style="list-style-type: none"> Listen and Appraise the song Livin’ on a prayer and other classic rock songs: 	<ul style="list-style-type: none"> Raps using Garage-band linked to Shakespeare <p>Charanga – The Fresh Prince of Bel Air Old school hip hop</p> <p>Listen and Appraise the Fresh Prince of Bel Air and other hip-hop tunes:</p> <ul style="list-style-type: none"> Fresh Prince of Bel Air by Will Smith 	<ul style="list-style-type: none"> Charanga – Dancing In The Street Mo Town 1960s <p>Listen and Appraise:</p> <ul style="list-style-type: none"> Dancing in the Street by Martha and the Vandellas I can’t help myself (sugar pie honey bunch) sung by The Four Tops

	<ul style="list-style-type: none"> • We will Rock you by Queen • Smoke on the Water by Deep Purple • Rockin' all over the world by Status Quo • Johnny B. Goode by Chuck Berry • I saw her standing there by the Beatles <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Sing with increasing control of breathing, posture and sound projection • Sing songs in tune with expression and rehearse with others. • Maintain a complex part in a large ensemble or a choral group with multiple parts. 	<ul style="list-style-type: none"> • Me, Myself and I by De La Soul • Ready or Not by the Fugees • Rapper's Delight by The Sugarhill Gang • U cant touch this by MC Hammer • It's like that by Run DMC <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Explain the features and processes of a range of musical genre and styles. • Explain the cultural and historical contexts of range of musical genre and styles • Improve their work through analysis, evaluation and comparison. • Create different effects using combinations of pitched sounds. 	<ul style="list-style-type: none"> • I heard it through the Grapevine sung by Marvin Gaye • Aint no Mountain High Enough sung by Stevie Wonder • The Tracks of my Tears sung by Smokey Robinson and the miracles. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Explain the features and processes of a range of musical genre and styles • Explain the cultural and historical contexts of a range of musical genre and styles • Compare, improve and perform a range of melodies and songs combining different parts.
RSE	<ul style="list-style-type: none"> • Class rules include: discussions about respectful relationships and how to create caring friendships • School council representatives- democratic voting system to select representatives for the year group and class. • Families and people who care for me- characteristics of healthy family life, commitment to each other and times of difficulty • Caring friendships and Mental well-being: Literacy – Inside Out and All about me 	<ul style="list-style-type: none"> • Shackleton speech – relationship respect • Mental wellbeing- Normal part of daily life in the same way as physical health, judge feeling and behaviour • Physical health and fitness- importance of a healthy lifestyle, effects of a poor diet and risks associated with it, healthy eating. • <u>E-safety- being safe- Online relationships and Internet safety:</u> whole school Internet Safety Day, rules and principles for keeping safe online. 	<ul style="list-style-type: none"> • Getting to know our bodies- Puberty – mental well being – Science, life cycles. • Girl and Boys talk – being safe, menstrual cycle, change • Physical health and fitness: Sports day, emphasise importance of regular exercise. • Physical health and fitness- Healthy eating – what we need to do to maintain a healthy routine • Sleep – good sleep • Economics

	<ul style="list-style-type: none">• Being safe- personal space, boundaries, respond safely and appropriately to adults, asking for advice, worries.• Personal safety: Road safety• Stranger Danger – walking home, who do they talk to, respond safety <p>Health and prevention- Hygiene and germs, personal hygiene, how things spread.</p>	<ul style="list-style-type: none">• Being safe- Water Safety linked with assembly before Easter holiday when many of our children go abroad	
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Year 6

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Literacy	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ol style="list-style-type: none"> 9. Journalism – Cluedo - who done it? Narrative – description of a character using the characters from a Series of Unfortunate Events 10. Description of a setting– description of the world, journal writing 11. Narrative writing – ghost stories using Goosebumps 12. Use poems within guided reading sessions 13. Non fiction writing linked to historical figures of Leicester 14. Narrative - short playscripts – based on sci fi – War of the Worlds link with ICT 	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ol style="list-style-type: none"> 15. Narrative – focus on a book eg Skellig 16. Formal letters and informal (incorporate into all topics this term) 17. Non-fiction writing – reports linked to South American rainforests – persuasive writing, diaries, journals 	<p>To understand the features of and how to create character descriptions, narrative pieces, interviews, police reports, journals and newspaper reports through the following activities for a desired audience</p> <ol style="list-style-type: none"> 18. Non- fiction – Mayan Civilization 19. Dracula – narrative told by letters and diaries 20. Performance Poetry – own versions of Revolting rhymes - Rainforest Rap
Numeracy	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • 6 digit numbers • Decimals • Converting fractions and decimals 	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • Reading and writing 7 digit numbers • Subtracting large numbers 	<p>To understand how to use and apply the following</p> <ul style="list-style-type: none"> • 7 digit numbers • Decimal place value

	<ul style="list-style-type: none"> • Addition of whole numbers • Addition of decimals and whole numbers • Missing number problems • Finding missing angles and lengths • Using brackets • Converting grams to kilograms • Converting lengths • Finding time intervals • Subtraction strategies • Decimal subtraction • Multiplication - mental, short and long • Negative numbers • Comparing fractions • Fractions and mixed numbers • Area and perimeter • Finding volume • Nets • Dividing by whole numbers • Addition and subtraction of fractions • Fractions and percentages • Multiplying and converting fractions • Dividing fractions by whole numbers 	<ul style="list-style-type: none"> • 2 and 3 place decimal numbers • Equivalent fractions and decimals • Multiplying fractions • Multiplying decimal numbers • Multiplying 3 and 4 digit numbers • 2d shapes and angles • Addition – mental • Addition – column • Subtraction – mental • Subtraction – column • Identifying factors and multiples • Identifying prime numbers • Division - long • Calculating change • Adding and subtracting decimal numbers • Calculating averages • Reading line graphs • Reading pie charts • Reading coordinates and translating shapes • Calculating angles • Solving decimal problems • Dividing by 2 digit numbers • Describing functions and number sequences • Identifying ratios • Word problems • Algebra puzzles 	<ul style="list-style-type: none"> • Multiplying and dividing by 10, 100 and 1000 • Rounding numbers • Positive and negative numbers • Adding and subtracting whole numbers and decimals • Fractions and percentages • Algebra • Scaling by multiplying and dividing • Multiplying by integers and decimals • Using division to find fractions of amounts • Dividing 4 digit numbers by 2 digit numbers • Multiplication and division investigation • Dividing with decimal remainders • Coordinates • Adding and subtracting fractions • Multiplying and dividing with fractions • Ratio • Reading scales and measure problems • Properties of 2d shapes • Measuring and calculating angles • Area perimeter and volume • Intervals of time • Interpreting graphs • Money investigations
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			<ul style="list-style-type: none"> • Magic square • Fibonacci Sequences • Word problems and mixed calculations • Percentage problems
Science	<p><u>Animals, including humans</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Twycross zoo) Dinosaurs 	<p><u>Living things</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • Continue classification. Investigate the animals and plants found within South American environments. How do animals plants differ here than in UK. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics • Study of invertebrates and plants in local area, children try to classify Scientists to consider – Carl Linnaeus (plants) Came up with a classification system and a naming system using genus and species. 	<p><u>Electricity</u></p> <p>To use a combination of theoretical and practical science so that the children are able to use, test and apply science in the following topics</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram <p><u>Light</u></p> <ul style="list-style-type: none"> • understand that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into

	<p>Stem Week</p> <ul style="list-style-type: none"> • To use a variety of sources to understand and apply the work of a palaeontologist • To research facts and figures about dinosaurs to make scientific theoretical statements • To research the adaptation of dinosaurs to create (based on their understanding of the benefits of features) the ultimate dinosaur using clay. • To understand theories of extinction of the dinosaurs and to make judgements about the probability of the validity of the theories. • To use their understanding of area and perimeter to solve dinosaur enclosure problems. • To use scale to draw dinosaurs. • To design an “RV” suitable for a palaeontologist based on the knowledge gained from research. <p>Scientists to consider – Darwin and Wallace – evolution Mary Anning – Palaeontologist</p>	<p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (brief outline of genes – dominant) <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>the eye</p> <ul style="list-style-type: none"> • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • How does light behave – predict, make Shadow puppets, rainbows, investigate how objects appear to bend in water <p>Scientists to consider –</p> <ul style="list-style-type: none"> • Michael Faraday
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History	A history of Leicestershire <ul style="list-style-type: none"> Children research key moments in Leicestershire's history to understand how Leicestershire has changed over the years. To research key figures in Leicestershire's history – Richard III To understand the events of the War of the Roses leading to the Battle of Bosworth and the reasons and impacts of the events Richard III – visit guildhall and exhibition	Non-fiction writing linked to historical figures of Leicester <ol style="list-style-type: none"> To understand the theories behind the disappearances of the Princes in the Tower To judge the validity of the evidence To recognise bias and how evidence can be manipulated To make conclusions based on evidence and create persuasive arguments 	A non-European society that provides contrasts with British history <ul style="list-style-type: none"> Mayan civilization c. AD 900
Geography	<u>South America</u> <ul style="list-style-type: none"> To understand the physical geography of South America including: climate zones, biomes and vegetation belts, rivers, mountains To study the human geography, including: types of settlement and land use and to understand how human life has developed and impacted on the continent To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<u>South American - Rainforests</u> <ul style="list-style-type: none"> To understand where rainforest are located and why through physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, To understand the human impact on rainforests, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water To understand how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<u>Geographical studies</u> <ul style="list-style-type: none"> To understand how to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge <u>Local Study</u> <ul style="list-style-type: none"> Compare hours of sunshine to South America so that children understand the differences between our locality and that of countries in South America. – linked to World Week

RE	<p><u>Why is charity and generosity important to us?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>What are your own views and actions concerning charity?</p> <p>How do we support charities at school?</p> <p>How do you help others?</p> <p>Key concepts are:</p> <p>How do charities help people?</p> <p>Why do charities help people linked to religious beliefs?</p> <p>Why are charities important to different faiths?</p>	<p><u>A study of the Sikh faith and beliefs</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>What do you already know about Sikhism?</p> <p>Which symbols are important in your life?</p> <p>What is your own special place and why?</p> <p>What are your own key values and beliefs?</p> <p>Key concepts covered are:</p> <p>How many Gods do Sikhs have?</p> <p>What are the main Sikh beliefs?</p> <p>Who founded Sikhism? Explore the meaning of Guru.</p> <p>How many Gurus do Sikhs have?</p> <p>Why is Guru Nanak Dev Ji important to Sikhs?</p> <p>Can you retell some parts of Guru Nanak's life story? (Guru Nanak and the cobra, Guru Nanak going to heaven, Guru Nanak and Mardana)</p> <p>What did Guru Nanak teach people about how to live their lives?</p> <p>What is Vaisakhi and how is it celebrated?</p> <p>What is the Khalsa and why is it important to Sikhs?</p> <p>What is the Sikh holy book?</p> <p>Where and how do Sikhs worship?</p> <p>Why is langar important in Sikhism?</p> <p>What is the khanda?</p>	<p><u>What difference does it make to believe in Sewa (service), Ahimsa (harmlessness), Grace, and/or Ummah (community)?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>What are your own commitments?</p> <p>Why are they important to you?</p> <p>How do ideas on non-violence apply in your own life?</p> <p>How do ideas on helping and serving others apply in your own life?</p> <p>Key concepts covered are:</p> <p>How do people practice Ahimsa in their everyday life's?</p> <p>Why is Sewa important to people?</p> <p>How would people perform Sewa in everyday life?</p> <p>Why is Ummah important to Muslims?</p> <p>How does Ummah support people around the world?</p> <p>Why is Grace important to Christians?</p> <p>How do Christians show Grace to others?</p>
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		What are the benefits and challenges of being a Sikh in Britain today?	
RSE	<p>Beginning of the year – establishing rules and responsibilities School Council representative Science – physical fitness plus walk to school etc. Families and people who care for me – science / PSHE Getting to know bodies – changing hormones, girls and boys, puberty, periods Being safe – girls and boys Being safe – warning zone Benefits of exercise - science</p> <p><u>Enhancement</u> Personal safety: Road safety Relationships Being safe – danger walking home Year 6 Swimming</p>	<p>Alcohol / diet unhealthy food Drugs, alcohol and tobacco – science Skellig – mental well being Being safe – fire/police</p> <p><u>Enhancement</u> Internet Safety – whole school linked to Internet Safety Day) Relationships Water Safety linked with assembly before Easter holiday when many of our children go abroad</p>	<p>Girls and boys talk – being safe Getting to know your body – babies etc. Skellig – mental well being Being safe – walking home</p> <p><u>Enhancement</u> Sun safety – health and prevention Health and prevention – vaccines / immunisations Economics Skern Lodge</p>
DT	<p><u>Structures – bird’s nests</u></p> <ul style="list-style-type: none"> • Look up nesting habits of local birds • Investigate what makes good nesting materials • To Investigate the strength of materials and shapes of nests • Design, test and improve 		<p><u>Product – Fairground buzzer game</u></p> <ul style="list-style-type: none"> • Investigate range of existing of existing products • understand and use electrical systems in their products, such as series circuits <p>incorporating switches, bulbs, buzzers or motors</p> <ul style="list-style-type: none"> • Design, adapt, make and evaluate product for specific client

Art	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Paper mache</p> <ul style="list-style-type: none"> • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures <p>Collage</p> <ul style="list-style-type: none"> • Can arrange and rearrange colours, spaces and texture for 	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade • To explore tone using pastel and inks <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Pastels, oil pastels</p>	<p>Children to learn to use the followings skills</p> <p>Drawing -</p> <ul style="list-style-type: none"> • Selects appropriate media and techniques to achieve a specific outcome • Uses a range of materials to produce line, tone and shade <p>Painting</p> <ul style="list-style-type: none"> • Explores the effect of light and colour, texture and tone on natural and man-made objects • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Investigates symbols, shapes, form and composition • Uses different methods, colour and a variety of tools and techniques to express mood <p>Clay</p> <ul style="list-style-type: none"> • Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings • Recreates images in 2D and 3D, looking at one area of experience, e.g. recreate a landscape painting, focus on textures <p>Textiles</p> <ul style="list-style-type: none"> • creates fabric hangings
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	<p>effect before completion of the final composition</p> <ul style="list-style-type: none"> • Can produce pieces can express mood. 		<p>Collaborative art</p> <ul style="list-style-type: none"> • Experiments with approaches used by other artists to crate shared art
Computing	<p>ICT Generic skills to be used across all terms</p> <ul style="list-style-type: none"> • be able to choose and combine the use of appropriate ICT tools to complete a task • be able to critical evaluate the fitness for purpose of work as it progresses • have experience of a range of ICT equipment and software • describe and discuss their work and explain how and why they have used ICT <p>E-safety</p> <ul style="list-style-type: none"> • use and practise their wordprocessing skills in a range of contexts • use email as a communication tool to collaborate with other pupils • be aware that computer viruses can be sent via email <ul style="list-style-type: none"> • be aware of email safety rules • annotate their work samples using prompt questions • use appropriate ICT vocabulary <p>Visit – Warning Zone visit</p>		
	<p>Most children will:</p> <ul style="list-style-type: none"> • continue to use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose: • continue to use cassette recorders / Dictaphones/sound buttons as appropriate • continue to use the sound files in other applications 	<p>Most children will:</p> <ul style="list-style-type: none"> • use a wider range of tools within an art package as necessary • continue to manipulate images using an art package or other software • know when it is appropriate to use an art package and when another medium would be more suitable 	<p>Most children will:</p> <ul style="list-style-type: none"> • use on-screen control software to plan, create and run a more complex set of instructions • use information from a sensor (input) to initiate parts of the control program • plan and create a control system to answer a task

	<ul style="list-style-type: none"> continue to use more sophisticated music software to plan, create, evaluate, edit and play their own compositions Use a more complex database to explore patterns and relationships in data eg In a minibeasts database - Is there a relationship between habitat and diet? independently set up and use a datafile to carry out an investigation amend and delete data from records use editing tools to alter the design of a graph organise, refine and present information appropriate to the audience 	<ul style="list-style-type: none"> select and use a range of software and hardware tools to produce a presentation or digital film for a specific audience eg present an account of their residential trip to their peers use a more complex search engine to find information on CD ROMs and the Internet check the accuracy of information be aware of privacy and other issues related to using the Internet 	<ul style="list-style-type: none"> know when it would be appropriate to use a control system create more complex patterns using repeated simple procedures know when it would be appropriate to use a sensing device eg in a science experiment be able to use a range of sensors as appropriate be able to use formulae and functions in a spreadsheet alter the format of a spreadsheet change data to satisfy 'What if' queries use a spreadsheet to solve simple problems eg the relationship between the perimeter and area of a quadrilateral
PE	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles Develop flexibility & control in gym and dance 	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles Develop flexibility & control in gym 	<ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, applying basic principles Develop flexibility & control in dance & athletics Take part in Outdoor & Adventurous activities Compare performances to achieve personal bests

			<ul style="list-style-type: none"> Swimming proficiency at 25m (KS1 or KS2)
Music	<p>Singing – listen to detail and recall orally</p> <p>To explore pitch and rhythm</p>	<p>Singing</p> <p>To understand how to create, refine and develop own compositions and record them in a meaningful way</p> <p>Rainforest Raps</p> <p>War of the Worlds</p>	<p>Singing</p> <p>To explore the work of famous composers and make judgements about their work. To use their understanding of composer's work to create their own versions</p>
Spanish	<p>Content:</p> <p>Can I name school timetable, subjects.</p> <p>Talk/write about your day at school.</p> <p>Can I tell the time to the hour?</p> <p>Can I consolidate my knowledge of numbers to 20 (out of order)</p> <p>Can I count in 10s up to 100?</p>	<p>Content:</p> <p>Can I describe the weather ?</p> <p>Listen to a weather forecast</p> <p>Dictionary skills:</p> <ol style="list-style-type: none"> 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words <p>-Children will apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</p>	<p>Content:</p> <p>Can I talk about holidays?</p> <p><u>Children will:</u></p> <ul style="list-style-type: none"> Engage in longer conversations, asking for clarification when necessary. Create their own sentences using knowledge of basic sentence structure. Use pronunciation and intonation effectively to accurately express meaning and engage an audience. <p>Recap transport.</p> <p>Read a postcard.</p> <p>Order ice creams and food/drink at a restaurant.</p>
Possible Trips/ visitors	<p>Twycross Zoo – animal evolution workshop and plants and animals from south America – end of term</p> <p>First Aid</p> <p>Warning Zone</p>	Theatre trip	Year 6 trip – Skern