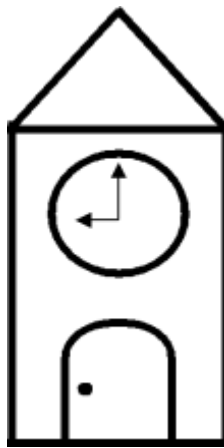


FRIDAY BRIDGE PRIMARY SCHOOL



CURRICULUM BOOKLET

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Vision Statement

Friday Bridge Primary School provides a welcoming, safe, happy learning environment where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We recognise the value of each individual and provide a wealth of opportunities for children to realise their potential. We work in partnership with pupils, governors, the local and wider community to encourage children to strive for excellence and aim high, laying the foundations for life-long learning.

Friday Bridge Primary School encourages everyone to **Aspire** by:

- Providing a broad and balanced curriculum which widens experiences and provides opportunities for all to achieve
- Setting the highest possible standards of behaviour
- Recognising the individual learning needs of each child, planning accordingly to enable us to develop skills and maximise progress
- Celebrating and recognising effort and achievement

Friday Bridge Primary School encourages everyone to **Believe** by:

- Offering excellent pastoral care; ensuring all children feel listened to, respected and safe
- Valuing the development of the 'whole child' - Encouraging everyone to do their best
- Inspiring a love of learning through high quality teaching and stimulating learning environments
- Recognising the talents of individuals and providing opportunities to build upon these

Friday Bridge Primary School encourages everyone to **Succeed** by:

- Providing high quality learning opportunities, which challenge learners to achieve their potential
- Reviewing targets and practice to ensure all learning needs are catered for
- Sharing high quality practice both within and beyond our school
- Supporting pupils throughout their learning journey
- Working with parents, governors and the wider community to 'open doors' enabling all children to be the best they can be

Friday Bridge Primary School encourages everyone to **Excel** by:

- Being outward looking and actively seeking opportunities to improve
- Recognising that our learning journey is never complete
- Encouraging aspirations for future learning - Striving for excellence
- Challenging learners to aim high and 'reach for the stars'

Curriculum Intent Statement

At Friday Bridge Primary School, our curriculum is designed to provide a wealth of purposeful and relevant experiences which allow all pupils to achieve their potential, developing independent skills and fostering a love of learning.

All children are encouraged to aspire to be the very best versions of themselves, developing self-belief and a positive and resilient approach which enables them to succeed and to excel.

A primary focus of our curriculum is to raise aspirations and encourage pupils to be proud of their achievements. We pride ourselves upon providing a wholly inclusive environment which respects the cultures and backgrounds of all children, celebrates uniqueness and provides every child with opportunities to thrive within a rich, stimulating learning environment. We work in partnership with pupils, parents, governors, the local and wider community to encourage children to strive for excellence and aim high, laying the foundations for life-long learning.

Following the National Curriculum, we provide a cross-curricular, thematic approach which makes meaningful connections across subjects and develops knowledge and skills for life. Extended sequences of learning secure depth of understanding and provide purposeful and relevant learning opportunities and provide a rich variety of PE, drama, music, art and practical experiences, enabling children to develop individual talents and enhancing creativity. In addition, discrete lessons related to individual subjects are taught as appropriate. Subject leaders have an important role in ensuring that the curriculum provided is effective and successful by leading a regular programme of monitoring, evaluation and review.

Quality first teaching and focused, differentiated support from our team of inspirational practitioners, overcomes the small school challenge of mixed aged planning to ensure that individualised learning needs are addressed and that all learners maximise their potential. Focused assessment enables all teaching staff to be highly reflective and adaptive, to ensure that gaps in knowledge and skills are quickly identified and personalised interventions used to ensure that all children actualise their full potential.

Our core values of respect, independence, humility, faith, perseverance and courage underpin the ethos of our school and permeate through all aspects of school life. The development of the whole child lays at the heart of Friday Bridge Primary School. We aim to ignite a passion for learning and develop personal, social and emotional aspects of each child, empowering them to become life-long learners.

English

Language and communication provide the foundations for learning and therefore it is essential for our children to develop high standards of literacy. At Friday Bridge Primary School we follow the National Curriculum in English, focusing upon different aspects of literacy: Spoken Language, Reading and Writing. Secure understanding and application of the English language underpins success across all subjects, therefore it is essential that children have access to a rich curriculum which develops literary skills whilst fostering a love of literature which will enable them to become life-long, thoughtful, independent learners.

Acquisition of vocabulary is essential in securing progress. Children's command and application of the spoken word will enable them to access learning across all subjects, developing comprehension and widening understanding. Throughout their time at Friday Bridge Primary School, all children are exposed to a wide and rich vocabulary. From the outset, there is a strong focus upon developing our children's spoken vocabulary, securing understanding and laying the foundations for early reading and writing. This is further promoted through Talk and Write home learning tasks, aimed at encouraging talk and family engagement in pupil's learning.

Our English curriculum links objectives from all elements of the National Curriculum for Spoken Language, Reading and Writing. National Curriculum objectives for each year group are structured across a rolling programme for each class and are focused around a varied range of literary genres to ensure that all pupils are exposed to and develop reading and writing skills across a broad range of literature. English units are linked with our thematic curriculum in order to encourage children to make meaningful links, applying their knowledge and understanding across the curriculum.

Children across all year groups, access a broad range of high-quality texts, both fictional and non-fictional. Story-telling is given prominence within all classes and all children are encouraged to read widely for pleasure and enjoyment. Within our English curriculum, all year groups have the opportunity to complete study units related to focusing upon the works of individual authors.

Teachers plan using varied strategies within lessons to engage and support all learners, with opportunities for drama, discussion, collaborative and independent work incorporated into all units of planning. Children will be supported in developing skills to review and edit their own work, developing evaluative skills and ensuring that all children take pride in what they have produced.

In Early Years Foundation Stage and Key Stage 1, we use RWInc phonics programme, a systematic approach to early reading. Through repetition and varied phonetic activities this daily programme builds children's decoding skills enabling them to access text. Once pupils have completed the RWInc phonics programme they progress on to RWInc Spelling. Spelling is taught daily in Years 2-6, focusing upon development of children's spelling strategies and ability to encode in line with the expectations of the National Curriculum.

It is our aim that children will leave Friday Bridge Primary School with the literary skills, appreciation of and passion for literature which will provide the foundations for future learning and enjoyment

Maths

Mathematical understanding is essential to everyday life and therefore it is fundamental that we provide our children with high-quality mathematics education.

At Friday Bridge Primary School we follow the National Curriculum which ensures all pupils: become fluent in the fundamentals of mathematics; reason mathematically; and can solve problems by applying their knowledge and understanding. Throughout the year, each strand of mathematics, as set out in the curriculum, is covered: Number, Measurement, Geometry, Statistics and Algebra. Across all of these strands it is essential that, at the core of our teaching, children see the relevance and are able to establish meaningful links to real-life situations.

Maths is taught daily as a discrete subject and, where appropriate, across the curriculum. Thorough planning and assessment guarantees progression and complete coverage of objectives. Further to this, our school calculation policy ensures a consistent and cohesive approach across the key stages. Models, images and manipulatives (for example Numicon, Base Ten, place value counters) are used from Early Years Foundation Stage through to the end of Year 6 and allow all children to access the curriculum and supports understanding of abstract concepts associated with Mathematics.

Through these strategies children develop an enjoyment of Maths and develop a “can do” attitude. This fosters an understanding that we all learn from our mistakes; that there could be more than one solution and develops mathematical reasoning. Our high quality and effective teaching of Mathematics also develops children’s mental strategies. Additionally, we explicitly teach number facts and children are supported to learn their times tables this aids children to become efficient mathematicians.

Effective monitoring and assessments from all teaching staff enables us to address any misconceptions early and, where appropriate, high-quality, structured focused provisions are provided.

As well as working to develop the children’s confidence and enjoyment of Maths, we also actively encourage parents and carers to engage with their children’s learning through the use of parent workshops and maths days. Consolidating these working partnerships enables us to reach our ultimate goal - that all of our children will become competent and effective Mathematicians and develop a lifelong love of Maths.

Science

“High quality science education provides understanding of the world.”

(National Curriculum 2014 DfE).

At Friday Bridge Primary School the National Curriculum objectives underpin all planning and teaching. Science teaching supports and enhances the inquisitive nature of the child, encouraging them to ask why and developing the skills required to pursue lines of enquiry. Children develop resilience and perseverance with the confidence to trial and test their ideas within an environment where mistakes are used as a platform for further learning.

Whenever possible, Science is taught practically, developing scientific enquiry at an appropriate level. Children are encouraged to relate learning to their own experiences and understanding of the world in which they live. They are also taught to recognise and understand the significance of scientific discoveries and contributions of famous scientists to our everyday lives.

Using a combination of knowledge and skills, children are given opportunities to develop their scientific understanding of Biology, Chemistry and Physics through practical investigations, observations and enquiry. Investigative skills which include; hypothesis, prediction, methodology, results and evaluation are developed throughout the key stages. Appropriate scientific vocabulary is modelled from EYFS to Year 6 in line with the acquisition of skill

Early Years Foundation Stage

From the very beginning at Friday Bridge Primary School, we aim to instil a day-to-day routine so that children feel safe, secure and confident. Within a caring and nurturing environment all children are provided with opportunities to follow their natural curiosities allowing their knowledge and understanding to grow. The development of the whole child lies at the heart of our teaching and provides the early foundations for future learning and independence.

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides 7 areas of learning and development which must be covered in our curriculum.

There are 3 **prime** areas:

- ☐ • Communication and Language
- ☐ • Physical Development
- ☐ • Personal, Social and Emotional Development

And 4 **specific** areas:

- ☐ • Literacy
- ☐ • Mathematics
- ☐ • Understanding the World
- ☐ • Expressive Arts and Design

All 7 areas are important and inter-connected within our curriculum.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis both indoors and outdoors. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. This is planned to support children in becoming independent learners.

Effective planning, teaching and assessment are integral to our practice in ensuring that children's next steps and individual learning needs are identified to enable them to fulfil their potential.

Learning through play is encouraged both indoors and outdoors. Self-chosen activities lead to high quality learning opportunities and personal development. Alongside this, adult-led teaching and learning develops early reading, writing and maths skills and knowledge to build solid foundations for future learning and prepare them for the next step in their education as they transition to Key Stage 1.

Key Stage 1

In Key Stage 1 we aim to provide an inspiring, immersive curriculum nurturing the development of the whole child and in which every child can achieve. Our thematic, cross-curricular approach aims to capture the children's interest and enthusiasm for learning.

Our curriculum covers History, Geography, Art and Design, Design Technology and Music. We follow the Cambridgeshire syllabus for RE, Jigsaw for PSHE and ICT is developed through the use of Purple Mash, an online learning platform which covers all areas of learning specified by the National Curriculum for us. Thorough teaching of discreet subject specific skills and knowledge is delivered alongside opportunities to apply those skills in a cross-curricular context. This approach broadens the children's understanding of the wider world both within and beyond their locality.

We aim through 'Wow' moments to enhance and motivate our children, providing dynamic, memorable experiences. These can include trips, visitors, role-play and other imaginative activities in school.

The children are involved in the development of their learning environment by being actively encouraged to make suggestions based on their developing interests and learning in our topics.

Parental engagement is integral to the development of the whole child. We strongly value the contributions of parents. Each term a family learning task linked to topic is set with the intention of encouraging interaction between parent and child and engage families in practical learning experiences.

Key Stage 2

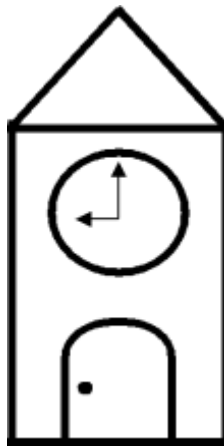
During their time in Key Stage 2, children are encouraged to be active learners. Through providing a broad and balanced curriculum, focused upon the development of the whole child, we aim to equip them with the confidence and skills to thrive on their continued learning journey. In Key Stage 2 we continue to support pupils in developing a confident and positive attitude to learning.

The National Curriculum learning objectives are taught through a two-year rolling programme. Thorough and cohesive planning effectively allows coverage of History, Geography, Art and Design and Design Technology actively linking discrete teaching of Computing, Music, MFL and PE wherever possible. Some examples of our topics include 'Invaders and Settlers', 'Forces of Nature' and 'Out of this World'. Each topic starts with a 'home learning' task to promote the key partnership shared between home and school. This is continued with theme days and open-afternoons to share the children's pride in their achievements and work.

RE is planned following the agreed Cambridgeshire syllabus and aims to ensure that pupils learn about World Religions as well as empowering pupils with the knowledge to begin to consider their own beliefs and principles.

Throughout the year, where appropriate, trips, visits and visitors are planned to enhance children's learning and understanding of their current topic. Children are encouraged and given opportunities to interact with the wider community helping them to understand and contribute to their role as good citizens in society.

FRIDAY BRIDGE PRIMARY SCHOOL



Class Overviews

Ducklings

Year A	Autumn	Spring	Summer
	Crowns, Tiaras and Turrets	Our World	Extinction
Year B	Autumn	Spring	Summer
	Time Traveller	Out of Africa	Superheroes

Robins

Year A	Autumn	Spring	Summer
	Imaginarium.	Glorious Great Britain.	Water, Water.
Year B	Autumn	Spring	Summer
	Read All about it.	Amazing Australasia	Up, Up and Away

Kestrels

Year A	Autumn	Spring	Summer
	Invaders and Settlers	Tour of Britain	Tomb Raiders
Year B	Autumn	Spring	Summer
	Stone Age to Iron Age	A Passage to India	Groovy Greeks

Hawks

Year A	Autumn	Spring	Summer
	We are not amused	Raging Rivers and Majestic Mountains	Goodnight Mr Tom
Year B	Autumn	Spring	Summer
	Out of this World	Forces of Nature	Marvellous Mayans

Ducklings: Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Crowns, Tiaras and Turrets:</u>		<u>Our World:</u>		<u>Extinction:</u>	
English Genres	Fairy Tales Traditional Poetry and Nursery Rhymes Instructions		Stories with familiar settings Writing Letters Nonsense poetry		Adventure story Non- chronological reports Acrostic poetry	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
Communication & Language	Home corner Role play- Castle		Home Corner Role play- garden centre, Pet shops, recycling centre		Home corner Role play- Dinosaur dig Cave Vets	
PSED ,PSHE & RSE	All areas of PSED, PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
Physical Development PE	Pupils will engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations. They will do this by working on their ball skills including throwing, kicking, catching and with the introduction of basic team games		Pupils will develop fundamental movement skills and become increasingly competent and confident. They will have access to a broad range of experiences to extend their agility, balance, co-ordination, individually and with others. They will be learning fundamental gymnastics skills which will include- balance, agility, co-ordination and putting together simple routines. They will also start to participate in team games- building on skills taught in term 1 and introducing attacking and defending.		This will be a culmination of skills already introduced throughout the year with a specific skill base in athletics which will include running, jumping and throwing	
Understanding the World Geography / History	This History based topic will spark children’s curiosity about the Royal Family past and present. They will explore the lives of significant Queens and discover the impact they have had on the country.		Pupils will develop their historical and geographical knowledge about their local area. Through map work and exploration of their local area they will acquire key skills as well as curiosity to discover more.		To insight children’s enthusiasm for history through fascinating discoveries about the prehistorical world.	
Science	Plants	Everyday materials	Plants	Physics	Human focus, animals including humans	Animals including humans Everyday materials
RE	Tales from the Bible Examples: <i>Joseph</i> <i>Jonah and the Whale</i> <i>Noah’s Ark</i> <i>David and Goliath</i> <i>Christmas</i>		Chinese New Year Christianity- Story of Easter		Special Places Examples: <i>Church</i> <i>Mosque</i> <i>Memorials</i> <i>Reflective Gardens</i>	
Expressive art and design	Humanity Self-portraits/ sketching and painting Painting skills. Colour mixing. Mark making	Sewing Creating Crowns Building model Castles	Bug printing, Usinf colour in different mediums to recreate local landscapes	Building models of locals places	Mod rock, Salt dough fossils	Creating creatures through junk modelling
Art and Design	Portraits		Colour		Nature	
Design and Technology		Textiles		Architecture		Food and Nutrition
Music	Sounds We Hear	Rocking Rhythms – Western percussion	Dynamics – Loud and quiet	Singing in parts	Musical pictures - Carnival Of The Animals	Performing together School production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					

Ducklings: Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Time Travellers		Out of Africa		Superheroes	
English Genres	Author study Using Non-Fiction books Alliterative poetry		Stories from other cultures Recounts Shape poetry		Stories with morals Explanation texts Sense poetry	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
Communication & Language	Home Corner Role Play Toy Museum, Santa’s workshop		Zoo Vets		Medical Centre Police station	
PSED, PSHE & RSE	All areas of PSED, PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
Physical Development PE	Pupils will engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations. They will do this by working on their ball skills including throwing, kicking, catching and with the introduction of basic team games		Pupils will develop fundamental movement skills and become increasingly competent and confident. They will have access to a broad range of experiences to extend their agility, balance, co-ordination, individually and with others. They will be learning fundamental gymnastics skills which will include- balance, agility, co-ordination and putting together simple routines. They will also start to participate in team games- building on skills taught in term 1 and introducing attacking and defending.		This will be a culmination of skills already introduced throughout the year with a specific skill base in athletics which will include running, jumping and throwing	
Understanding the World Geography/ History	Pupils will develop a knowledge and understanding of Britain’s past by travelling back through the time to explore the lives of children. Through asking perceptive questions, pupils will identify the similarities and difference between their lives and those of children from the past and develop perspective of the challenges and significant events throughout history.		To broaden pupils awareness of communities in contrasting environments. To develop understanding of the world and varied locations. To begin to use simple world maps. To begin to appreciate how locational differences including climate affect lifestyles.		Children will discover about significant people through history who were the ‘Heroes’ of their time. The topic will explore the lives of these super people from both living memory and beyond with the aim to aspire the children to become Superheroes themselves.	
Science	Human focus, animals including humans	Everyday materials	Animals including humans	Everyday materials	Everyday materials	Animals including humans
RE	Religious Journeys Examples: Good Samaritan Pilgrimage to Mecca Hindu Festival Diwali		Our Wonderful World Celebrating creation and the world around us through different religions including Christianity, Humanism and Sikhism		Celebrating Life Examples: Birthdays Christenings Weddings Funerals	
Expressive art and design	Painting skills Colour mixing Mark making	Texture and form Collage Toy pictures	Exploring animals prints	Print and pattern African prints/clothing	Junk modelling emergency vehicles	Using varied materials and mediums to create superheroes and accessories
Art and Design		Sculpture		Around the World		Landscapes
Design and Technology	Harvest		Upcycling		Vehicles	
Music	My Body is an Instrument	Building Instruments	Rocking Rhythms – African Beats	Pitch – High and Low	Musical Pictures- Peter and the Wolf	Performing together Whole school Production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					

Robins: Year A

	Autumn		Spring		Summer	
Topic Title	<u>Imaginarium.</u>		<u>Glorious Great Britain.</u>		<u>Water, Water.</u>	
English Genres	Stories with patterned language Thematic poems Instructions		Stories with Familiar Settings Traditional nursery Rhyme. Diary Entry		Adventure Stories - pirates Acrostic poetry Letters	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations. They will do this by working on their ball skills including throwing, kicking, catching and with the introduction of basic team games		Pupils will develop fundamental movement skills and become increasingly competent and confident. They will have access to a broad range of experiences to extend their agility, balance, co-ordination, individually and with others. They will be learning fundamental gymnastics skills which will include- balance, agility, co-ordination and putting together simple routines. They will also start to participate in team games- building on skills taught in term 1 and introducing attacking and defending.		This will be a culmination of skills already introduced throughout the year with a specific skill base in athletics which will include running, jumping and throwing Also the Year 2's in Summer B will have introductory swimming lessons in preparation for key stage 2.	
Geography / History	Inventors and Discoverers through Time. Scientists/historians/explorers		Where in the World are we? Important Places in UK.		Development and History of Sea Travel. History of Seaside holidays.	
Science	Yr 1 Animals including humans Yr 2 Animals including humans Yr 1 Everyday materials		Yr 1 Plants Yr 2 Plants Year 2 Living things and their habitats		Yr 2 Uses of everyday materials Yr 1 Animals including humans Yr 2 Animals including humans	
RE	Hinduism Places of worship Festivals including Diwali Beliefs Life as a Hindu		Christianity- Stories from the old testament (eg creation, Moses, David and G, Daniel & lion's den, Noah)		Sikhism- Creation story. Why we are special. Sikh families. Gurdwara. 5Ks Respect, equality, forgiveness. What do Sikhs believe about God and how the world was created? Celebrations and ceremonies including the Gurdwara. The Sikh way of life	
Art and Design	Portraits		Colour		Nature	
Design and Technology		Textiles		Architecture		Food and Nutrition
Music	Sounds We Hear	Rocking Rythms – Western Percussion	Dynamics – Loud and Quiet	Singing in Parts	Musical Pictures - Carnival of the Animals	Performing Together – Whole School Production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					

Robins: Year B

	Autumn		Spring		Summer	
Topic Title	Read All about it.		Amazing Australasia		Up, Up and Away	
English Genres	Newspaper articles. Traditional Tales Famous Poets		Stories from other cultures Non Chronological Reports Riddles		Author study Chronological report Shape poetry	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations. They will do this by working on their ball skills including throwing, kicking, catching and with the introduction of basic team games		Pupils will develop fundamental movement skills and become increasingly competent and confident. They will have access to a broad range of experiences to extend their agility, balance, co-ordination, individually and with others. They will be learning fundamental gymnastics skills which will include- balance, agility, co-ordination and putting together simple routines. They will also start to participate in team games- building on skills taught in term 1 and introducing attacking and defending.		This will be a culmination of skills already introduced throughout the year with a specific skill base in athletics which will include running, jumping and throwing Also the Year 2's in Summer B will have introductory swimming lessons in preparation for key stage 2.	
Geography / History	World News/Events Big Bang, Tectonic Plates, Vesuvius, WW1/2, Man on Moon, Climate Change, Ind rev, Band Aid, Christmas Trads.		Where in the World is it? Important places and historical link to GB		History of Air Travel. Development of technologies: planes, rockets, balloons and others.	
Science	Yr 1 Everyday materials Yr 2 Animals including humans Yr 1 Seasonal Change		Yr 1 Plants Yr 2 Plants Year 2 Living things and their habitats		Yr 2 Uses of everyday materials Yr 1 Animals including humans Yr 2 Animals including humans Yr 1 Seasonal Change	
RE	Christianity - How do Christians worship? The Church, Prayer, Bible, Special times for Christians		Christianity- Jesus and his teachings. Story of Easter,		Humanism- What makes us special? How do we celebrate our lives? How can we be happy and take care of each other and our world?	
Art and Design		Sculpture		Around the World		Landscapes
Design and Technology	Harvest		Upcycling		Vehicles	
Music	My Body is an Instrument	Building Instruments	Rocking Rythms – beat and drumming	Pitch - High and Low	Musical Pictures – Peter and the Wolf	Performing Together - Whole School Production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					

Kestrels: Year A

	Autumn		Spring		Summer	
Topic Title	Invaders and Settlers		Tour of Britain		Tomb Raiders	
English Genres	Stories with dilemmas First Person recounts- letters and diaries Performance Poetry		Author Study Information Texts Shape Poetry		Adventure and Mystery Stories Instructions Plays	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will continue to develop their previous skills and knowledge, learning how to improve, link them and use them in different ways. They will also create sequences of movement. They will communicate with others, collaborating and communicating positively. They will also learn how to evaluate their own and others activities which will allow them to improve their skill set. The competitive sporting activities will be;- Tag Rugby and Hockey, where skills will be taught such as running, jumping and catching in isolation and within a team, culminating in matches. Gymnastics skills will be developed further concentrating on balance, agility, co-ordination and putting together simple routines.		Pupils will take their skills that they have learnt in the previous terms and with them when experiencing both netball and football. They will then be exposed to adventurous outdoor activity challenges both individually and within a team when they take part in orienteering.		During swimming lessons pupils will be taught how to swim competently, confidently and proficiently using a range of strokes. They will also learn how to perform safe self-rescue in different water based situations. The last term will again be embedding their knowledge and skills learnt and transferring them alongside learning the new techniques within athletics, kwik Cricket and rounders.	
Geography / History	Pupils will learn about different points in time in Early British history and will develop understanding of invasion and settlement and its impact upon Great Britain. They will broaden their knowledge of the Roman Empire and its historical impact.		Children will develop knowledge of the UK and its geographical features and will be able to compare regions with their own locality. They will begin to consider how landscapes and geology affect human geography and land use. They will learn how to use maps of Britain.		Pupils will learn about the Egyptian Civilisation. They will gain an appreciation of the achievements of the Egyptians and their influence and legacy. They will draw comparisons to other early civilisations studied during KS2.	
Science	Physics: Forces	Biology: Living Things and habitats	Physics: Magnets	Biology: Plants	Physics: Sound	Biology: Plants
RE	Buddhism Key figure: Buddha Place of worship Holy book (Jataka tales) Buddhist way of Life		New testament Acts of the apostles. Spread of Christianity		Sikhism Beliefs about God – Guru Granth Sahib Practices in Gurdwara Sikh ceremonies Seva – Selfless service	
Art and Design	Portraits		Colour		Nature	
Design and Technology		Textiles		Architecture		Food and Nutrition
Music	Theory – the orchestra	Beat – Building (ME)	Composition Blues/Wartime	Structure – Ancient worlds (ME)	Pitch – China	Performing Together Whole school production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					
MFL	Spanish					

Kestrels: Year B

	Autumn		Spring		Summer	
Topic Title	Stone Age to Iron Age		A Passage to India		Groovy Greeks	
English Genres	Fantasy Stories Information Texts Performance Poetry		Traditional stories and fables Non-chronological reports Poetry- imagery and form		Myths and Legends Recounts- magazine/ newspaper articles Shape poetry	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will continue to develop their previous skills and knowledge, learning how to improve, link them and use them in different ways. They will also create sequences of movement. They will communicate with others, collaborating and communicating positively. They will also learn how to evaluate their own and others activities which will allow them to improve their skill set. The competitive sporting activities will be;- Tag Rugby and Hockey, where skills will be taught such as running, jumping and catching in isolation and within a team, culminating in matches. Gymnastics skills will be developed further concentrating on balance, agility, co-ordination and putting together simple routines.		Pupils will take their skills that they have learnt in the previous terms and with them when experiencing both netball and football. They will then be exposed to adventurous outdoor activity challenges both individually and within a team when they take part in orienteering.		During swimming lessons pupils will be taught how to swim competently, confidently and proficiently using a range of strokes. They will also learn how to perform safe self-rescue in different water based situations. The last term will again be embedding their knowledge and skills learnt and transferring them alongside learning the new techniques within athletics, kwik Cricket and rounders.	
Geography / History	Pupils will learn about the past, focusing upon the earliest points in human history. They will gain an appreciation of how we have evolved and developed and how our earliest ancestors adapted to survive.		To develop understanding and appreciation of diverse communities within our world. To draw comparisons between our local and national area and a contrasting country. To gain knowledge of how geographical location and physical geography affects human geography- including settlement, agriculture, trade and lifestyle.		Pupils will learn about the Ancient Greeks. They will gain an appreciation of their achievements, influence and legacy. They will draw comparisons to other early civilisations studied during KS2	
Science	Biology: Animals including humans	Physics: Light	Chemistry: Rocks and fossils	Biology: Animals including humans	Physics: Electricity	Chemistry: States of matter
RE	Islam Mosque Prophet Muhammad The Quran 5 Pillars of Islam Muslim life		Life and works of Jesus Epiphany, disciples, parables, Miracles, works of Jesus leading up to the crucifixion.		Humanism What are Humanists’ views of happiness? Why don’t Humanists’ believe in god/s? The natural world and moral values.	
Art and Design		Sculpture		Around the World		Landscapes
Design and Technology	Harvest		Upcycling		Vehicles	
Music	Pitch – In the Past (ME)	Percussion – Glockenspiel	Instruments – Ukuleles	Instruments – Ukuleles	Structure – Human body (ME)	Performing Together Whole school production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					
MFL	Spanish					

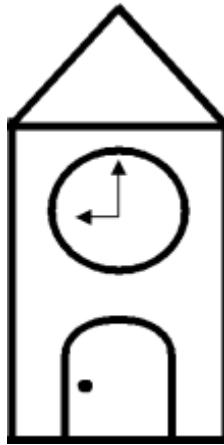
Hawks: Year A

	Autumn		Spring		Summer	
Topic Title	We are not amused		Raging Rivers and Majestic Mountains		We are not amused	
English Genres	Historical Narrative Discussion/ Argument Narrative Poetry		Author Study Recounts Formal and Impersonal Writing		Stories with flashbacks Persuasion Poetic Imagery	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will continue to develop their previous skills and knowledge, learning how to improve, link them and use them in different ways. They will also create sequences of movement. They will communicate with others, collaborating and communicating positively. They will also learn how to evaluate their own and others activities which will allow them to improve their skill set. The competitive sporting activities will be;- Tag Rugby and Hockey, where skills will be taught such as running, jumping and catching in isolation and within a team, culminating in matches. Gymnastics skills will be developed further concentrating on balance, agility, co-ordination and putting together simple routines.		Pupils will take their skills that they have learnt in the previous terms and with them when experiencing both netball and football. They will then be exposed to adventurous outdoor activity challenges both individually and within a team when they take part in orienteering.		During swimming lessons pupils will be taught how to swim competently, confidently and proficiently using a range of strokes. They will also learn how to perform safe self-rescue in different water based situations. The last term will again be embedding their knowledge and skills learnt and transferring them alongside learning the new techniques within athletics, kwik Cricket and rounders. Within summer term B year 6 pupils will have lessons to ensure that they can swim confidently and competently over at least 25m.	
Geography / History	To continue to develop our chronologically secure knowledge and understanding of British and local history, by establishing clear narratives within and across the Victorian Era. We will note connections, contrasts and trends over time and develop the appropriate use of historical terms.		To inspire our curiosity and fascination about the world and its people. To broaden our knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical processes. To deepen our understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.		To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We will continue to develop our understanding of British, local and world history by establishing clear narratives within and across the period of the Second World War. This topic will inspire our curiosity to know more about the past. To develop our understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	
Science	Physics: Forces	Biology: Living things and their habitats	Chemistry: Properties and changes of materials	Biology: Living things and their habitats	Physics: Electricity	Biology: Living things and their habitats
RE	Hinduism Places of worship Deities and scriptures Dharma Living a Hindu life		Christianity Church: Holy communion Meaning of the lord’s prayer Explore Hymns Roles within the church Holy trinity Miracles		Judaism Synagogue Beliefs Shabbat Torah & Commandments Jewish Life Holocaust	
Art and Design	Portraits		Colour		Nature	
Design and Technology		Textiles		Architecture		Food and Nutrition
Music	Theory – the rock band	Listening – Solar Systems (ME)	Composition Blues/Wartime	Percussion - Samba	Rhythm and beat – Growing (ME)	Performing Together Whole school production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					
MFL	Spanish					

Hawks: Year B

	Autumn		Spring		Summer	
Topic Title	Out of this world		Forces of Nature		Marvellous Mayans	
English Genres	Film Narrative Biography and Autobiography Explanation Texts		Stories from other cultures Journalistic Writing Poetic Imagery		Play scripts Non-chronological Reports Poetic style and technique	
Mathematics	All areas of the mathematics curriculum are taught through the year following mixed age planning.					
PSHE & RSE	All areas of PSHE and RSE curriculum are taught through the year following the Jigsaw programme of study					
PE	Pupils will continue to develop their previous skills and knowledge, learning how to improve, link them and use them in different ways. They will also create sequences of movement. They will communicate with others, collaborating and communicating positively. They will also learn how to evaluate their own and others activities which will allow them to improve their skill set. The competitive sporting activities will be;- Tag Rugby and Hockey, where skills will be taught such as running, jumping and catching in isolation and within a team, culminating in matches. Gymnastics skills will be developed further concentrating on balance, agility, co-ordination and putting together simple routines.		Pupils will take their skills that they have learnt in the previous terms and with them when experiencing both netball and football. They will then be exposed to adventurous outdoor activity challenges both individually and within a team when they take part in orienteering.		During swimming lessons pupils will be taught how to swim competently, confidently and proficiently using a range of strokes. They will also learn how to perform safe self-rescue in different water based situations. The last term will again be embedding their knowledge and skills learnt and transferring them alongside learning the new techniques within athletics, kwik Cricket and rounders. Within summer term B year 6 pupils will have lessons to ensure that they can swim confidently and competently over at least 25m.	
Geography / History	To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It will inspire our curiosity to know more about the past. To help us understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges of our time.		Broaden understanding of our natural world and causes and effects of natural disasters. To also develop our understanding of human effects upon the environment and consequences. To develop knowledge of different areas of the world and how these are affected by natural phenomena.		To continue to develop our secure knowledge and understanding of world history chronologically. To develop our appropriate use of historical terms by addressing and devising historically valid questions about change, cause, similarity and difference, and significance. We will construct informed responses that involve thoughtful selection and organisation of relevant historical information. We will understand how our knowledge of the past is constructed from a range of sources.	
Science	Physics: Earth & Space	Biology: Animals including humans	Chemistry: Properties and changes of materials	Biology: Animals including humans	Physics: Light	Biology: Evolution and inheritance
RE	Significant religious figures Look at the teachings of Jesus as a foundation for Christian living. Charities, MLK, Mth Theresa. Ghandi, Nelson Mandela, Salvation Army.		Christianity Creation stories comparing different religions and the scientific theories Beliefs in god compared with above.		Humanism- How do Humanists decide what to believe? Celebrations. What do Humanists value? Human relationships. How do humanists believe we can live a morally good life?	
Art and Design		Sculpture		Around the World		Landscapes
Design and Technology	Harvest		Upcycling		Vehicles	
Music	Listening- Planet /war of the world	Composing – At the Movies (ME	Instruments – Ukuleles	Instruments – Ukuleles	Structure – Life cycles (ME)	Performing Together Whole school production
Computing	All areas of the Computing curriculum are taught through the year following the Purple Mash programme of study					
MFL	Spanish					

FRIDAY BRIDGE PRIMARY SCHOOL



ENGLISH

KS1 and KS2

Reading at Friday Bridge Primary School

Class	Reading focuses	Intended Impact
Ducklings EYFS/ Y1	Daily phonics using RWInc Home school reading books: 1 linked to RWInc and 1 book for pleasure- changed at least weekly Regular story time at least twice daily from a range of high quality texts	Decoding and early reading skills will develop as a result of high quality, systematic phonics teaching and parental engagement. Link between phonics learned in school and books read at home to further progression. Immersion in a range of stories that encourage pupils' enjoyment for reading and ensures that all children are read to regularly as a shared experience.
Robins Y1/2	Daily phonics using RWInc Home school reading books: 1 linked to RWInc or reading level and 1 book for pleasure- changed at least weekly Y2 (off RWInc programme)- Further application of phonics through RWInc spelling- 4 x weekly Daily 15 minutes story time- whole class All pupils to read within an adult led group at least weekly (including RWInc groups)	Opportunity to further develop phonetic knowledge and understanding which builds towards application in writing. Link between phonics learned in school and books read at home to further progression. Reading continues to be a shared and enjoyable experience for all. All children have the opportunity to read and to develop comprehension skills and responses to texts.
Kestrels Y3/4	Further application phonics through RWInc spelling- 4 x weekly Daily independent reading- access to a wide range of high quality texts or appropriate reading scheme books Daily 15 minutes story time- whole class	Opportunity to further develop phonetic knowledge and understanding which builds towards application in writing. Development of independent reading skills, personal choice and engagement with texts. Children continue to enjoy a shared, adult-led story time experience. Development of comprehension skills
Hawks Y5/6	Further application of phonics through RWInc spelling- 4 x weekly Daily independent reading- access to a wide range of high quality texts Daily 15 minutes story time- whole class Reading Comprehension boosters Spring and Summer term	Opportunity to further develop and consolidate phonetic knowledge and understanding and apply this to writing Development of independent reading skills, personal choice and engagement with texts. Children continue to enjoy a shared, adult-led story time experience. Development of comprehension skills Development of comprehension and reading techniques to support retrieval, inference and deduction
Whole school	Celebration of Roald Dahl Day- September Celebration of World Book Day- March Reading areas in all classrooms	Reading is celebrated throughout the school. Reading is high profile in all year groups and shared areas.

KS1 English Objectives- Reading and Spoken Language

Year 1: Year 2

Word Reading (To be taught throughout the year)

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the #
- sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Narrative Units Ducklings: Fairy Tales, Adventure stories, Stories with Familiar Settings, Author Study, Stories from other cultures, Stories with morals Robins: Stories with Patterned language, Stories with familiar settings, Adventure stories, Traditional tales, Stories from other cultures, Author Study	
Spoken Language	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas give well-structured descriptions and explanations <p><i>Drama Opportunity: hot seating/ freeze framing/ performing the story</i></p>	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales discussing the sequence of events in books and how items of information are related listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently recognising simple recurring literary language in stories and poetry discussing their favourite words and phrases <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far

Non- Fiction Ducklings: Instructions, Non-chronological reports, Letters, Using Non- Fiction texts, Recounts, Explanation texts Robins: Instructions. Diary writing, Letters, Newspaper articles, Non-chronological reports, Chronological Reports	
Spoken Language	Comprehension
<ul style="list-style-type: none"> • Use relevant strategies to build their vocabulary ▪ articulate and justify answers, arguments and opinions ▪ give well-structured descriptions and explanations and narratives for different purposes including for expressing feelings ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ ask relevant questions to extend their understanding and build vocabulary and knowledge ▪ give well-structured descriptions and explanations <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ▪ drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them. <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done • answering and asking questions • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Poetry Ducklings: Traditional Tales and Nursery Rhymes, Acrostic poetry, Nonsense poetry, Alliterative poetry, Shape poetry, Sense poetry Robins: Thematic Poetry, Traditional poetry/ nursery rhymes, Acrostic poetry, Famous Poets, Riddles, Shape poetry	
Spoken Language	Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ select and use appropriate registers for effective communication. ▪ gain, maintain and monitor the interest of the listener(s) • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances and debates ▪ ask relevant questions to extend their understanding and build vocabulary and knowledge ▪ articulate and justify answers, arguments and opinions 	<p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> ▪ making inferences on the basis of what is being said and done ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them. <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

KS1 English Objectives- Writing

Transcription (To be taught throughout the year)

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- **name the letters of the alphabet:**
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- **add prefixes and suffixes:**
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)
- **write from memory simple sentences dictated by the teacher that include words taught so far.**

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known
- learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, e.g. –ment, –ness, –ful,
- –less, –ly
- apply spelling rules and guidelines, as listed in Appendix 1
- write from memory simple sentences dictated by the teacher that include words and punctuation taught so far

Handwriting (To be taught throughout the year)

Pupils should be taught to :

sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place
form capital letters
form digits 0-9
understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Pupils should be taught to:

form lower-case letters of the correct size relative to one another
start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
use spacing between words that reflects the size of the letters.

Narrative Units Ducklings: Fairy Tales, Adventure stories, Stories with Familiar Settings, Author Study, Stories from other cultures, Stories with morals Robins: Stories with Patterned language, Stories with familiar settings, Adventure stories, Traditional tales, Stories from other cultures, Author Study	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) evaluating their writing with the teacher and other pupils; read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops Capital letters for names and for the personal pronoun I sequencing sentences to form short narratives <p>Pupils should be taught:</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) Apostrophes to mark where letters are missing in spelling

Non- Fiction Ducklings: Instructions, Non-chronological reports, Letters, Using Non- Fiction texts, Recounts, Explanation texts Robins: Instructions. Diary writing, Letters, Newspaper articles, Non-chronological reports, Chronological Reports	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by others <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing about real events; • writing for different purposes; • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Introduction to capital letters, full stops exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun / • Joining words and joining clauses using <i>and</i> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling • Correct choice and consistent use of present tense and past tense throughout writing

Poetry Ducklings: Traditional Tales and Nursery Rhymes, Acrostic poetry, Nonsense poetry, Alliterative poetry, Shape poetry, Sense poetry Robins: Thematic Poetry, Traditional poetry/ nursery rhymes, Acrostic poetry, Famous Poets, Riddles, Shape poetry	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by others. <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing poetry • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>) <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as –<i>ness</i>, –<i>er</i> and by compounding (e.g. <i>whiteboard, superman</i>) • Formation of adjectives using suffixes such as –<i>ful</i>, –<i>less</i>

	<ul style="list-style-type: none">• (A fuller list of suffixes can be found in the year 2 spelling appendix.)• Use of the suffixes <i>–er, –est</i> in adjectives and <i>–ly</i> to turn adjectives into adverbs
TERMINOLOGY	
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	

Year 3 and 4 English Objectives- Reading and Spoken Language

Word Reading (To be taught throughout the year)	
Pupils should be taught to: <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	
Narrative Units	
Spoken Language	Comprehension
Adventure and mystery text	
Pupils should be taught to: <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and build vocabulary and knowledge • give well-structured descriptions and explanations • use spoken language to develop understanding <p><i>Drama Opportunity- Hot seating / freeze framing</i></p>	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • discussing words and phrases that capture the reader's interest and imagination understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Traditional stories and fables	
Pupils should be taught to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • consider and evaluate different viewpoints, attending to and building on the contributions of others 	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books

Plays	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Author Study	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text
Myths and Legends	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions ; give well-structured descriptions and explanations; participate in discussions, presentations, performances and debates; consider and evaluate different viewpoints, attending to and building on the contributions of others <p><i>Drama Opportunity: freeze frame, conscience corridor</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

Stories with dilemmas	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions consider and evaluate different viewpoints, attending to and building on the contributions of others <p><i>Drama Opportunity: Conscience corridor</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Fantasy narrative	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge consider and evaluate different viewpoints, attending to and building on the contributions of others give well-structured descriptions and explanations <p><i>Drama Opportunity: Acting out different stages in the narrative / hot seating characters</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Non- Fiction Units	
Spoken Language	Comprehension
Information texts	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge give well-structured descriptions and explanations 	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read reading books that are structured in different ways and reading for a range of purposes identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
Non Chronological Reports	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge 	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
Instructions	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction

Recounts- magazines and newspapers	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions <p><i>Drama Opportunity: Hot seating/ Interviews</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ; reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read; understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these retrieve and record information from non-fiction
First person recounts- Letters and diaries	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions <p><i>Drama Opportunity: Hot seating, Freeze frame</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
Poetry Units	
Spoken Language	Comprehension
Shape Poetry	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates <p><i>Drama Opportunity- Performance of poetry</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Performance Poetry	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance of poetry</i></p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry (e.g. free verse, narrative poetry)
Poetry- creating imagery and exploring form	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <p><i>Drama Opportunity: Poetry performance</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (e.g. free verse, narrative poetry)

Year 3 and 4 English Objectives- Writing	
Writing- Transcription (To be taught throughout the year)	Writing- Handwriting (To be taught throughout the year)
<p>Spelling (see Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (Appendix 1). • spell further homophones • spell words that are often misspelt (Appendix 1) • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Narrative Units	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
Adventure and mystery texts	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> • Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>) • Introduction to inverted commas to punctuate direct speech • Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)

Traditional stories and fables	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Introduction to inverted commas to punctuate direct speech</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>
Plays	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>

Author study	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proof-read for spelling and punctuation errors 	<p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p>
Myths and Legends	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Use of paragraphs to organise ideas around a theme</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p>

Stories with dilemmas	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors
Fantasy narrative	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences 	<p>Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of commas after fronted adverbials</p> <p>The grammatical difference between plural and possessive -s</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p>

<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors 	
Non-Fiction Units	
Information texts	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) • organising paragraphs around a theme • in non-narrative material, using simple organisational devices such as headings and sub-headings • evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors 	<p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Headings and sub-headings to aid presentation</p>
Non chronological reports	
<p>Composition</p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors 	<p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, <u>an</u> open box</i>)</p> <p>Headings and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>

Instructions	
<p>Composition</p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>Headings and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)</p>
Recounts- magazines and newspapers	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>The grammatical difference between plural and possessive -s</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p>
First person recounts- e.g. letters / diaries	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> organising paragraphs around a theme <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements

	<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors
Poetry Units	
Shape poetry	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>

Performance poetry	
<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>
Poetry- creating imagery and exploring form	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices such as headings and sub-headings <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	

Year 5 and 6 English Objectives- Reading and Spoken Language

Word Reading (To be taught throughout the year)	
Pupils should be taught to: <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	
Narrative Units	
Spoken Language	Comprehension
Myths and Legends	
Pupils should be taught to: <ul style="list-style-type: none"> give well-structured descriptions and explanations participate in discussions, presentations, performances and debates <i>Drama Opportunity- e.g. character hot seating, freeze framing- conscience alley to explore dilemmas</i>	Pupils should be taught to: <ul style="list-style-type: none"> give well-structured descriptions and explanations participate in discussions, presentations, performances and debates <i>Drama Opportunity- e.g. character hot seating, freeze framing- conscience alley to explore dilemmas</i>
Stories from other cultures	
Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas</i>	Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas</i>
Film Narrative/ Visual Literacy	
Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. hot-seating of characters, freeze framing, conscience alley to explore dilemmas</i> <i>Chance to film their own narrative (ICT)</i>	Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. hot-seating of characters, freeze framing, conscience alley to explore dilemmas</i> <i>Chance to film their own narrative (ICT)</i>

Historical Narrative	
Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. character hot seating, freeze framing- conscience alley to explore dilemmas</i>	Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. character hot seating, freeze framing- conscience alley to explore dilemmas</i>
The presentation of time within narrative- stories with flash backs, stories within stories etc.	
Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas</i>	Pupils should be taught to: <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- e.g. hot seating of characters, freeze framing, conscience alley to explore dilemmas</i>
Author study- comparison of narrative writing styles	
Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. hot-seating of characters, conscience alley to explore dilemmas, freeze framing</i>	Pupils should be taught to: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions give well-structured descriptions and explanations <i>Drama Opportunity- Eg. hot-seating of characters, conscience alley to explore dilemmas, freeze framing</i>
Play scripts- Shakespeare study unit	
Pupils should be taught to: <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <i>Drama Opportunity- Performance</i>	Pupils should be taught to: <ul style="list-style-type: none"> participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <i>Drama Opportunity- Performance</i>

Non- Fiction Units	
Spoken Language	Comprehension
Recounts	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations <p><i>Drama Opportunity- e.g. hot-seating/ interviews</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions and explanations <p><i>Drama Opportunity- e.g. hot-seating/ interviews</i></p>
Explanation Texts	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and build vocabulary and knowledge • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask relevant questions to extend their understanding and build vocabulary and knowledge • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Biography and Autobiography	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and build vocabulary and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Persuasive Writing	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations speak audibly and fluently with an increasing command of Standard English <p>participate in discussions, presentations, performances and debates</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. <p><i>Drama Opportunity- Eg. Presentation</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions give well-structured descriptions and explanations speak audibly and fluently with an increasing command of Standard English <p>participate in discussions, presentations, performances and debates</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. <p><i>Drama Opportunity- Eg. Presentation</i></p>
Journalistic Writing	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others <p><i>Drama Opportunity- Eg. hot-seating/ interviews</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others <p><i>Drama Opportunity- Eg. hot-seating/ interviews</i></p>

Discussion/ Argument/ Debate	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances and debates select and use appropriate registers for effective communication. <i>Formal debating- whole class</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments participate in discussions, presentations, performances and debates select and use appropriate registers for effective communication. <i>Formal debating- whole class</i>
Formal/ Impersonal Writing. Eg. Guide and Non-chronological reports	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <p><i>Presentation to class- use of ICT</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication. <p><i>Presentation to class- use of ICT</i></p>
Poetry Units	
Spoken Language	Comprehension
Poetry- exploration of different poetic techniques and styles	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English <p>presentations, performances and debates</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance of poetry</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> speak audibly and fluently with an increasing command of Standard English <p>presentations, performances and debates</p> <ul style="list-style-type: none"> gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance of poetry</i></p>

Classic/ Narrative poetry (e.g. The Highway man/ Lady of Shallot)	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English <p>presentations, performances and debates</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance of poetry</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English <p>presentations, performances and debates</p> <ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) <p><i>Drama Opportunity- Performance of poetry</i></p>
Poetic imagery- use of personification, metaphor etc.	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • select and use appropriate registers for effective communication. <p><i>Drama Opportunity- e.g. performance of poetry</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances and debates • select and use appropriate registers for effective communication. <p><i>Drama Opportunity- e.g. performance of poetry</i></p>

Year 5 and 6 English Objectives- Writing	
Writing- Transcription (To be taught throughout the year)	Writing- Handwriting (To be taught throughout the year)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidelines for adding them • spell some words with ‘silent’ letters, e.g. knight, psalm, solemn • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
Narrative Units	
Writing Composition	Writing Grammar, Vocabulary and Punctuation
Myths and Legends	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages

	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing
Stories from other cultures	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors

Film Narrative	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors

Historical Narrative	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</p>
The presentation of time within narrative- stories with flash backs, stories within stories etc.	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing

Author study- comparison of narrative writing styles	
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing
Play scripts-	
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>draft and write by:</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p>draft and write by:</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing

	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Non-Fiction Units	
Recount Writing	
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Explanation Texts	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Biography and Autobiography	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs <p>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors

Persuasive Writing	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

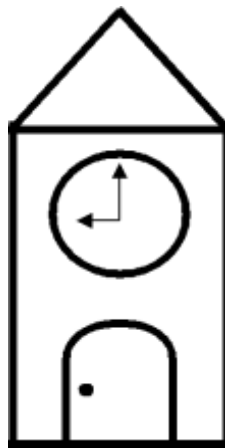
Journalistic Writing		
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningusing further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none">ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errors	<p>Revision of objectives from years 3-5</p> <p>Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	
Discussion/ Argument/ Debate		
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none">noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningusing a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none">ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errors	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none">noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningusing a wide range of devices to build cohesion within and across paragraphs <p>evaluate and edit by:</p> <ul style="list-style-type: none">ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errors	

Formal/ Impersonal Writing and Non-chronological reports	
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proof-read for spelling and punctuation errors
Poetry Units	
Poetry- exploration of different poetic techniques and styles	
<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Classic/ Narrative poetry (e.g. The Highway man/ Lady of Shallot)	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Poetic imagery- use of personification, metaphor etc	
<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

FRIDAY BRIDGE PRIMARY SCHOOL



MATHS
EYFS
KS1 and KS2

Maths Medium Term Overviews

EYFS

Alongside this document, ensure that the following are being used at all times:

- **White Rose Maths Guidance for Reception Teachers** <https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Reception-Scheme-Guidance-for-teachers-Autumn-2020.pdf>
- **FBPS Calculation Policy**
- **FBPS Fluency Progression Document** – Each week has a clear counting focus and 3X Fluent in Fives must take place every week
- **Development Matters** https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf
- **Birth to 5 Matters** <https://www.birthto5matters.org.uk/download-or-buy-a-copy/>

Non-Negotiables:

- A weekly story relevant to the maths learning should be shared with the children
- Home corner and Role play areas provide opportunities for children to explore maths in a meaningful way
- The principles of counting should be considered and developed through exploration and play. (Stable order, One to One, Cardinal, Order Irrelevance, Abstraction, Conservation, Hierarchical Inclusion and Subitising)
- Children must be taught to understand Mathematical structures through the use of models and images. In particular, the 10 Frame.
- Children should be guided in their reasoning through the use of **Stem Sentences** and explicit use of accurate mathematical language by the teacher and children.
- Mental Oral Starters can be used to fulfil part of fluency activities from the policy above but should also be used for a **number of the week** and **Counting opportunities**.
- Learning the correct number formation. (Daily practise through modelling and scaffolding).
- The Units below **MUST** be taught in this order – Please discuss with your Maths Leader if you wish to change this for any reason.

Assessments

- Baseline in Autumn
- Ongoing RAG assessments against curriculum planning documents
- 3 times weekly recording in Maths (from Spring term) to inform instant interventions and adapt lessons to meet the needs of all learners
- Fluency Tests to be taken once every half term
- EOY ELG assessments

Other Points:

- NCETM with links to number blocks planning- <https://www.ncetm.org.uk/resources/51439>
- Share the day's date with the children - children to take ownership over date to recognise days of the weeks and order of months and link these to the short date.

- To use and display vocabulary related to time and to discuss times in a day e.g. playtime, lunchtime, home time
- Hearing/ learning a variety counting rhymes and song - **traditional Nursery Rhymes and action and maths rhymes to be sung regularly throughout each week and varied to ensure that children hear and sing a wide range.**
- Opportunities for children to count **individually** included in daily routine.
- Interactive maths game always to be planned in for continuous provision on classroom ICT. **Maths area to reflect current learning.**

KS1 / KS2

Alongside this document, ensure that the following are being used at all times:

- **FBPS Calculation Policy**
- **FBPS Fluency Progression Document** – Each week has a clear number fact focus

Non-Negotiables:

- All lessons must include opportunities for children to develop **Fluency, Reasoning** and **Problem Solving** skills.
- All lessons must offer **Greater Depth** opportunities for higher achievers
- Children must be taught to understand Mathematical structures through the use of models and images
- Children should be guided in their Problem solving and Reasoning through the use of **Stem Sentences** and explicit use of accurate mathematical language by the teacher and children.
- Working Walls must reflect current learning
- The units below **MUST** be taught in this order – Please discuss with your Maths Leader if you wish to change this for any reason.

Assessments

- Daily recording in Maths books inform instant interventions and adapt lessons to meet the needs of all learners
- Fluency Tests to be taken once every half term
- Summative tests to be taken once a term
- Previous SAT papers will be used from the Spring Term for Year 2 & Year 6

Key Points

- Think about prior learning – look at previous year group curriculum statements and decide which need revisiting before starting the current year group content.
- Then break down the learning into small steps for the unit of work. White Rose can help with this but remember they are a guide. Also, small steps are not lessons, some might be part of 1 lesson and others multiple lessons on their own.
- Mental Oral Starters can be used to fulfil part of fluency activities but should also be used for an opportunity to **consolidate and revisit previous learning** from other units.
- Any weeks left at the end of each term should be used for **closing the gap** and giving children the opportunity to **apply** their learnt skills to a real life context, a shop, planning a picnic, etc.

EYFS- Autumn Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Baseline Assessments			Number <ul style="list-style-type: none"> Match and Sort Compare Amounts 			Number <ul style="list-style-type: none"> Representing 1,2 &3 Comparing 1,2 & 3 Composition of 1,2 & 3 			Number <ul style="list-style-type: none"> Representing Numbers to 5 One More and Less 		
			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Compare Size, Mass and Capacity Exploring Pattern 			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Circle and Triangles Positional Language 			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Shapes with 4 sides Time 		
			<div>Where's My Teddy/It's The Bear - Jez Alborough</div> <div>The Bear In The Cave - Michael Rosen</div> <div>Peace At Last - Jill Murphy</div> <div>Seaweed Soup - Stuart J Murphy</div> <div>Clean Up Everybody - Stacey Sparks</div> <div>Beep Beep Vroom Vroom - Stuart J Murphy</div> <div>The Button Box - Margarette S Reid.</div> <div>Duck In the Truck - Jez Alborough</div> <div>Dear Zoo - Rod Campbell</div> <div>Mr Big - Ed Vere</div> <div>Naughty Bus - Jan Oke</div> <div>Crash Boom - Robbie R Harris</div> <div>A New House For Mouse - Petr Horacek</div> <div>The Right Place for Albert - Daphne Skinner</div>			<div>1 2 3 at the Zoo - Eric Carle</div> <div>I'm Number One - Michael Rosen</div> <div>One Bear at Bedtime - Mick Inkpen</div> <div>The Little Bear and the Wish Fish - Debi Gliori</div> <div>Pink Tiera Cookies for Three - Maria Dismondy</div> <div>Number Farm - Stephen Holmes</div> <div>Circle/Triangle - Mac Barnett and Jon Klassen</div> <div>The Mr Men Stories - Roger Hargreaves</div> <div>Three Little Firefighters - Stuart J Murphy</div> <div>Round is the Moon Cake - Roseanne Thong</div> <div>Rosie's Walk - Pat Hutchins</div> <div>Mrs Wishy-Washy - Joy Cowling</div> <div>Me on a Map - Joan Sweeney</div> <div>Each Peach Pear Plum - Janet & Allan Ahlberg</div>			<div>Pete the Cat and his 4 Groovy Buttons-Eric Litwin</div> <div>Witches Four - Marc Brown</div> <div>Kipper's Birthday - Mick Inkpen</div> <div>5 Little Fiends - Sarah Dyer</div> <div>The Very Hungry Caterpillar- Eric Carle</div> <div>Stella to Earth! - Simon Puttock</div> <div>Square - Mac Barnett and Jon Klassen</div> <div>Bear in a Square - Della Blackstone</div> <div>Fox in the Dark - Alison Green</div> <div>Peace at last- Jill Murphy</div> <div>Kipper's Monster - Mick Inkpen</div> <div>Day Monkey, Night Monkey - Julia Donaldson</div> <div>The Dark, Dark Tale - Ruth Brown</div> <div>Funnybones - Janet & Allen Ahlberg</div>		

EYFS- Spring Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Number: <ul style="list-style-type: none"> Introducing Zero Comparing numbers to 5 Composition of 4& 5 				Number: <ul style="list-style-type: none"> 6,7 & 8 Making pairs Combing 2 Groups 					Number: <ul style="list-style-type: none"> 9 & 10 Comparing numbers to 10 Bonds to 10 		
Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Compare, Mass Compare Capacity 				Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Length And Height Time 					Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> 3D shape Pattern 		
<div>None the Number - Oliver Jeffers</div> <div>Zero is the Leaves on the Tree – Betsy Franco</div> <div>A Squash and a Squeeze – Julia Donaldson</div> <div>Room on the Broom – Julia Donaldson</div> <div>I Spy Numbers – Jean Marzello</div> <div>Who Sank the Boat – Pamela Allen</div> <div>Balancing Act – Ellen Stoll Walsh</div> <div>A Beach for Albert – Eleanor May</div> <div>Anno's Counting book – Mitsumasa Anno</div> <div>The Ugly Five – Julia Donaldson</div> <div>The Blue Balloon – Mick Inkpen</div>				<div>Six Dinner Sid – Inga Moore</div> <div>Kipper's Toybox – Mick Inkpen</div> <div>Sidney the Silly Only Eats Six – M W Penn</div> <div>Anno's Counting Book – Mitsumasa Anno</div> <div>What the Ladybird Heard – Julia Donaldson</div> <div>Simon's Sock – Sue Hendra</div> <div>Pairs! In the Garden – Smriti Prasadani-Halls</div> <div>The Giraffe who got a Knot – John Bush</div> <div>Titch – Pat Hutchins</div> <div>Tall – Jez Alborough</div> <div>Jack and the Beanstalk – Traditional</div> <div>Jim and the Beanstalk – Raymond Briggs</div> <div>Mr Wolf's Week – Colin Hawkins</div> <div>Jasper's Beanstalk – Nick Butterworth</div>					<div>How do Dinosaurs Count to 10? - Yolen & Teague</div> <div>One Gorilla – Atsuko Morazumi</div> <div>Mouse Count – Ellen Stoll Walsh</div> <div>Nine Naughty Kittens – Linda Jenny</div> <div>Feast for 10 – Cathryn Falwell</div> <div>Cockatoos – Quentin Blake</div> <div>Mr Magnolia – Quentin Blake</div> <div>Ten Black Dots – Donald Crews</div> <div>The Napping House – Audrey Wood & Don Wood</div> <div>Engines Engines – L Bruce & S Waterhouse</div> <div>Mouse Shapes – Ellen Stoll Walsh</div> <div>Changes Changes – Pat Hutchins</div> <div>Pattern Bugs – Trudy Harris</div> <div>Busy Busy Busy – Haneul Ddang</div> <div>Pattern Fish – Trudy Harris</div>		

EYFS- Summer Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Number: <ul style="list-style-type: none"> Building Numbers beyond 10 Counting patterns Beyond 10 			Number: <ul style="list-style-type: none"> Adding More Take Away 			Number: <ul style="list-style-type: none"> Doubling Sharing and Grouping Even and Odd 			Number: <ul style="list-style-type: none"> Deeping Understanding Patterns and Relationships 		
Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Spatial Reasoning (1) Match, Rotate, Manipulate 			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Spatial Reasoning (2) Compose and Decompose 			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> Spatial Reasoning (3) Visualise and Build 			Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> 3D shape Pattern 		
<div>Jack The Builder – Stuart J Murphy</div> <div>One Moose, 20 Mice – Stella Blackstone</div> <div>One to 10 and Back Again – Nick Sharratt</div> <div>A Dozen Ducklings Lost and Found – Harriet Ziefert</div> <div>Which is Round? Which is Bigger? – Mineko Marmada</div> <div>1 is a Snail, 10 is a Crab – April Sayre & Jeff Sayre</div> <div>1 is One – Tasha Tudor</div> <div>The Real Princess – Brenda Williams</div> <div>10 on a Train – John O’Leary</div> <div>20 Big Trucks in the Middle of the Street – Mark Lee</div> <div>Snail Trail: A Journey Through Modern Art – Jo Saxton</div> <div>Which One Doesn’t Belong – Christopher Danielson</div>			<div>Mouse Count – Ellen Stoll Walsh</div> <div>Mr Gumpy’s Outing – John Burningham</div> <div>Rosie’s Zoo – Ailie Busby</div> <div>One Ted Falls Out of Bed – Julia Donaldson</div> <div>Quack and Count – Keith Baker</div> <div>My Granny Went to Market – Stella Blackstone</div> <div>Tad – Benji Davis</div> <div>The Shopping Basket – John Burningham</div> <div>Monster Math – Anne Miranda</div> <div>Elevator Magic – Stuart J Murphy</div> <div>Grandpa’s Quilt – Betsy Franco</div> <div>Jack and the Flumflum Tree – Julia Donaldson</div> <div>Pezzettino – Neo Lionni</div>			<div>This is the Story of Alison Hubble – Allan Ahlberg</div> <div>Two of Everything – Lilly Hong</div> <div>Double Dave – Sue Hendra</div> <div>Double the Ducks – Stuart J Murphy</div> <div>The Doorbell Rang – Pat Hutchins</div> <div>The Gingerbread Man – Traditional</div> <div>Bean Thirteen – Matthew McElligott</div> <div>One Hungry Cat – Joanne Rocklin</div> <div>Ness the Nurse – Nick Sharratt</div> <div>One Odd Day – Doris Fisher</div> <div>Pete the Cat and the Missing Cupcakes – K & J Dean</div> <div>Underwater Counting – Jerry Pallotta</div> <div>What the Ladybird Heard – Julia Donaldson</div> <div>Rosie’s Walk – Pat Hutchins</div> <div>Mr Gumpy’s Motor Car – John Burningham</div>			<div>Mr Gumpy’s Outing – John Burningham</div> <div>Billy’s Bucket – Kes Gray</div> <div>Mr Archimede’s Bath – Pamela Allen</div> <div>Who Sank the Boat – Pamela Allen</div> <div>How Many Legs – Kes Gray</div> <div>Pattern Bugs & Pattern Fish – Trudy Harris</div> <div>The Secret Path – Nick Butterworth</div> <div>Me on the Map – Joan Sweeney</div> <div>Little Red Riding Hood – Traditional</div> <div>If I Built a House – Chris Van Dusen</div> <div>Once Upon a Time Map Book – B.G. Hennessy</div> <div>In Every House on Every Street – Jess Hitchman</div>		

KS1- Autumn Term

Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14
Place Value				Addition & Subtraction					Measures-				
Place Value Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count in multiples of twos. Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Count, read and write numbers to 10 in numerals and words. Read and write numbers to at least 100 in numerals and words. Recognise the place value of each digit in a two digit number (tens, ones) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Identify, represent and estimate numbers to 100 using different representations including the number line. Given a number, identify one more or one less. Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward. Count, read and write numbers from 1-100 in numerals and words.				Number: Addition & Subtraction Represent and use number bonds and related subtraction facts (within 10) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract one digit numbers (to 10), including zero. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					Length and height Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half Compare and order length and record the results using >, < and =. Measure and begin to record lengths and heights. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), using rulers and Measurement: weight and volume Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record mass/weight, capacity and volume. Measurement: Capacity, volume, mass and temperature Choose and use appropriate standard units to estimate and measure capacity (litres/ml, mass (kg/g) and temperature (oC) to the nearest appropriate unit, using thermometers, scales and measuring vessels. Compare and order volume/capacity/mass and record the results using >, < and =.				
Possible Stem Sentences: There are __ tens and __ ones. The value of this digit is __. I can partition __ into (40) and (7) __ is greater than but less than __. There are ten ones in 10 and ten tens in 100.				Possible Stem Sentences: When I add multiples of ten, the tens go up and the ones stay the same. When I subtract multiples of ten, the tens go down and the ones stay the same. Addition is commutative but subtraction is not. I could check my answer by I know 8 + 7 is 15 because if double 7 is 14 and I need to add one more. Change is the difference between the cost and the money paid.					Possible Stem Sentences: 10mm = 1cm, 100cm =1m, 1000m =1km 1000g =1kg 1000ml =1l Temperature is measured in degrees Celsius. The freezing point of water is 0 degrees C and boiling point of water is 100 degrees C				
Key Points <ul style="list-style-type: none">Introduce vocabulary ‘whole’ ‘part’ and ‘partition’Introduce part whole model and bar model during place value, which can then be revisited in addition and subtractionEncourage children to speak in full sentences													

KS1

Spring Term

Week 1	2	3	4	5	6	7	8	9	10	11
Division & Multiplication				Fractions & Decimals			Measures - Time		Geometry –Position & Direction	Geometry– Properties of shape.
<p>Number: Multiplication and Division Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Count in multiples of twos, fives and tens Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>I can show that multiplication can be done in any order (commutative) and division of one number by another cannot.</p>				<p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ & $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$</p> <p>Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>			<p>Time Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years. Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Compare and sequence intervals of time.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p>		<p>Position & Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>	<p>Geometry: Shape (2D) Recognise and name common 2D, including rectangles, squares, circles and triangles. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Compare and sort common 2D shapes and everyday objects.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p>
<p>Possible Stem Sentences: Multiplication is the same as repeated addition. Multiplication of two numbers can be done in any order – commutative. When we divide we can be making groups or sharing. Division is not commutative.</p>				<p>Possible Stem Sentences: The bottom number (the denominator) says how many equal parts the whole is divided into. The top number (the numerator) says how many parts we have. The line means divided by. There are 2 halves in a whole etc.</p>			<p>Possible Stem Sentences: There are 60 minutes in an hour. There are 24 hours in a day. The short hand shows the hours. The long hand shows the minutes. The short hand will only point exactly at a number when it is an o'clock time. When the long hand is between the 12 and 6 it is past the hour, but if it is between the 6 and the 12 it is towards the next hour.</p>		<p>Possible Stem Sentences: One right angle is the same as a quarter turn. A clockwise turn is in the same direction as the hands move on clock.</p>	<p>Possible Stem Sentences: 2D shapes can be rotated and will still be the same shape. Any shape with three straight sides and three vertices is a triangle. All rectangles have 4 sides and 4 right angled vertices. A square is a special type of rectangle that has all its sides the same length. 2D shapes can have straight or curved sides.</p>

Ks1- Summer Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Geometry– Properties of shape.	Money		Place Value & Algebra	SATS Prep 2-3 weeks			Statistics (Yr2)		Addition/Subtraction/ Division/Multiplication (Focusing on needs of children)		
<p>Geometry: Shape (3D) Recognise and name common 3D shapes, cuboids, pyramids and spheres.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Possible Stem Sentences: We describe a 3D shape by thinking about faces, vertices and edges. Edges are where faces join. Vertices are where edges meet. A prism can be sliced into the same shape and size.</p>	<p>Measurement: Money Recognise and know the value of different denominations of coins and notes. Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Possible stem sentences: 100p = £1.00 10 10p coins = £1.00</p>		<p>Place Value Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers from 1 to 20 in numerals and words.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos and fives</p> <p>Year 2, revisit Aut</p>	<p>Revisit 4 operations using efficient methods Measurement, including time, particularly scales and units of measures. Some of the statistics will need to be covered.</p>			<p>Graphs (Yr2) Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>		<p>Number: Four operations Represent and use number bonds and related subtraction facts within 20. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract one digit and two digit numbers to 20, including zero. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-), multiplication (x) and division (÷) and equals (=) signs. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Solve one step problems that involve the four operations, using concrete objects and pictorial representations, and missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Count in multiples of twos, fives and tens Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p>		

Lower Ks2- Autumn Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Place Value				Addition & Subtraction						Division & Multiplication	
Place Value Read and write numbers up to 1000 in numerals and in words. Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number. Find 1000 more or less than a given number. Recognise the place value of each digit in a 3 digit number. Recognise the place value of each digit in a 4 digit number. Order and compare numbers to 1000. Order and compare numbers beyond 1000. Count from 0 in multiples of 4, 8, 50 and 100 Count in multiples of 6, 7, 9, 25 and 1000 Solve number problems and practical problems involving these ideas. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. Round any number to the nearest 10, 100 or 1000 Round decimals with one decimal place to the nearest whole number. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.				Number: Addition and Subtraction Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate the answer to a calculation and use inverse operations to check answers. Estimate and use inverse operations to check answers to a calculation. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. Add and subtract amounts of money to give change using both £ and p in practical contexts. Estimate, compare and calculate different measures, including money in pounds and pence Measure, compare, add and subtract: lengths (mm, cm, m); mass (kg/g); volume/capacity (l/ml). Solve simple measure and money problems involving fractions and decimals to two decimal places.						Multiplication and Division Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know. Recognise and use factor pairs and commutativity in mental calculations. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	
Possible Stem Sentences: “In the base 10 system, 10 of one column make 1 of the next column up.” “10 tenths are equal to one.” “100 hundredths are equal to one.” “When rounding always look at the previous place value column.” 100 pence are equal to £1 Ten 10ps make up £1				Possible Stem Sentences: “When adding/subtracting always start at the lowest place value column.” “We exchange 1 ten for 10 ones.” “In addition, we can adjust the parts but the whole must stay the same.” “We exchange 10 ones for 1 ten.” “In subtraction we can adjust the parts but the difference must stay the same.”						Possible Stem Sentences: “ Commutativity means we can change the order but the answer remains the same” The dividend is the whole The divisor is the number we are dividing by The quotient is the answer to the division “ Commutativity means the same factors always equal the same product.” “The distributive law means we can group numbers in any way and the product remains the same.” “The associative law means the order the numbers are grouped can change but the result remains the same.”	
Key Points <ul style="list-style-type: none">Tenths and hundredths are to be taught alongside Place Value so children see them as part of the Base 10 SystemConstant difference methods for addition and subtraction should be taught alongside written methods with an emphasis on the most ‘efficient’ method.Think about prior Year Group learning – look at previous year group curriculum statements and decide which need revisiting before starting the current year group content.Then break down the learning into small steps for the unit of work. White Rose (units stated above) can help with this but remember they are a guide. Also, small steps are not lessons, some might be part of 1 lesson and others multiple lessons on their own.											

Lower Ks2- Spring Term

Week 1	2	3	4	5	6	7	8	9	10	11
Division & Multiplication					Fractions & Decimals					
<p>Number: Multiplication and Division Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Multiply two digit and three digit numbers by a one digit number using formal written layout. Find the area of rectilinear shapes by counting squares (link to multiplication)</p>					<p>Fractions and Decimals Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Compare numbers with the same number of decimal places up to two decimal places. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Count up and down in tenths. Count up and down in hundredths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Find the effect of multiplying and dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator within one whole. Add and subtract fractions with the same denominator. Solve problems that involve all of the above. Solve simple measure and money problems involving fractions and decimals to two decimal places Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Round decimals with one decimal place to the nearest whole number.</p>					
					<p>Possible Stem Sentences: Throughout - Link the denominator to division. The fraction bar is dividing the whole into ____s, e.g. thirds. <i>Key Vocabulary:</i> The denominator – The whole number of equal parts The Numerator – The number of parts taken A fraction is a part of a whole A fraction is an equal part of a whole $\frac{3}{4}$ is 3 of 4 equal parts " As the denominator gets greater, the parts get smaller, so we need more parts to be equivalent." Equivalent means equal (=) to or the same as. Key Point The bar model should be used to explicitly show fractions of amounts</p>					

Lower Ks2- Summer Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Length, Perimeter & Area		Time			Shape			Volume & Capacity (Yr3) Co-ordinates (Yr4)		Statistics	
<p>Measures - Length Measure, compare, add and subtract: lengths (m/cm/mm). Measure the perimeter of simple 2D shapes. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units. Convert between different units of measure eg kilometre to metre.</p>		<p>Time Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Read, write & convert time between analogue and digital 12 and 14 hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Convert between different units of measure eg hour to minute.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example to calculate the time taken by particular events or tasks). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days Top Tip: Try teaching the hours and minutes separately initially and then combine</p>			<p>Geometry Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Draw 2-D shapes</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them</p>			<p>Measures: volume and capacity (Y3) Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).</p> <p>Co-ordinates (Y4) Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>		<p>Statistics Interpret and present data using bar charts, pictograms and tables. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	
<p>Possible Stem Sentences: 1,000g = 1kg 1,000ml = 1L "Perimeter is the total distance around the outside." Regular shapes have all sides and angles the same "The area is the total surface space on the inside."</p>		<p>Possible Stem Sentences: The hour hand is the shorter hand The minute hand is the longer hand The numbers on a clock go up in 5 minutes The 6 is half way around If the minute hand is before the 6 it is past the hour If the minute hand is after the 6 it is to the next hour</p>			<p>Possible Stem Sentences: "Parallel lines never meet and always stay the same distance apart." "Regular shapes have equal sides and equal angles."</p>			<p>Possible Stem Sentences: "X comes before Y."</p>		<p>Top Tip One lesson modelling drawing bar charts together before they try independently.</p>	

Bold text refers to upper year group.

Upper Ks2- Autumn Term

Week 1	2	3	4	5	6	7	8	9	10	11	12	
Place Value			Four Operations						Prime numbers	Statistics		
<p>Number: Place Value</p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Use negative numbers in context, and calculate intervals across zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Round any whole number to a required degree of accuracy.</p> <p>Solve number problems and practical problems that involve all of the above. Solve number and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Read, write, order and compare numbers with up to three decimal places. Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to 3dp.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p>			<p>Number: Addition, Subtraction, Multiplication & Division</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why. Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Perform mental calculations, including with mixed operations and large numbers.</p> <p>Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Multiply multi-digit number up to 4 digits by a 2 digit number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p>						<p>Number- Prime Numbers</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>		<p>Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Complete, read and interpret information in tables including timetables.</p> <p>Calculate the mean as an average.</p>	
<p>Possible Stem Sentences:</p> <p>“In the base 10 system, 10 of one column make 1 of the next column to the left.”</p> <p>“10 tenths are equal to one. 10 hundredths equal one tenth. 100 hundredths equal one unit.”</p>			<p>Possible Stem Sentences:</p> <p>“When adding/subtracting always start at the lowest place value column.”</p> <p>“When exchanging 1 in a column is equal to 10 in the column to the right.”</p> <p>“In addition, we can adjust the parts but the whole must stay the same.”</p> <p>“ When multiplying by one digit, when you have more than 10 exchange into the column to the left.”</p>									

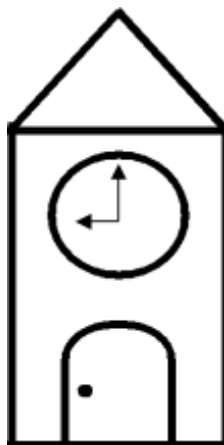
Upper Ks2- Spring Term

Week 1	2	3	4	5	6	7	8	9	10	11	
Fractions				Decimals		Percentages		Algebra	Geometry – Angles and shape/ Position & Direction		
Number: Fractions Compare and order fractions whose denominators are multiples of the same number. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example + = 1] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers [for example ÷ 2 =] Read and write decimal numbers as fractions [for example 0.71 =] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.				Number: Decimals Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Multiply one digit numbers with up to 2dp by whole numbers. Use written division methods in cases where the answer has up to two decimal places.		Number: Percentages Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of , , , , and those fractions with a denominator of a multiple of 10 or 25. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for Ratio and proportion I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. I can solve problems involving the calculation of percentages, for example of measures and the use of percentages for comparison. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		Number: Algebra Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of a combination of two variables. Year 5- Recap FDP		Geometry - Angles & Properties of Shape Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees Draw 2D shapes using given dimensions and angles. Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Solve problems involving similar shapes where the scale factor is known or can be found. Geometry-position and direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
Possible Stem Sentences: A fraction is an equal part of a whole and the whole can be anything “% is 3 of 4 equal parts “ “The greater the denominator, the smaller the fraction when the numerator stays the same.” “The greater the numerator, the bigger the fraction when the denominator stays the same.” “A unit fraction is where the denominator is 1” A factor of a number is a number that is the same or less than that number that divides into it equally. A multiple of a number is a number that we get from multiplying the number by an integer, which can be the original number if multiplied by 1.								Possible Stem Sentences: Translation of a shape is when you move the shape without changing the orientation (rotate) or size.			

Upper Ks2- Summer Term

Week 1	2	3	4	5	6	7	8	9	10	11	12
Converting Units	Area & Perimeter	Volume	SATS (Yr6) Measures (Yr5)			Investigations (3 weeks)			Transition to KS3 (3 weeks)		
<p>Converting units: Convert between different units of metric measure (, km and m; cm and m; cm and mm; g and kg; l and ml) Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3dp. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Convert between miles and kilometres. Solve problems involving converting between units of time Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p>	<p>Area and Perimeter Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate the area of parallelograms and triangles. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2,m2 estimate the area of irregular shapes. Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Possible Stem Sentences: Variable is a quantity that may change within the context of a mathematical problem. Perimeter is the total distance around the outside Area is the total interior space of a shape and is expressed in units squared.</p>	<p>Volume Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3) Use all four operations to solve problems involving measure Recognise when it is possible to use formulae for area and volume of shapes.</p>	<p>Measures Revisit and consolidate Y5 measure objectives Y6 SATS</p>			<p>Investigations solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy solve problems which require answers to be rounded to specified degrees of accuracy solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate Revisit & consolidate Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit Use negative numbers in context, and calculate intervals across 0 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Find pairs of numbers that satisfy an equation with 2 unknowns Enumerate possibilities of combinations of 2 variables Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>					

FRIDAY BRIDGE PRIMARY SCHOOL



SCIENCE

KS1 and KS2

Science Overview 2021

Ducklings- EYFS/ Y1

Year A	Autumn		Spring		Summer	
	Plants	Everyday materials	Plants	Physics	Human focus, animals including humans.	Animals including humans Everyday materials.
Year B	Autumn		Spring		Summer	
	Human focus, animals including humans.	Everyday materials	Animals including humans	Everyday materials	Everyday materials	Animals including humans

Robins- Y1/Y2

Year A	Autumn	Spring	Summer
	Yr 1 Animals including humans Yr 2 Animals including humans Yr 1 Everyday materials	Yr 1 Plants Yr 2 Plants Year 2 Living things and their habitats	Yr 2 Uses of everyday materials Yr 1 Animals including humans Yr 2 Animals including humans
Year B	Autumn	Spring	Summer
	Yr 1 Everyday materials Yr 2 Animals including humans Yr 1 Seasonal Change	Yr 1 Plants Yr 2 Plants Year 2 Living things and their habitats	Yr 2 Uses of everyday materials Yr 1 Animals including humans Yr 2 Animals including humans Yr 1 Seasonal Change

Kestrels Y3/4

A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Physics: Forces	Biology: Living Things and habitats	Physics: Magnets	Biology: Plants	Physics: Sound	Biology: Plants
B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Biology: Animals including humans	Physics: Light	Chemistry: Rocks and fossils	Biology: Animals including humans	Physics: Electricity	Chemistry: States of matter

Hawks Y5/6

A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Physics: Forces	Biology: Living things and their habitats	Chemistry: Properties and changes of materials	Biology: Living things and their habitats	Physics: Electricity	Biology: Living things and their habitats
B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Physics: Earth & Space	Biology: Animals including humans	Chemistry: Properties and changes of materials	Biology: Animals including humans	Physics: Light	Biology: Evolution and inheritance

Year 1 / 2 Animals including Humans

Main Subject Focus Biology Key Concepts Taught Animals including Humans	Intent: Why? 3 main Biological concepts: <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	Links to prior and wider learning Ducklings: Year A: Autumn Human focus, animals including humans. Spring Animals including humans Summer Animals including humans Year B: Summer Human focus, animals including humans. Animals including humans
Year 1		Year 2
Knowledge / Skills <ul style="list-style-type: none"> ○ Be able to name key features of common animals. ○ Identify and name a variety of common animals. ○ Recognise external features of animals e.g. furs, feathers, wings, fins ○ Name the 5 senses ○ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ identify and name a variety of common animals that are carnivores, herbivores and omnivores ○ Know the main parts of the body ○ Identify different habitats 		Knowledge / Skills <ul style="list-style-type: none"> ○ Identify and name a variety of common animals. ○ Recognise that animals change appearance as they grow. ○ Name the 5 senses ○ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ Notice that animals have offspring which grow into adults. ○ Describe the importance for humans of exercise, eating a balanced diet and hygiene.
Working Scientifically <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● Sc1/1.1 asking simple questions and recognising that they can be answered in different ways ● Sc1/1.2 observing closely, using simple equipment ● Sc1/1.3 performing simple tests ● Sc1/1.4 identifying and classifying ● Sc1/1.5 using their observations and ideas to suggest answers to questions ● Sc1/1.6 gathering and recording data to help in answering questions 		
Key Vocabulary/ Etymology Herbivore - Herbivores are animals that only eat plants. Carnivore - Carnivores are animals that eat other animals. Omnivore - Omnivores are animals that eat both plants and other animals. Offspring - An offspring is an animal’s young. Survival - Survival is continuing to live. Fish - Fish live in water and have gills. Amphibian - Amphibians are born in water, but then move to land. Reptile - Reptiles are cold-blooded animals with dry, scaly skin. Bird - Birds are two-legged animals covered in feathers. Mammal - Mammals give birth to live young and feed them on milk. Exercise - Exercise is moving to stay healthy. Hygiene - Hygiene is keeping clean.		
Wow moment Farm trip		

Year 1 / 2 Living things and their habitats

Main Subject Focus Biology Key Concepts Taught Living things and their habitats	Intent: Why? 3 main Biological concepts: <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	Links to prior and wider learning Ducklings: Only Animals including humans element
Year 1		Year 2
Knowledge / Skills <ul style="list-style-type: none"> ○ Explore and compare the differences between things that are living, dead, and things that have never been alive ○ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ○ Identify and name a variety of plants and animals in their habitats, including micro-habitats ○ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		
Working Scientifically <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● Sc1/1.1 asking simple questions and recognising that they can be answered in different ways ● Sc1/1.2 observing closely, using simple equipment ● Sc1/1.3 performing simple tests ● Sc1/1.4 identifying and classifying ● Sc1/1.5 using their observations and ideas to suggest answers to questions ● Sc1/1.6 gathering and recording data to help in answering questions 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Deciduous - Deciduous plants lose their leaves once a year. ● Evergreen - Evergreen trees have green leaves all year round. ● Offspring - An offspring is an animal’s young. ● Survival - Survival is continuing to live. 		
Wow moment Garden centre Botanical gardens Forest School		

Year 1 / 2 Plants		
<p>Main Subject Focus Biology</p> <p>Key Concepts Taught</p> <p>Plants</p>	<p>Intent: Why? 3 main Biological concepts:</p> <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	<p>Links to prior and wider learning</p> <p>Ducklings: Year A:</p> <p>Year B: Autumn Plants: Identify and name and describe</p>
Year 1		Year 2
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ○ identify and describe the basic structure of a variety of common flowering plants, including trees. 		<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ observe and describe how seeds and bulbs grow into mature plants ○ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ○ Know that seeds and bulbs need to be buried underground in soil and that they will grow into adult plants under the right conditions (water, warmth) ○ Know that plants that are deprived of light, food or air will not grow and will die. ○ Know that plants and animals produce offspring that grow into adults.
<p>Working Scientifically</p> <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● Sc1/1.1 asking simple questions and recognising that they can be answered in different ways ● Sc1/1.2 observing closely, using simple equipment ● Sc1/1.3 performing simple tests ● Sc1/1.4 identifying and classifying ● Sc1/1.5 using their observations and ideas to suggest answers to questions ● Sc1/1.6 gathering and recording data to help in answering questions 		
<p>Key Scientists and Scientific discoveries:</p> <ul style="list-style-type: none"> ● Know that George Washington Carver was a practical scientist and inventor ● Know that he helped farmers in America to grow more crops by showing them the benefits of growing different things at different times and of using fields for different crops 		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> ● Deciduous - Deciduous plants lose their leaves once a year. ● Evergreen - Evergreen trees have green leaves all year round. ● Offspring - An offspring is an animal’s young. ● Survival - Survival is continuing to live. ● Seed - A seed germinates to form a new plant. ● Bulb - A bulb is a short stem surrounded by leaves which stores food for a plant. ● Stem - A stem is the part of a plant which is above ground and supports leaves and buds. ● Roots - Roots takes in water and nutrients for the plant. ● Leaf - A leaf is where plants make their food. ● Flower - A flower is produces fruits and seeds. 		
<p>Wow moment Garden centre Botanical gardens</p>		

Year 1 / 2 Everyday materials

Main Subject Focus Chemistry Key Concepts Taught Everyday materials	Intent: Why? 3 main Chemistry concepts: <ul style="list-style-type: none"> ✓ All matter (stuff) in the universe is made up of tiny building blocks. ✓ The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc). ✓ Matter can change if the arrangement of these building blocks changes. 	Links to prior and wider learning Ducklings: Year A: Autumn 2 Everyday materials Spring 2 Everyday materials Summer 2 Everyday materials Year B: Autumn 2 Everyday materials: identify and name, describe properties, compare and group together in different ways Summer 2 Everyday materials.
Year 1		Year 2
Knowledge / Skills <ul style="list-style-type: none"> ○ Distinguish between an object and the material from which it is made ○ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ○ Describe the simple physical properties of a variety of everyday materials 		Knowledge / Skills <ul style="list-style-type: none"> ○ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ○ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Working Scientifically <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● Sc1/1.1 asking simple questions and recognising that they can be answered in different ways ● Sc1/1.2 observing closely, using simple equipment ● Sc1/1.3 performing simple tests ● Sc1/1.4 identifying and classifying ● Sc1/1.5 using their observations and ideas to suggest answers to questions ● Sc1/1.6 gathering and recording data to help in answering questions 		
Key Scientists and Scientific discoveries: <ul style="list-style-type: none"> ● Know that Isambard Kingdom Brunel was a famous scientist who used materials to build impressive and important things; know that he was an engineer ● Know that Brunel lived in the Victorian era and that he designed steamships, railways, bridges, tunnels and dockyards 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Material - A material is something from which an object is made. ● Squashing - Squashing an object makes it flatter. ● Bending - Bending is taking a straight object and curving it. ● Stretching - Stretching a material makes it longer or wider without it breaking. ● Twisting - Twisting an object rotates one end of an object around an imaginary axis that runs through an object. 		

[Year 1 / 2](#) [Seasonal change](#)

Main Subject Focus Physics Key Concepts Taught Seasonal change	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. ✓ 	Links to prior and wider learning Ducklings: Year A: Science week: Physics, light and forces. Year B:
Year 1		Year 2
Knowledge / Skills <ul style="list-style-type: none"> ○ Observe changes across the four seasons ○ Observe and describe weather associated with the seasons ○ Describe how day length varies. ○ Know that the winter is likely to bring ice on the ground when water freezes due to the cold 		
Working Scientifically <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● Sc1/1.1 asking simple questions and recognising that they can be answered in different ways ● Sc1/1.2 observing closely, using simple equipment ● Sc1/1.3 performing simple tests ● Sc1/1.4 identifying and classifying ● Sc1/1.5 using their observations and ideas to suggest answers to questions ● Sc1/1.6 gathering and recording data to help in answering questions 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Season - Seasons are periods of similar weather. There are 4 seasons each year. 		

Year 3 / 4 Living Things and habitats

Main Subject Focus Biology	Intent: Why? 3 main Biological concepts: <ul style="list-style-type: none">✓ Living things are special collections of matter that make copies of themselves, use energy and grow.✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago.✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live.	Links to prior and wider learning Robins: Year A: Spring Year 2 Living things and their habitats Year B: Spring Year 2 Living things and their habitats <ul style="list-style-type: none">○ Explore and compare the differences between things that are living, dead, and things that have never been alive○ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other○ Identify and name a variety of plants and animals in their habitats, including micro-habitats○ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none">○ Recognise that living things can be grouped in a variety of ways.○ explore and use classification keys to help group a variety of living things in their local and wider environment○ Identify and name a variety of living things in their local and wider environment○ Recognise that environments can change and that this can sometimes pose dangers to living things		
Working Scientifically Revision properties, observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none">● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science● Know that we can use magnifying glasses to observe objects closely● Know that we can test our questions to see if they are true● Know that objects can be identified or sorted into groups based on their observable properties● Know that we can write down numbers and words or draw pictures to record what we find New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none">● Know that we can ask questions and answer them by setting up scientific enquiries● Know how to make relevant predictions that will be tested in a scientific enquiry● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc)● Know that they can draw conclusions from the findings of other scientists● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry		
Key Vocabulary/ Etymology Retrieval vocab: decay, energy, habitat, freezing plant, structure, herbivore, carnivore, omnivore, microhabitat, environment, reproduction, vertebrate New vocab: kingdom, classification key, species, fungi, bacteria, climate change, characteristics, offspring, extinction, pollution		
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Year 3 / 4 Plants

<p>Main Subject Focus Biology</p> <p>Key Concepts Taught</p> <p>Plants</p>	<p>Intent: Why? 3 main Biological concepts:</p> <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	<p>Links to prior and wider learning Year A/B: Spring Yr 1 Plants / Yr 2 Plants</p> <ul style="list-style-type: none"> ○ observe and describe how seeds and bulbs grow into mature plants ○ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ○ Know that seeds and bulbs need to be buried underground in soil and that they will grow into adult plants under the right conditions (water, warmth) ○ Know that plants that are deprived of light, food or air will not grow and will die. ○ Know that plants and animals produce offspring that grow into adults.
Year 3		Year 4
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ Identify the <u>functions</u> of roots, ○ Identify the <u>functions</u> of stem, ○ Identify the <u>functions</u> of leaves ○ Plant dissection to identify ○ Key parts of a plant / reproduction ○ Function of key parts of a plant ○ Plants need water and light to survive ○ Plan an investigation to show successful growth and survival 		
<p>Working Scientifically Revision properties, observe, test, magnifying glass, object, record, equipment</p> <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find <p>New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis</p> <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
<p>Key Vocabulary/ Etymology Retrieval vocab: component, energy, growth, habitat, reproduction, decay, offspring, adult, bulb, seed, survival, temperature nutrients, consumption, deciduous, evergreen, flower, plant, tree, structure, roots, stem, leaf, trunk, flower, vertebrate, skeleton New vocab: extinction, fruit, nectar, anther, ovary, ovule, petal, pollen, stigma, style, stamen, function, exchange, dispersal, fertilization, vitamin, balanced diet, cartilage, invertebrate, contract, loosen, rib cage, insect</p> <ul style="list-style-type: none"> ● Pollination - Pollination happens when pollen comes into contact with a female part of a flower. ● Flowering plants - Flowering plants produce a flower. ● Germination - Germination is when a seed sprouts. ● Seed dispersal - Seed dispersal is how a seed travels to a new location. ● Nutrients - Nutrients provide nourishment essential for growth. ● Seed - A seed germinates to form a new plant. ● Bulb - A bulb is a short stem surrounded by leaves which stores food for a plant. ● Stem - A stem is the part of a plant which is above ground and supports leaves and buds. ● Roots - Roots takes in water and nutrients for the plant. ● Leaf - A leaf is where plants make their food. ● Flower - A flower produces fruits and seeds. 		

Year 3 / 4 Animals including humans

Main Subject Focus Biology	Intent: Why? 3 main Biological concepts: <ul style="list-style-type: none">✓ Living things are special collections of matter that make copies of themselves, use energy and grow.✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago.✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live.	Links to prior and wider learning Year A / B: Yr 1 / 2 Animals including humans <ul style="list-style-type: none">○ Identify and name a variety of common animals.○ Recognise that animals change appearance as they grow.○ Name the 5 senses○ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.○ Notice that animals have offspring which grow into adults.○ Describe the importance for humans of exercise, eating a balanced diet and hygiene.
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none">○ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat○ identify that humans and some other animals have skeletons and muscles for support, protection and movement.		Knowledge / Skills <ul style="list-style-type: none">○ describe the simple functions of the basic parts of the digestive system in humans○ identify the different types of teeth in humans and their simple functions○ identify the different types of teeth in humans and their simple functions○ construct and interpret a variety of food chains identifying producers, predators and prey
Working Scientifically Revision properties, observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none">● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science● Know that we can use magnifying glasses to observe objects closely● Know that we can test our questions to see if they are true● Know that objects can be identified or sorted into groups based on their observable properties● Know that we can write down numbers and words or draw pictures to record what we find		
New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none">● Know that we can ask questions and answer them by setting up scientific enquiries● Know how to make relevant predictions that will be tested in a scientific enquiry● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key● Know how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc)● Know that they can draw conclusions from the findings of other scientists● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry		
Key Vocabulary/ Etymology <ul style="list-style-type: none">● Nutrients - Nutrients provide nourishment essential for growth.● Classification - How living things are sorted into groups by characteristics.		

Year 3 / 4 Rocks and fossils

<p>Main Subject Focus Chemistry</p> <p>Key Concepts Taught</p> <p>Rocks and fossils</p>	<p>Intent: Why?</p> <p>3 main Chemistry concepts:</p> <ul style="list-style-type: none"> ✓ All matter (stuff) in the universe is made up of tiny building blocks. ✓ The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc). ✓ Matter can change if the arrangement of these building blocks changes. 	<p>Links to prior and wider learning</p> <p>Year A/B:</p> <p>Yr 2 Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Yr 1 Everyday materials</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Year 3		Year 4
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ Look at different rock types - properties ○ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ○ What are fossils? ○ How are fossils formed? Describe in simple terms how fossils are formed when things that have lived are trapped within rock ○ Recognise that soils are made from rocks and organic matter. 		
<p>Working Scientifically</p> <p><u>Revision</u></p> <p>properties, observe, test, magnifying glass, object, record, equipment</p> <ul style="list-style-type: none"> • Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science • Know that we can use magnifying glasses to observe objects closely • Know that we can test our questions to see if they are true • Know that objects can be identified or sorted into groups based on their observable properties • Know that we can write down numbers and words or draw pictures to record what we find <p><u>New learning and vocabulary – ongoing from year 3</u></p> <p>prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis</p> <ul style="list-style-type: none"> • Know that we can ask questions and answer them by setting up scientific enquiries • Know how to make relevant predictions that will be tested in a scientific enquiry • Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same • Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches • Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key • Know how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table • Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion • Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry • Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true • Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry • Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) • Know that they can draw conclusions from the findings of other scientists • Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • Rock - Rocks are mixtures of minerals. • Igneous rocks - Igneous rocks form when hot, liquid rock cools. • Sedimentary rocks - Sedimentary rocks form when sediment collects at the bottom of a sea or lake. • Metamorphic rocks - metamorphic rocks are rocks which have been changed by heat or compression. • Organic matter - All organic matter is alive, or was once alive. • Soil - Soil is the upper layer of earth in which plants grow. • Fossils - Fossils are the remains of living things preserved in rocks. 		

Year 3 / 4 States of matter

Main Subject Focus Chemistry Key Concepts Taught States of matter	Intent: Why? 3 main Chemistry concepts: <ul style="list-style-type: none"> ✓ All matter (stuff) in the universe is made up of tiny building blocks. ✓ The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc). ✓ Matter can change if the arrangement of these building blocks changes. 	Links to prior and wider learning Year 1/2 Everyday Materials Links to DT curriculum
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ What is a solid? ○ What is a liquid? ○ What is a gas? ○ Compare and group materials together, according to whether they are solids, liquids or gases ○ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ○ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		
Working Scientifically <u>Revision</u> properties , observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find <u>New learning and vocabulary – ongoing from year 3</u> prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key ● Know how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Squashing - Squashing an object makes it flatter. ● Bending - Bending is taking a straight object and curving it. ● Stretching - Stretching a material makes it longer or wider without it breaking. ● Twisting - Twisting an object rotates one end of an object around an imaginary axis that runs through an object ● Material - A material is something from which an object is made. ● State - Matter can exist in 3 states: solid, liquid, or gas. ● Solids - Solids are materials that hold their own shape and can be cut. ● Liquids - Liquids flow and take the shape of their container. ● Gases - Gases have no fixed shape or volume. ● Evaporation - Evaporation is when water changes from a liquid to vapour. ● Condensation - Condensation is when water vapour changes from a gas to a liquid. ● Water cycle - The water cycle is the process of water moving from oceans into the atmosphere and back to the Earth. 		

Year 3/4 Forces

Main Subject Focus Physics Key Concepts Taught Forces	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	Links to prior and wider learning Basis for learning in Y5/6 – Earth and Space
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ know that a force is a push or a pull ○ know that to stop a force, such as a pull or a push requires an equal force in the opposite direction ○ know that friction is a force that acts against moving objects ○ compare how things move on different surfaces ○ notice that some forces need contact between two objects, but magnetic forces can act at a distance 		
Working Scientifically <u>Revision</u> properties , observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Force - A force is a push or pull on an object. 		

Year 3/4 Magnets

Main Subject Focus Physics Key Concepts Taught Magnets	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	Links to prior and wider learning Basis for learning in Y5/6 physics unit
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ 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. 		
Working Scientifically <u>Revision</u> properties, observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find <u>New learning and vocabulary – ongoing from year 3</u> prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key ● Know how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Magnet - A magnet is a material that exerts a magnetic force on some materials. ● Magnetic pole - Every magnet has 2 magnetic poles - a north pole and south pole. ● Attract - Attract is when opposite poles are pulled together. ● Repel - Repel is when the same poles are forced apart. 		

Year 3/4 Sound

Main Subject Focus Physics Key Concepts Taught Sound	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	Links to prior and wider learning Music Ability to hear sounds – phonics Speaking and Listening
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ identify how sounds are made, associating some of them with something vibrating ○ recognise that vibrations from sounds travel through a medium to the ear ○ find patterns between the pitch of a sound and features of the object that produced it ○ find patterns between the volume of a sound and the strength of the vibrations that produced it ○ recognise that sounds get fainter as the distance from the sound source increases. 		
Working Scientifically Revision properties, observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find ● New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Vibration ● Pitch ● Volume 		

Main Subject Focus Physics Key Concepts Taught Light	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	Links to prior and wider learning Builds upon earlier work around Seasonal change and links to areas of the art curriculum.
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ Recognise that you need light in order to see things and that dark is the absence of light ○ Notice that light is reflected from surfaces ○ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ○ Recognise that shadows are formed when the light from a light source is blocked by a solid object ○ Find patterns in the way that the size of shadows change. 		
Working Scientifically Revision properties, observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key ● Know how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Light source - A light source is something that produces light. ● A shadow is the absence of light caused when an opaque object blocks light. ● Transparent - A transparent object allows ALL light through. ● Translucent - A translucent object allows SOME light through. ● Opaque - An opaque object does not allow light through. 		

Year 3/4 Electricity

Main Subject Focus Physics Key Concepts Taught Electricity	Intent: Why? 3 main Physics concepts: <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	Links to prior and wider learning DT History- changes and developments in technology (toys) ICT
Year 3		Year 4
Knowledge / Skills <ul style="list-style-type: none"> ○ Know that electricity is a form of energy ○ Know common components in a circuit ○ Know that electricity flows in circuits ○ Identify common appliances that run on electricity ○ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ○ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ○ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ○ Recognise some common conductors and insulators, and associate metals with being good conductors. 		
Working Scientifically Revision properties , observe, test, magnifying glass, object, record, equipment <ul style="list-style-type: none"> ● Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science ● Know that we can use magnifying glasses to observe objects closely ● Know that we can test our questions to see if they are true ● Know that objects can be identified or sorted into groups based on their observable properties ● Know that we can write down numbers and words or draw pictures to record what we find New learning and vocabulary – ongoing from year 3 prediction, measurement, enquiry, dependent variable, independent variable, fair test, similar, theory, hypothesis <ul style="list-style-type: none"> ● Know that we can ask questions and answer them by setting up scientific enquiries ● Know how to make relevant predictions that will be tested in a scientific enquiry ● Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same ● Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches ● Know how to draw bar charts; how to label a diagram using lines to connect information to the diagram; how to use a coloured key how to draw a neat table; how to draw a classification key; how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table ● Know how – with structured guidance - to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion ● Know how to precis a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry ● Know that scientific enquiries can suggest relationships, but that they do <u>not</u> prove whether a prediction is true ● Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even, and that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry ● Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts (e.g. effect of changing sunlight on a plant – does this work with other plants / different types of light / etc) ● Know that they can draw conclusions from the findings of other scientists ● Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry 		
Key Vocabulary/ Etymology <ul style="list-style-type: none"> ● Conductors - A conductor is a material that allows electricity or heat to pass through it. ● Insulators - An insulator is a material that does not allow electricity or heat to pass through it. ● Circuit - A circuit is a complete path that an electrical current can pass through. ● Cell - A cell is a battery. ● Component - A component is an element in a circuit 		

Y5/6 Animals including Humans

Main Subject Focus Biology	Intent: Why? 3 main Biological concepts: <ul style="list-style-type: none">✓ Living things are special collections of matter that make copies of themselves, use energy and grow.✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago.✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live.	Links to prior and wider learning Animals, including humans Year 1: <ul style="list-style-type: none">• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals• identify and name a variety of common animals that are carnivores, herbivores and omnivores• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Year 2: <ul style="list-style-type: none">• notice that animals, including humans, have offspring which grow into adults• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Year 3: <ul style="list-style-type: none">• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat• identify that humans and some other animals have skeletons and muscles for support, protection and movement Year 4: <ul style="list-style-type: none">• describe the simple functions of the basic parts of the digestive system in humans• identify the different types of teeth in humans and their simple functions• construct and interpret a variety of food chains, identifying producers, predators and prey
Year 5		Year 6
Knowledge / Skills <ul style="list-style-type: none">○ describe the changes as humans develop to old age		Knowledge / Skills <ul style="list-style-type: none">○ identify and name the main parts of the human circulatory system, and describe 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
Working Scientifically <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none">• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• using test results to make predictions to set up further comparative and fair tests• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations• identifying scientific evidence that has been used to support or refute ideas or arguments		
Key Vocabulary/ Etymology <ul style="list-style-type: none">• Life Cycle - A life cycle shows how a living thing changes as it grows.• Reproduction - When an animal produces offspring.• Circulatory system - The circulatory system is how the blood travels around the body.• Heart - The heart is an organ that pumps blood around the body.• Arteries - Arteries are blood vessels that carry blood away from the heart,• Veins - Veins are blood vessels that carry blood to the heart.• Capillaries - Capillaries are thin blood vessels.• Blood - Blood is a red liquid pumped around our body.• Diet - A diet is the sort of food animals or people regularly eat.• Drug - A drug is a substance that has an effect in a person's body.• Lifestyle - A lifestyle is the way a person chooses to live.		

Y5/6 Living things and their habitats

<p>Main Subject Focus Biology</p> <p>Key Concepts Taught</p> <p>Living things and their habitats</p>	<p>Intent: Why? 3 main Biological concepts:</p> <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	<p>Links to prior and wider learning</p> <p>Year 2 Living things and their habitats</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Year 4 Living things and their habitats</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things
Year 5		Year 6
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ○ describe the life process of reproduction in some plants and animals ○ Identify that some animal's habitats affect how it grows 		<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ○ describe the life process of reproduction in some plants and animals ○ Give reasons for classifying plants and animals based on specific characteristics.
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>		
<p>Key Scientists and Scientific discoveries:</p> <ul style="list-style-type: none"> - Carl Linnaeus 		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • Life Cycle - A life cycle shows how a living thing changes as it grows. • Adaptation - Adaptation is how animals and plants change to suit their environment. • Classify - How living things are sorted into groups by characteristics. • Pollination - Pollination happens when pollen comes into contact with a female part of a flower. • Flowering plants - Flowering plants produce a flower. • Germination - Germination is when a seed sprouts. • Seed dispersal - Seed dispersal is how a seed travels to a new location. • Insect - An insect has 3 body parts and 6 legs. • Reproduction - When an animal produces offspring. • Habitat - A habitat is a place where an animal or plant lives. • Microhabitat - A microhabitat is a small habitat which is different from its surroundings. 		

Y5/6 Evolution and Inheritance

<p>Main Subject Focus Biology</p> <p>Key Concepts Taught</p> <p>Evolution and inheritance</p>	<p>Intent: Why? 3 main Biological concepts:</p> <ul style="list-style-type: none"> ✓ Living things are special collections of matter that make copies of themselves, use energy and grow. ✓ Living things on Earth come in a huge variety of different forms that are <u>all related</u> because they all came from the same starting point 4.5 billion years ago. ✓ The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. 	<p>Links to prior and wider learning</p> <p>Year 3 Rocks</p> <ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock
<p>Year 6</p>		
<p>Knowledge / Skills</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 ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ○ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 		
<p>Working Scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>		
<p>Key Scientists and Scientific discoveries:</p> <ul style="list-style-type: none"> - Alfred Russel Wallace - Charles Darwin 		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> Life Cycle - A life cycle shows how a living thing changes as it grows. Evolution - Evolution is how animals and plants have changed over time. Fossils - Fossils are the remains of living things preserved in rocks. Adaptation - Adaptation is how animals and plants change to suit their environment. Inheritance - Inheritance means to pass on something to your offspring. Classify - How living things are sorted into groups by characteristics. Pollination - Pollination happens when pollen comes into contact with a female part of a flower. Flowering plants - Flowering plants produce a flower. Germination - Germination is when a seed sprouts. Seed dispersal - Seed dispersal is how a seed travels to a new location. Insect - An insect has 3 body parts and 6 legs. Reproduction - When an animal produces offspring. 		
<p>Wow moment Fossils making</p>		

Y5/6 Properties and changes of materials

<p>Main Subject Focus: Chemistry</p> <p>Key Concepts Taught: Properties and changes of materials</p>	<p>Intent: Why?</p> <ul style="list-style-type: none"> ✓ All matter (stuff) in the universe is made up of tiny building blocks. ✓ The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter (e.g. hot/cold, soft/hard, light/heavy, etc). ✓ Matter can change if the arrangement of these building blocks changes. 	<p>Links to prior and wider learning</p> <p>Year 2 Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Year 4 States of matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure 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
<p>Year 5</p>		
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ○ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ○ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ○ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ○ demonstrate that dissolving, mixing and changes of state are reversible changes ○ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda ○ <i>Know the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure.</i> ○ <i>Know the difference between atoms, elements and compounds.</i> ○ <i>Know what a pure substance is.</i> 		
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>		
<p>Key Scientists and Scientific discoveries:</p> <p>Sir Isaac Newton identified gravity.</p>		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • State - Matter can exist in 3 states: solid, liquid, or gas. • Solids - Solids are materials that hold their own shape and can be cut. • Liquids - Liquids flow and take the shape of their container. • Gases - Gases have no fixed shape or volume. • Substance - A substance is a material with uniform properties. Dissolving - Dissolving is when a solid mixes completely with a liquid. • Reversible Change - A reversible is a change that can be switched back. • Irreversible Change - An irreversible is a change that cannot be switched back. • Soluble - Solids and gases that dissolve in a liquid are soluble. • Transparent - A transparent object allows ALL light through. • Translucent - A translucent object allows SOME light through. • Opaque - An opaque object does not allow light through. • Magnet - A magnet is a piece of iron or steel that exerts a magnetic force. • Conductors - A conductor is a material that allows electricity or heat to pass through it. 		
<p>Wow moment</p> <p>Making Crime Scene Investigation (Year A)</p> <p>Rubber Egg Experiment</p> <p>Growing Crystals</p>		

Y5/6 Earth and Space

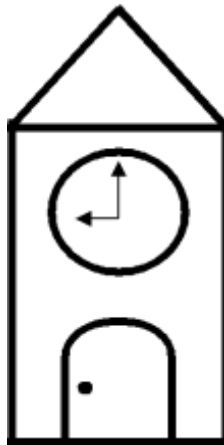
<p>Main Subject Focus: Physics</p> <p>Key Concepts Taught: Earth & Space</p>	<p>Intent: Why?</p> <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	<p>Links to prior and wider learning</p> <p>History- KS1 travel and KS2 Out of this world. Technological developments thorough time. Y3/4 forces</p>
<p>Year 5</p>		
<p>Knowledge / Skills</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 and the apparent movement of the sun across the sky ○ 		
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments 		
<p>Key Scientists and Scientific discoveries: Sir Isaac Newton identified gravity.</p>		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> ● Earth - Earth is the planet on which we live. ● Moon - A moon is a natural satellite of any planet. (The Moon is our largest natural satellite.) ● Gravity - Gravity is the force that attracts objects to the Earth. Sun - The Sun is a star at the centre of our Solar System. ● Rotation - Rotation is when an object spins on it’s axis. ● Solar System - The Solar System is the Sun and its orbiting planets. ● Orbit - Orbit is when one object circles another. ● Air resistance - Air resistance is the force that slows down moving object as they bump into particles in the air. ● Water resistance - Water resistance is the force that slows down moving objects in water. ● Friction - Friction is the force stopping two surfaces moving against each other. 		
<p>Wow moment Leicester Space Centre</p>		

Y5/6 Electricity		
<p>Main Subject Focus: Physics</p> <p>Key Concepts Taught: Electricity</p>	<p>Intent: Why?</p> <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	<p>Links to prior and wider learning</p> <p>Year 4 Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors
Year 5		
<p>Knowledge / Skills</p> <p>Pupils should be taught to:</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 and the apparent movement of the sun across the sky ○ Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. 		
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 		
<p>Key Scientists and Scientific discoveries:</p> <p>Sir Isaac Newton identified gravity.</p>		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • Current - A current is a flow of electricity. • Circuit - A circuit is a complete path that an electrical current can pass through. • Voltage - The voltage is a measurement of the energy in an electrical flow. • Cells - A cell is a battery. • Component - A component is an element in a circuit • Switches - A switch can stop or allow electricity to flow. 		

Y5/6 Forces		
<p>Main Subject Focus: Physics</p> <p>Key Concepts Taught: Forces</p>	<p>Intent: Why?</p> <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	<p>Links to prior and wider learning</p> <p>Year 3 Forces and magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing
Year 5		
<p>Knowledge / Skills</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 ○ recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 		
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 		
<p>Key Scientists and Scientific discoveries: Sir Isaac Newton identified gravity.</p>		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • Air resistance - Air resistance is the force that slows down moving object as they bump into particles in the air. • Water resistance - Water resistance is the force that slows down moving objects in water. • Friction - Friction is the force stopping two surfaces moving against each other. • Lever - A lever is a rod that pivots around a fulcrum. • Pulley - A pulley is a wheel that helps to hoist a weight. • Gear - A gear is a toothed wheel 		
<p>Wow moment: Leicester Space Centre</p>		

Y5/6 Light		
<p>Main Subject Focus: Physics</p> <p>Key Concepts Taught: Light</p>	<p>Intent: Why?</p> <ul style="list-style-type: none"> ✓ The universe follows unbreakable rules that are all about forces, matter and energy. ✓ Forces are different kinds of pushes and pulls that act on all the matter that is in the universe. Matter is all the stuff, or mass, in the universe. ✓ Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it. 	<p>Links to prior and wider learning</p> <p>Year 3 Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change
Year 6		
<p>Knowledge / Skills</p> <ul style="list-style-type: none"> ○ recognise that light appears to travel in straight lines ○ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ○ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ○ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 		
<p>Working Scientifically</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 		
<p>Key Vocabulary/ Etymology</p> <ul style="list-style-type: none"> • Reflection - Reflection is how we see objects as they reflect light. • Refraction - Refraction is how light bends as it passes through an object. • Light source - A light source is something that produces light. 		

FRIDAY BRIDGE PRIMARY SCHOOL



ICT (following Purple Mash)

KS1 and KS2

Computing Curriculum

Theme Key:															
	Coding and Computational thinking		Spreadsheets		Internet and Email		Art and Design		Music		Databases and graphing		Writing and Presenting		Communication and networks

Robins

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
YEAR 1 & 2 – CYCLE A	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various				Unit 2.5 Effective Searching Weeks – 3 Programs – Browser			Unit 1.4 Lego Builders Weeks – 3 Programs – 2DIY			Unit 1.9 Technology outside school Weeks – 2 Programs – Various		Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2DIY		Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture				Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate		Unit 1.7 Coding Weeks – 6 Programs – 2Code				Unit 2.1 Coding Weeks – 5 Programs – 2Code								

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
YEAR 1 & 2 – CYCLE B	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various				Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go			Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate					Unit 2.2 Online Safety Weeks – 3 Programs – Various			Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story				Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence		Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate		Unit 1.3 Pictograms Weeks – 3 Programs – 2Count		Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various								

In Year 1 and 2 coding, the lessons need to be taught in sequence as each lesson introduces skills that are consolidated and developed in the next lesson. Therefore, it is proposed to teach coding for 11 weeks in Cycle A and none in Cycle B. It is also beneficial for all children to recap unit 1.1 in both cycles as this introduces children new to the class with key skills needed to make the most of Purple Mash.

Kestrels

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
YEAR 3 & 4 CYCLE A	Coding Number of Weeks – 6 Main Programs – 2Code See table below for breakdown						Unit 3.2 Online safety Weeks – 3 Programs – Various			Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate			Unit 3.4 Touch Typing Weeks – 4 Programs – 2Type				Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY						Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question			Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, 2Publish			Unit 3.8 Graphing Weeks – 3 Programs – 2Graph				
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
YEAR 3 & 4 CYCLE B	Coding Number of Weeks – 6 Main Programs – 2Code See table below for breakdown						Unit 4.2 Online safety Weeks – 4 Programs – Various			Unit 4.3 Spreadsheets Weeks – 6 Programs – 2Calculate						Unit 4.4 Writing for different audiences Weeks – 5 Programs – 2Email, 2Connect, 2DIY						Unit 4.5 Logo Weeks – 4 Programs – Logo		Unit 4.6 Animation Weeks – 3 Programs – 2Animate		Unit 4.7 Effective Search Weeks – 3 Programs – Browser		Unit 4.8 Hardware Investigator Weeks – 2					

Coding Breakdown

YEAR 3 & 4 CYCLE A	Review previous coding – Year 3, Lesson 1	Simulating a physical system – Year 3, Lesson 2	Making a timer – Year 4, Lesson 4	Debugging – Year 3, Lesson 6	Making a control simulation – Year 4, Lesson 5	Decomposition and Abstraction – Year 4, Lesson 6
YEAR 3 & 4 CYCLE B	Review previous coding, Y4, lesson 1	Introducing 'if' statements – Year 3, Lesson 4	'if/else' statements – Year 4, Lesson 2	Repetition – Year 3, Lesson 5	Repeat until - Year 4, Lesson 3	Variables – Year 3, Lesson 4

Hawks

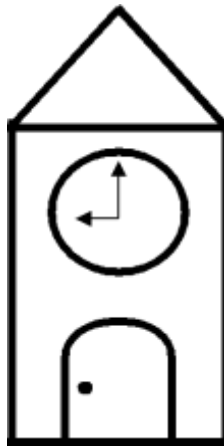
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
YEAR 5 & 6 CYCLE A *	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code						Unit 5.2 Online safety Weeks – 3 Programs - Various			Unit 5.3 Spreadsheets Weeks – 5 Programs – 2Calculate					Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate				Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D				Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make			Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect						
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 5 & 6 CYCLE B *	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code						Unit 6.2 Online safety Weeks – 3 Programs - Various			Unit 6.3 Spreadsheets Weeks – 5 Programs – 2Calculate					Unit 6.4 Blogging Weeks – 5 Programs – 2Blog				Unit 6.5 Text Adventures Weeks – 5 Programs – 2Code, 2Connect				Unit 6.6 Networks Weeks – 3			Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate						

* There is an optional unit 6.8 – Understanding Binary that can be used in addition to the above units. It is a four week unit.

Coding Breakdown

YEAR 5 & 6 CYCLE A	Review Previous coding – Year 5 Lesson 1	Simulating a physical system – Year 5 Lesson 2	Creating a game with a score and timer – Year 5 Lessons 4 and 5		The Launch Command – Year 5 Lesson 6	Using User Input – Year 6, Lesson 4
YEAR 5 & 6 CYCLE B	Designing and writing a more complex program – Year 6 Lessons 1 and 2		Introducing text variables – Year 5 Lesson 3	Introducing Functions – Year 6 Lesson 3	Flowcharts and control simulations – Year 6, Lesson 5	Text Adventure – Year 6 Lesson 6

FRIDAY BRIDGE PRIMARY SCHOOL



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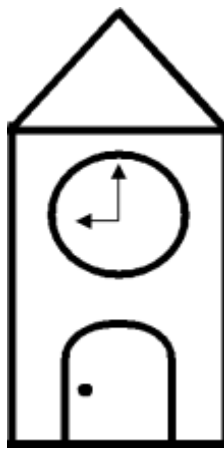
KS1 and KS2

RE overview

		Autumn	Spring	Summer
Ducklings	Year A	Tales from the Bible Examples: <i>Joseph</i> <i>Jonah and the Whale</i> <i>Noah's Ark</i> <i>David and Goliath</i> <i>Christmas</i>	Chinese New Year Christianity- Story of Easter	Special Places Examples: <i>Church</i> <i>Mosque</i> <i>Memorials</i> <i>Reflective Gardens</i>
	Year B	Religious Journeys Examples: <i>Good Samaritan</i> <i>Pilgrimage to Mecca</i> Hindu Festival <i>Diwali</i>	Our Wonderful World Celebrating creation and the world around us through different religions including Christianity, Humanism and Sikhism	Celebrating Life Examples: <i>Birthdays</i> <i>Christenings</i> <i>Weddings</i> <i>Funerals</i>
Robins	Year A	Hinduism Places of worship Festivals including Diwali Beliefs Life as a Hindu	Christianity- Stories from the old testament (eg creation, Moses, David and G, Daniel & lion's den, Noah)	Sikhism- Creation story. Why we are special. Sikh families. Gurdwara. 5Ks Respect, equality, forgiveness. What do Sikhs believe about God and how the world was created? Celebrations and ceremonies including the Gurdwara. The Sikh way of life
	Year B	Christianity - How do Christians worship? The Church, Prayer, Bible, Special times for Christians	Christianity- Jesus and his teachings. Story of Easter,	Humanism- What makes us special? How do we celebrate our lives? How can we be happy and take care of each other and our world?

Kestrels	Year A	Buddhism Key figure: Buddha Place of worship Holy book (Jataka tales) Buddhist way of Life	New testament Acts of the apostles. Spread of Christianity	Sikhism Beliefs about God – Guru Granth Sahib Practices in Gurdwara Sikh ceremonies Seva – Selfless service
	Year B	Islam Mosque Prophet Muhammad The Quran 5 Pillars of Islam Muslim life	Life and works of Jesus Epiphany, disciples, parables, Miracles, works of Jesus leading up to the crucifixion.	Humanism What are Humanists’ views of happiness? Why don’t Humanists’ believe in god/s? The natural world and moral values.
Hawks	Year A	Hinduism Places of worship Deities and scriptures Dharma Living a Hindu life	Christianity Church: Holy communion Meaning of the lord’s prayer Explore Hymns Roles within the church Holy trinity Miracles	Judaism Synagogue Beliefs Shabbat Torah & Commandments Jewish Life Holocaust
	Year B	Significant religious figures Look at the teachings of Jesus as a foundation for Christian living. Charities, MLK, Mother Theresa. Ghandi, Nelson Mandela, Salvation Army.	Christianity Creation stories comparing different religions and the scientific theories Beliefs in god compared with above.	Humanism- How do Humanists decide what to believe? Celebrations. What do Humanists value? Human relationships. How do humanists believe we can live a morally good life?

FRIDAY BRIDGE PRIMARY SCHOOL



HISTORY & GEOGRAPHY

KS1 and KS2

Ducklings

Year A	Autumn	Spring	Summer
	Crowns, Tiaras and Turrets	Our World	Extinction
Year B	Autumn	Spring	Summer
	Time Traveller	Out of Africa	Superheroes

Robins

Year A	Autumn	Spring	Summer
	Imaginarium.	Glorious Great Britain.	Water, Water.
Year B	Autumn	Spring	Summer
	Read All about it.	Amazing Australasia	Up, Up and Away

Kestrels

Year A	Autumn	Spring	Summer
	Invaders and Settlers	Tour of Britain	Tomb Raiders
Year B	Autumn	Spring	Summer
	Stone Age to Iron Age	A Passage to India	Groovy Greeks

Hawks

Year A	Autumn	Spring	Summer
	We are not amused	Raging Rivers and Majestic Mountains	Goodnight Mr Tom
Year B	Autumn	Spring	Summer
	Out of this World	Forces of Nature	Marvellous Mayans

Year A- Fantastic Fenland Year B- Curious about Cambridgeshire

Main Subject Focus Geography Key Concepts Taught Respect Community Heritage	Intent: Why? Children will gain an understanding of where they live and the landscapes and land uses within their localities. They will develop understanding of their place within Gt Britain and the importance of the local area. They will use and construct maps and will learn how to read different types of maps and follow directional instruction.	Links to prior and wider learning Links to Geography units which broaden to look at the UK, Europe, Africa, Asia and rivers and mountains across the world. Link to understanding of self in PSHE
Wider curriculum links: Art- Local Artistes- still life RE- local churches Orienteering History- geographical sites/ people of historical interest		
Key Texts: Maps Maps of British Isles The story of the British Isles		
Key Vocabulary/ Etymology Locality, region, county,		
Wow moment Visit to local place of interest e.g. Wisbech Museum or Cambridge or Ely Cathedral		
Geography Knowledge		
<div>KS1</div> <div>Human and physical geography<ul style="list-style-type: none">use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</div> <div>Geographical skills and fieldwork<ul style="list-style-type: none">use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a keyuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</div>	<div>KS2</div> <div>Human and physical geography<ul style="list-style-type: none">describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</div> <div>Geographical skills and fieldwork<ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worlduse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</div>	

Geography Skills						
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as Yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	<ul style="list-style-type: none"> Use own symbols on imaginary map. 	<ul style="list-style-type: none"> Begin to understand the need for a key. Use class agreed symbols to make a simple key 	<ul style="list-style-type: none"> Know why a key is needed. Use standard symbols. 	<ul style="list-style-type: none"> Know why a key is needed. Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> Draw a sketch map using symbols and a key; Use/recognise OS map symbols. 	<ul style="list-style-type: none"> Use/recognise OS map symbols; Use atlas symbols.

Learning Together: Working as one

Aspire; Believe; Succeed; Excel

Using maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. 	<ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. 	<ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> • Follow a route on a large scale map. 	Compare maps with aerial photographs. <ul style="list-style-type: none"> • Select a map for a specific purpose. 	<ul style="list-style-type: none"> • Follow a short route on an OS map. Describe features shown on OS map.
Scale/Distance	<ul style="list-style-type: none"> • Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) 	<ul style="list-style-type: none"> • Use a scale to measure distances. • Draw/use maps and plans at a range of scales.
Perspective	<ul style="list-style-type: none"> • Draw around objects to make a plan. 	<ul style="list-style-type: none"> • Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> • Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> • Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> • Draw a plan view map with some accuracy 	<ul style="list-style-type: none"> • Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. 	<ul style="list-style-type: none"> • Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> • Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> • Begin to identify significant places and environments 	<ul style="list-style-type: none"> • Identify significant places and environments 	<ul style="list-style-type: none"> • Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> • Picture maps and globes 	<ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas 	<ul style="list-style-type: none"> • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> • Use OS maps. • Confidently use an atlas.

Crowns, Tiaras and Turrets

Main Subject Focus History Key Concepts Taught Wealth Duty Value	Intent: Why? This History based topic will spark children’s curiosity about the Royal Family past and present. They will explore the lives of significant Kings and Queens and discover the impact they have had on the country.	Links to prior and wider learning Through this topic, children will develop their understanding of the British Isles and notable physical landmarks in all four countries of the United Kingdom.						
Knowledge History Pupils will learn about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• Events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]• Significant historical events, people and places in their own locality.								
Skills <table><tr><td>Year 1</td></tr><tr><td>Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past</td></tr><tr><td>Tell the difference between past and present in own and other people’s lives</td></tr><tr><td>Begins to identify and recount some details from the past from sources (e.g. pictures, stories)</td></tr><tr><td>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</td></tr><tr><td>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</td></tr></table>			Year 1	Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past	Tell the difference between past and present in own and other people’s lives	Begins to identify and recount some details from the past from sources (e.g. pictures, stories)	Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)	Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).
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Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).								
Wider curriculum links: Art – Portraits of the Monarch Science – Everyday materials- Construction of castles and palaces. PSHE- Family trees								
Key Texts Such As: <i>Timeline, National Trust: The Castle the King Built, The Queen’s Hat, Don’t wake the royal baby</i>								
Key Vocabulary/ Etymology British Empire, Castle, Coronation, Family tree, Future, King, London, Monarch, Past, Present, Queen Elizabeth, Queen Elizabeth II, Queen Victoria, Reign, Residency, United Kingdom								
Wow moment Sandringham visit								

Our World

Main Subject Focus Local History & Geography Key Concepts Taught Identity Responsibly Belonging	Intent: Why? Pupils will develop their historical and geographical knowledge about their local area. Through map work and exploration of their local area they will acquire key skills as well as curiosity to discover more.	Links to prior and wider learning This lays the foundations for understanding about the world the children live in and supports further learning in Glorious Great Britain as pupils move into Year 1/2.															
Knowledge History Pupils will learn about: <ul style="list-style-type: none">The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]Significant historical events, people and places in their own locality. Geography Locational knowledge <ul style="list-style-type: none">name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Geography <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageuse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features																	
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• Picture maps and globes																	
Wider curriculum links: Design & Technology: Architecture																	
Key Texts Such as: Maps, Maps of the British Isles, Little People, Big Dreams, Rivers																	
Key Vocabulary/ Etymology atlas, beach, cliff, coast continent, country, different, environment, equator, extinction, forest, freeze globe hill, map, mountain, sea, ocean, polar, river, seasons, soil, temperature, valley, vegetation, weather, world																	
Wow moment Wisbech Museum																	

Extinction

Main Subject Focus History Key Concepts Taught Fear Change Creativity	Intent: Why? To incite children’s enthusiasm for history through fascinating discoveries about the prehistorical world.	Links to prior and wider learning This topic will build solid foundations for future exploration of the Stone Age to Iron Age as well as providing foundations for the rocks and soils science unit.						
Knowledge Pupils will learn about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• Events beyond living memory that are significant nationally or globally• The lives of significant individuals in the past who have contributed to national and international achievements such as Mary Anning.• Significant historical events, people and places in their own locality.								
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Wider curriculum links: Geography - name and locate the world’s seven continents and five oceans Science – Animals including humans English – Adventure Stories								
Key Texts Such As: Cave baby, Tyrannosaurus Drip, Harry and his bucket full of dinosaurs, Stone girl bone girl								
Key Vocabulary/ Etymology Prehistoric, Carnivore, Herbivore, Fossil, archaeologist, Bones, Excavation, Palaeontologist								
Wow moment: Make fossils for own Archaeological dig								

Time Travellers

Main Subject Focus History Key Concepts Taught Tradition Fairness Happiness	Intent: Why? Pupils will develop a knowledge and understanding of Britain’s past by travelling back through the time to explore the lives of children. Through asking perceptive questions, pupils will identity the similarities and difference between their lives and those of children from the past and develop perspective of the challenges and significant events throughout history.	Links to prior and wider learning Develops understanding of history and sense of time and era. Basis for further historical units.						
Knowledge History Pupils will learn about: <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]• Significant historical events, people and places in their own locality.								
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Wider curriculum links: DT- Harvest Geography- Changes and developments across different environments Art- Sculpture Science- Everyday materials								
Key Texts Such As: Maps, Timelines , A Street through time, The Great Fire of London								
Key Vocabulary/ Etymology Timeline, past, present, history, lifestyle, achievement, event, nation								
Wow moment The Poppy Line								

Out of Africa

Main Subject Focus Geography Key Concepts Taught Beauty Diversity Media	Intent: Why? To broaden pupils awareness of communities in contrasting environments. To develop understanding of the world and varied locations. To begin to use simple world maps. To begin to appreciate how locational differences including climate affect lifestyles.	Links to prior and wider learning Links to further geographical study of contrasting localities including Australasia and India							
Knowledge Locational knowledge <ul style="list-style-type: none">name and locate the world’s seven continents and five oceans Place knowledge <ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage									
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Wider curriculum links: RE- Our Wonderful World Art & Design: Around the World Music: Rocking Rhythms- African Beats									
Key Texts Such As: Maps, Amazing Africa, Welcome to our world, Atlas of Adventures									
Key Vocabulary/ Etymology Airport, Animals Area Atlas beach Britain City cliff climate community conservation continent country desert environment Equator Flood globe island leisure mountain ocean resort river season settlement tropical valley vegetation weather world									
Wow moment: African Experience day									

Superheroes

Main Subject Focus History Key Concepts Taught Dreams Power Pride	Intent: Why? Children will discover about significant people through history who were the ‘Heroes’ of their time. The topic will explore the lives of these super people from both living memory and beyond with the aim to aspire the children to become Superheroes themselves.	Links to prior and wider learning Through exploring famous people from the past, children will reflect upon their own aspirations and how they will achieve these. The children will build their understanding of the wider world and their local community.
Knowledge History Pupils will learn about: <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [e.g. Stephenson, Wright Brothers, Neil Armstrong] 		
Skills		
Year 1		
Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past		
Tell the difference between past and present in own and other people’s lives		
Begins to identify and recount some details from the past from sources (e.g. pictures, stories)		
Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)		
Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).		
Wider curriculum links: PSHE- Aspirations and achieving goals Design and Technology- Vehicles		
Key Texts Such As: The People Awards, Little People Big Dreams, I am Neil Armstrong, Heroes who help us from around the world		
Key Vocabulary/ Etymology Aspiration, Career, Progress, Achievement, Inspiration		
Possible Wow Moment: Professionals to visit children and talk about their roles in society. A ‘careers fair’.		

Imaginarium

Main Subject Focus History Key Concepts Taught Influence Wisdom	Intent: Why? This unit aims to develop pupil understanding of key historical people, their discoveries, inventions and their lives; and how these have influenced life today. Study of different persons from different eras in history will enable comparisons to be made across periods in time and with life today.	Links to prior and wider learning This unit gives opportunity to learn about famous people in history and consider their influence on life today, linking with other history and geography topics. This topic will link to the concurrent art, DT and science learning.												
Knowledge History Pupils will learn about: <ul style="list-style-type: none">The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]Significant historical events, people and places in their own locality.														
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Wider curriculum links: Art- look at art work/portraits of the figures DT- look at inventions of key historical figures Geography- Exploration Science- scientific discoveries														
Key Texts Such as: Little People Big Dreams- Women in Science The People Awards Stone Girl Bone Girl: The story of Mary Anning														
Key Vocabulary/ Etymology Influence, significant, achievement, discovery, legacy														
Wow moment Exhibition for parents Visit to castle/ museum linked to historical concepts of influence studied														

Glorious Great Britain		
Main Subject Focus Geography Key Concepts Taught Unison Pride	Intent: Why? Children will develop a knowledge of UK and be able to recognise countries within it. They will understand key physical and human features and locations and begin to draw simple comparisons between different areas. They will be able to discuss important sites in GB and locate them.	Links to prior and wider learning Building on local study to develop wider understanding of Britain. This topic will link to the concurrent art, DT and science learning.
Geography Knowledge Locational knowledge <ul style="list-style-type: none">name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography Human and Physical Geography <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageuse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geographyuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features		
Geography Skills		
Year 1 <ul style="list-style-type: none">Teacher led enquiries, to ask and respond to simple closed questions.Use information books/pictures as sources of information.Draw picture maps of imaginary places and from stories.Use own symbols on imaginary map.Recognise that it is about a place.Use relative vocabulary (e.g. bigger/smaller, like/dislike)Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.Picture maps and globes	Year 2 <ul style="list-style-type: none">Children encouraged to ask simple geographical questions; Where is it? What's it like?Use NF books, stories, maps, pictures/photos and internet as sources of information.Make appropriate observations about why things happen.Make simple comparisons between features of different places.Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)Begin to understand the need for a key.Use class agreed symbols to make a simple keyUse an infant atlas to locate places.Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)Locate and name on UK map major features e.g. London, River Thames, home location, seas.Find land/sea on globe.Use teacher drawn base maps.Use large scale OS maps.Use an infant atlas	
Wider curriculum links: History- geographical sites of historical interest		
Key Texts: Maps of British Isles The story of the British Isles Percy the Park Keeper The Lighthouse Keeper's Stories Katie Morag		
Key Vocabulary/ Etymology Coastal, country, united, kingdom, island, geography		
Wow moment Visit to an area which contrasts with their own locality- e.g. Coastal		

Water, Water

Main Subject Focus History Key Concepts Taught Freedom Happiness Beauty	Intent: Why? This unit looks at how travel on water developed in terms of trade, exploration and leisure and the technological advancements of vessels. Children will make comparisons between holidays in the past and now. They will begin to understand how the achievements of people and the evolution of transportation has impacted upon holidays today.	Links to prior and wider learning Links to earlier work focusing on significant people and events in time. This topic will link to the concurrent art, DT and science learning.
Knowledge History Pupils will learn about: <ul style="list-style-type: none">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national lifeThe lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [e.g. Stephenson, Wright Brothers, Neil Armstrong]		
Skills		
Year 1	Year 2	
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Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	
Wider curriculum links: DT- design and make linked to Seaside Art- Natural Art using pebbles and shells Geography- Map work and location study PSHE- Sun safety		
Key Texts Such As: Maps Timelines Thomas Clarkson’s Legacy Lucy and Tom at the seaside Pirate Texts Flotsam Gracie the Lighthouse Cat What the Ladybird Heard on Holiday Paddington Portside Pirates.		
Key Vocabulary/ Etymology Journey, discovery, expedition, marine, coastal, leisure, international		
Wow moment Local Visit. Parental Involvement through personal experiences in UK. Clarkson Talk from Museum/Slavery Stories		

Read All About It!

Main Subject Focus History Key Concepts Taught Responsibility Consequences Tradition	Intent: Why? This unit aims to develop pupil understanding of key historical events and the impact of these historically and today. They will draw comparisons between the eras studied and today and will begin to identify causes and effects of these significant events.	Links to prior and wider learning This unit gives opportunity to learn about famous events in history and consider their influence on life today. This topic will link to the concurrent art, DT and science learning.												
Knowledge History Pupils will learn about: <ul style="list-style-type: none">events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]Significant historical events, people and places in their own locality.														
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Wider curriculum links: Art- look at art work from times studied DT- look at architecture and design from the periods studied Science- link scientific discoveries to key events in history														
Key Texts Such As: Timelines A Street Through Time A journey Through: Space Man on the Moon Hidden Figures: The True Story of Four Black Women and the Space Race Where the Poppies Grow Now Escape From Pompeii														
Key Vocabulary/ Etymology Impact, consequence, significance, global, commemoration, legacy														
Wow moment Exhibition for parents Visit to historical site of interest/ museum linked to historical events studied														

Amazing Australasia

Main Subject Focus Geography Key Concepts Taught Diversity Poverty/ Wealth Identity	Intent: Why? To broaden pupils awareness of communities in contrasting environments. To develop understanding of the world and varied locations. To begin to use simple world maps. To begin to appreciate how locational differences including climate affect lifestyles.	Links to prior and wider learning Builds on the Historical unit on holidays. Builds on understanding of local area. Knowledge of seasons and the effects of weather. This topic will link to the concurrent art, DT and science learning.														
Knowledge Locational knowledge <ul style="list-style-type: none">name and locate the world’s seven continents and five oceans Place knowledge <ul style="list-style-type: none">understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <ul style="list-style-type: none">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none">use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage																
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Wider curriculum links: Art- aboriginal art Music- didgeridoos RE- Humanism Science – Animals native to this continent PE – Rugby haka																
Key Texts Such As: Where the Forests Meet the Sea Papunya School Book of Country & History by Papunya School Stories from the Billabong Tropical Terry Australia by Tania McCartney Young Dark Emu Waltzing Matilda																
Key Vocabulary/ Etymology Australia, New Zealand, Maori, Native, Aboriginals, Culture, Traditions, Island, Commonwealth, Monarchy																
Wow moment: Storyteller. Link to School in NZ																

Up, Up and Away!

Main Subject Focus History Key Concepts Taught Change Creativity Transformation	Intent: Why? This unit looks at developments of travel in space and air throughout history. Children develop an understanding and appreciation of how these developments have impacted upon human potential to learn about our solar system and travel more easily on our planet.	Links to prior and wider learning Builds upon earlier work focusing upon key events and people in history. It also links nicely to the previous year’s topic of Water, Water. This topic will link to the concurrent art, DT and science learning.
Knowledge History Pupils will learn about: <ul style="list-style-type: none">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national lifeThe lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [e.g. Stephenson, Wright Brothers, Neil Armstrong]		
Skills		
Year 1	Year 2	
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Wider curriculum links: DT- design and make vehicles Science- Investigations- materials, forces, paper planes Geography- different modes of transportation in different areas and map work		
Key Texts Such As: A Journey through transport My First Book of Transport The Great Balloon Hullabaloo		
Journey	Amelia Earhart – Little People Big Dreams The Wright Brothers – First Flight Stephen Biesty's Flying Machines	
Key Vocabulary/ Etymology Transportation, transformation, invention, creativity, vision, flight, glide, propel, develop, possibilities, travel, atmosphere, fuel, power, modern.		
Possible Wow Moment: Visit to Space Centre? Newark Air Museum, Holbeach St John’s air field trip. Science day with Rocket build and Launch.		

Invaders and Settlers

Main Subject Focus History Key Concepts Fear Fairness Conflict	Intent: Why? Pupils will learn about different points in time in Early British history and will develop understanding of invasion and settlement and its impact upon Great Britain. They will broaden their knowledge of the Roman Empire and its historical impact.	Links to prior and wider learning KS1 unit looking at Britain. Links to geography- broadening knowledge of European countries and history Links to study of earlier settlement in Stone age to Iron Age
Historical Knowledge Romans: The Roman Empire and its impact on Britain Examples (non-statutory) This could include: <ul style="list-style-type: none">Julius Caesar’s attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Anglo Saxons and Scots: Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) - This could include: <ul style="list-style-type: none">Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman EmpireScots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place names and village lifeAnglo-Saxon art and cultureChristian conversion – Canterbury, Iona and Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: <ul style="list-style-type: none">Viking raids and invasionresistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066		
Skills		
Year 3	Year 4	
Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.	
Uses evidence to describe past: Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People’s beliefs and attitudes Things of importance to people Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline.	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect lives today	
Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	
Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘how did people? What did people do for?’ Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions.	
Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	
Wider curriculum links: DT- longboat construction, Roman shield, Saxon homes, Art- Mosaics Geography- map studies MFL- origins of language/ influence of invasion and settlement in Britain		
Key Texts: Timelines, What happened when in the world, Beowolf- Morpurgo		
Key Vocabulary/ Etymology Invasion, Settlement, legionnaire, command, empire, expansion, fleet, warrior		
Wow moment Roman Day		

Tour of Britain

Main Subject Focus Geography Key Concepts Taught Heritage Belonging Resourcefulness	Intent: Why? Children will develop knowledge of the UK and its geographical features and will be able to compare regions with their own locality. They will begin to consider how landscapes and geology affect human geography and land use. They will learn how to use maps of Britain.	Links to prior and wider learning This builds further on the KS1 unit (Glorious Great Britain) to develop their understanding of features of different aspects of the British Isles. This also builds on the history unit focusing on settlements.														
Knowledge- Geography Locational knowledge: <ul style="list-style-type: none">name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge: <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and physical geography- describe and understand key aspects of: <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 resources including energy, food, minerals and water Geographical skills and fieldwork: <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worlduse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.																
Skills <table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td><ul style="list-style-type: none">Begin to ask/initiate geographical questions.Use NF books, stories, atlases, pictures/photos and internet as sources of information.Investigate places and themes at more than one scaleBegin to collect and record evidence</td><td><ul style="list-style-type: none">Ask and respond to questions and offer their own ideas.Extend to satellite images, aerial photographsInvestigate places and themes at more than one scaleCollect and record evidence with some aidAnalyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</td></tr><tr><td><ul style="list-style-type: none">Use 4 compass points to follow/give directions:Use letter/no. co-ordinates to locate features on a map.</td><td><ul style="list-style-type: none">Use 4 compass points well:Begin to use 8 compass points;Use letter/no. co-ordinates to locate features on a map confidently.</td></tr><tr><td><ul style="list-style-type: none">Try to make a map of a short route experienced, with features in correct order;Try to make a simple scale drawing.</td><td><ul style="list-style-type: none">Make a map of a short route experienced, with features in correct order;Make a simple scale drawing.</td></tr><tr><td><ul style="list-style-type: none">Know why a key is needed.Use standard symbols.</td><td><ul style="list-style-type: none">Know why a key is needed.Begin to recognise symbols on an OS map.</td></tr><tr><td><ul style="list-style-type: none">Begin to identify points on maps A,B and C</td><td><ul style="list-style-type: none">Begin to identify significant places and environments</td></tr><tr><td><ul style="list-style-type: none">Use large scale OS maps.Begin to use map sites on internet.Begin to use junior atlases.Begin to identify features on aerial/oblique photographs.</td><td><ul style="list-style-type: none">Use large and medium scale OS maps.Use junior atlases.Use map sites on internet.Identify features on aerial/oblique photographs.</td></tr></table>			Year 3	Year 4	<ul style="list-style-type: none">Begin to ask/initiate geographical questions.Use NF books, stories, atlases, pictures/photos and internet as sources of information.Investigate places and themes at more than one scaleBegin to collect and record evidence	<ul style="list-style-type: none">Ask and respond to questions and offer their own ideas.Extend to satellite images, aerial photographsInvestigate places and themes at more than one scaleCollect and record evidence with some aidAnalyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	<ul style="list-style-type: none">Use 4 compass points to follow/give directions:Use letter/no. co-ordinates to locate features on a map.	<ul style="list-style-type: none">Use 4 compass points well:Begin to use 8 compass points;Use letter/no. co-ordinates to locate features on a map confidently.	<ul style="list-style-type: none">Try to make a map of a short route experienced, with features in correct order;Try to make a simple scale drawing.	<ul style="list-style-type: none">Make a map of a short route experienced, with features in correct order;Make a simple scale drawing.	<ul style="list-style-type: none">Know why a key is needed.Use standard symbols.	<ul style="list-style-type: none">Know why a key is needed.Begin to recognise symbols on an OS map.	<ul style="list-style-type: none">Begin to identify points on maps A,B and C	<ul style="list-style-type: none">Begin to identify significant places and environments	<ul style="list-style-type: none">Use large scale OS maps.Begin to use map sites on internet.Begin to use junior atlases.Begin to identify features on aerial/oblique photographs.	<ul style="list-style-type: none">Use large and medium scale OS maps.Use junior atlases.Use map sites on internet.Identify features on aerial/oblique photographs.
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Wider curriculum links: Art- key British Artists English- romanticism poetry- e.g. Wordsworth- linked to landscape DT- projects based on features such as water mills, windmills etc History- geographical sites of historical interest																
Key Texts: Maps, Maps of British Isles The story of the British Isles																
Key Vocabulary/ Etymology Erosion, terrain, fertile, agriculture, rural, urbanisation,																
Wow moment- Visit to a key area which varies from own e.g. Coastal or Peak District																

Tomb Raiders

Main Subject Focus History Key Concepts Power Oppression Spirituality	Intent: Why? Pupils will learn about the Egyptian Civilisation. They will gain an appreciation of the achievements of the Egyptians and their influence and legacy. They will draw comparisons to other early civilisations studied during KS2.	Links to prior and wider learning Further study of early civilisations in KS2- Greeks, Mayans and Romans.
Historical Knowledge Ancient Egyptians Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		
Skills		
Year 3	Year 4	
Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.	Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.	
Uses evidence to describe past: Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People’s beliefs and attitudes Things of importance to people Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects Shows changes on a timeline.	Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect lives today	
Looks at 2 versions of same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	
Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘how did people? What did people do for?’ Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions.	
Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.	Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.	
Wider curriculum links: RE- Depiction of Egyptians in Old testament DT- structure and architecture Art- Sculpture		
Key Texts: Timelines What happened when in the world Egyptology Egypt Magnified		
Key Vocabulary/ Etymology Ancient, civilisation, tomb, dynasty, pharaoh, hieroglyphics, mummification, tomb		
Wow moment Egyptian Exhibition		

Stone Age to Iron Age

Main Subject Focus History Key Concepts Resilience Failure Change	Intent: Why? Pupils will learn about the past, focusing upon the earliest points in human history. They will gain an appreciation of how we have evolved and developed and how our earliest ancestors adapted to survive.	Links to prior and wider learning Links to study of later settlements. Links to Rocks and Fossils study in science. Links to later UKS2 study on Evolution and Inheritance.
Historical Knowledge Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: <ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture		
Skills		
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Wider curriculum links: Art- Cave Painting Science- Rocks and Fossils		
Key Texts: Timelines What happened when in the world UG Stone Age Boy		
Key Vocabulary/ Etymology Neolithic, Mesolithic, Palaeolithic, Primitive, Dweller		
Wow moment Flag Fen Visit		

A Passage to India

Main Subject Focus Geography	Intent: Why? To develop understanding and appreciation of diverse communities within our world. To draw comparisons between our local and national area and a contrasting country. To gain knowledge of how geographical location and physical geography affects human geography- including settlement, agriculture, trade and lifestyle.	Links to prior and wider learning Pupils will have an awareness of Indian culture through their RE study on Hinduism They will have studied settlements on a UK scale and have studied their local environment						
Knowledge Geography Locational knowledge <ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography <ul style="list-style-type: none">describe and understand key aspects of:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied								
Skills <table><tr><th>Year 3</th><th>Year 4</th></tr><tr><td><ul style="list-style-type: none">Begin to ask/initiate geographical questions.Use NF books, stories, atlases, pictures/photos and internet as sources of information.Investigate places and themes at more than one scaleBegin to collect and record evidenceAnalyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.Know why a key is needed.Use standard symbols.Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</td><td><ul style="list-style-type: none">Ask and respond to questions and offer their own ideas.Extend to satellite images, aerial photographsInvestigate places and themes at more than one scaleCollect and record evidence with some aidAnalyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ mapsKnow why a key is needed.Locate places on large scale maps, (e.g. Find UK or India on globe)Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</td></tr><tr><td><ul style="list-style-type: none">Begin to use map sites on internet.Begin to use junior atlases.Begin to identify features on aerial/oblique photographs.</td><td><ul style="list-style-type: none">Begin to identify significant places and environmentsUse junior atlases.Use map sites on internet.Identify features on aerial/oblique photographs.</td></tr></table>			Year 3	Year 4	<ul style="list-style-type: none">Begin to ask/initiate geographical questions.Use NF books, stories, atlases, pictures/photos and internet as sources of information.Investigate places and themes at more than one scaleBegin to collect and record evidenceAnalyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.Know why a key is needed.Use standard symbols.Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	<ul style="list-style-type: none">Ask and respond to questions and offer their own ideas.Extend to satellite images, aerial photographsInvestigate places and themes at more than one scaleCollect and record evidence with some aidAnalyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ mapsKnow why a key is needed.Locate places on large scale maps, (e.g. Find UK or India on globe)Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	<ul style="list-style-type: none">Begin to use map sites on internet.Begin to use junior atlases.Begin to identify features on aerial/oblique photographs.	<ul style="list-style-type: none">Begin to identify significant places and environmentsUse junior atlases.Use map sites on internet.Identify features on aerial/oblique photographs.
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Wider curriculum links: RE- Hinduism, Islam, Sikhism History- look at how India has been shaped throughout history including the British Empire and origin of Pakistan Music and dance Art- Rangoli patterns, Indian art and sculpture DT- Indian cooking								
Key Texts: Welcome to our world: A celebration of children everywhere, Maps, India- The land and the people								
Key Vocabulary/ Etymology Topography, Physical, vegetation, biome, climate, tropic, country, continent, rural, economy								
Wow moment- Exhibition- Indian learning showcased for parents, food tasting, Indian dance- parents to attend								

Groovy Greeks

Main Subject Focus History Key Concepts Democracy Rights Strengths	Intent: Why? Pupils will learn about the Ancient Greeks. They will gain an appreciation of their achievements, influence and legacy. They will draw comparisons to other early civilisations studied during KS2.	Links to prior and wider learning Further study of early civilisations in KS2- Egyptians, Mayans and Romans.
Historical Knowledge Ancient Greece (influences of Greek culture) Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Skills		
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Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade.		Uses words and phrases: century, decade, BC, AD, after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline.
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Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘how did people? What did people do for?’ Suggests sources of evidence to use to help answer questions.		Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions.
Presents findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy. Discusses different ways of presenting information for different purposes.		Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.
Wider curriculum links: RE- Depiction of Greeks in New Testament DT- structure and architecture Art- Sculpture PE- Athletics/ Olympics		
Key Texts: Timelines What happened when in the world Mythologica		
Key Vocabulary/ Etymology Democracy, Empire, Mythology, Worship, Acropolis, Marathon, Olympic, Mortal, Immortal, philosophy, scholar		
Wow moment School Olympics Ancient Greek Day		

We Are Not Amused

Main Subject Focus History Key Concepts Taught Fairness Class Reform	Intent: Why? To continue to develop our chronologically secure knowledge and understanding of British and local history, by establishing clear narratives within and across the Victorian Era. We will note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Links to prior and wider learning To build upon knowledge of our local history as studied during Fantastic Fenland. To build upon knowledge and understanding of advancements in technology and industry as learnt in KS1 during ‘Trains Planes and Automobiles’ and Ks2 during ‘Out of this world’
Knowledge <ul style="list-style-type: none">Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		
Skills		
Year 5	Year 6	
Chronological Understanding <ul style="list-style-type: none">Sequences historical periods.Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.Identifies changes within and across historical periods.	<ul style="list-style-type: none">Uses timelines to demonstrate changes and developments in culture, technology, religion and society.Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.Names date of any significant event studied from past and place it correctly on a timeline.	
Range and Depth of Historical Knowledge <ul style="list-style-type: none">Gives some causes and consequences of the main events, situations and changes in the periods studied.Identifies changes and links within and across the time periods studied.	<ul style="list-style-type: none">Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.Identifies how any of above may have changed during a time period.Gives own reasons why changes may have occurred, backed up with evidence.Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied.Describes how some changes affect life today.Makes links between some features of past societies.	
Historical Enquiry <ul style="list-style-type: none">Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks a range of questions about the past.Chooses reliable sources of evidence to answer questions.Realises that there is often not a single answer to historical questions.	<ul style="list-style-type: none">Identifies and uses different sources of information and artefacts.Evaluates the usefulness and accurateness of different sources of evidence.Selects the most appropriate source of evidence for particular tasks.Forms own opinions about historical events from a range of sources.	
Organisation and Communication <ul style="list-style-type: none">Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.Uses dates and terms accurately.Chooses most appropriate way to present information to an audience	<ul style="list-style-type: none">Presents information in an organised and clearly structured way. Makes use of different ways of presenting information.Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).Makes accurate use of specific dates and terms.	
Wider curriculum links: Art- William Morris. Printing PSHE- Rights and responsibilities – looking at the Children Act RE- Significant religious People – Dr Barnardo and Samaritans Science- forces and Electricity		
Key Texts: Street Child Cogheart (The Cogheart Adventures Book 1) Timeline – Peter Goes		
Key Vocabulary/ Etymology Industry, hierarchy, Social class, reign, industrial revolution, Queen Victoria, Prince Albert, Brunel, Work house, orphan, Inventions		
Wow moment- Trip to Wisbech Museum. Victorian day		

Raging Rivers and Majestic Mountains

Main Subject Focus Geography	Intent: Why? To inspire our curiosity and fascination about the world and its people. To broaden our knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical processes. To deepen our understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.	Links to prior and wider learning Builds upon map work through previous topics and understanding of natural disasters. Builds upon knowledge of settlement both in UK and wider world.												
Knowledge Locational knowledge <ul style="list-style-type: none">Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesName and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography <ul style="list-style-type: none">Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water														
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Wider curriculum links: Art- Sketching - Kristjana S. Williams RE- humanism D&T: Creating buoyant, vechicles Science- Evolution, Water cycle,														
Key Texts: Rivers – Peter Goes Journey to the river Sea Wonder Garden Animalium (Welcome To The Museum) Into the Jungle -by Katherine Rundell														
Key Vocabulary/ Etymology Alpine, altitude, avalanche, conservation, crevasse, changeable, erosion, glacier, mountainous, summit, river bed, river bank, source, stream, spring, tributary, estuary, valley, lake,														
Wow moment- River exploration visit- ferry meadows- River Nene- field work trip														

Good Night Mr Tom

Main Subject Focus History	Intent: Why? To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We will continue to develop our understanding of British, local and world history by establishing clear narratives within and across the period of the Second World War. This topic will inspire our curiosity to know more about the past. To develop our understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Links to prior and wider learning To build upon knowledge of developments in technology and industry learnt about during an in depth study of the Victorians and Space Exploration. To build upon knowledge of countries and continents.
Knowledge <ul style="list-style-type: none">Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		
Skills		
Year 5	Year 6	
Chronological Understanding <ul style="list-style-type: none">Uses timelines to place and sequence local, national and international events.Sequences historical periods.	<ul style="list-style-type: none">Uses timelines to place events, periods and cultural movements from around the world. .Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.Names date of any significant event studied from past and place it correctly on a timeline.	
Range and Depth of Historical Knowledge <ul style="list-style-type: none">Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.Gives some causes and consequences of the main events, situations and changes in the periods studied.Identifies changes and links within and across the time periods studied.	<ul style="list-style-type: none">Chooses reliable sources of factual evidence to describe: culture and leisure activities; clothes, way of life and actions of people; religion and attitudes; things of importance to people.Identifies how any of above may have changed during a time period.Gives own reasons why changes may have occurred, backed up with evidence.Shows identified changes on a timeline. Describes similarities and differences between some people, events and objects studied.Describes how some changes affect life today. Makes links between some features of past societies.	
Interpretation of History <ul style="list-style-type: none">Looks at different versions of the same event and identifies differences in the accounts.Gives clear reasons why there may be different accounts of history.Knows that people (now and in past) can represent events or ideas in ways that persuade others.	<ul style="list-style-type: none">Understands that the past has been represented in different ways.Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history	
Historical Enquiry <ul style="list-style-type: none">Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks a range of questions about the past.Chooses reliable sources of evidence to answer questions.Realises that there is often not a single answer to historical questions.	<ul style="list-style-type: none">Identifies and uses different sources of information and artefacts.Evaluates the usefulness and accurateness of different sources of evidence.Selects the most appropriate source of evidence for particular tasks.Forms own opinions about historical events from a range of sources.	
Organisation and Communication <ul style="list-style-type: none">Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.Uses dates and terms accurately.Chooses most appropriate way to present information to an audience	<ul style="list-style-type: none">Presents information in an organised and clearly structured way.Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).Makes accurate use of specific dates and terms.	
Wider curriculum links: Art- Propaganda Poster design https://www.iwm.org.uk/learning/resources/second-world-war-posters RE- Judaism D&T- healthy eating, food technology		
Key Texts: Good Night Mr Tom , Rose Blanche, The day Hitler stole pink rabbit , Letters from the light house , My war diary by Flossie Albright , Diary of Anne Frank		
Key Vocabulary/ Etymology Allies, Enemies, dictatorship, democracy, invasion, rationing, evacuees, Homefront, industry, society, propaganda		
Wow moment- Duxford War or Imperial War Museum , Home Front day – life as a child during WW2		

Out of this World

Main Subject Focus History Key Concepts Taught Transformation Dreams Conflict	Intent: Why? To gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It will inspire our curiosity to know more about the past. To help us understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges of our time.	Links to prior and wider learning To build upon knowledge of developments in technology and industry learnt about during an in depth study of the Victorians. To build upon knowledge and understanding of conflict between countries and continents including their location.
Knowledge <ul style="list-style-type: none">Pupils should be taught about a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		
Skills		
Year 5	Year 6	
Chronological Understanding <ul style="list-style-type: none">Uses timelines to place and sequence local, national and international events.Sequences historical periods.Identifies changes within and across historical periods.	<ul style="list-style-type: none">Uses timelines to place events, periods and cultural movements from around the world.Uses timelines to demonstrate changes and developments in culture, technology, religion and society.Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.Names date of any significant event studied from past and place it correctly on a timeline.	
Range and Depth of Historical Knowledge <ul style="list-style-type: none">Gives some causes and consequences of the main events, situations and changes in the periods studied.Identifies changes and links within and across the time periods studied.	<ul style="list-style-type: none">Shows identified changes on a timeline.Describes similarities and differences between some people, events and objects studied.Describes how some changes affect life today. Makes links between some features of past societies.	
Interpretation of History <ul style="list-style-type: none">Looks at different versions of the same event and identifies differences in the accounts.Gives clear reasons why there may be different accounts of history.Knows that people (now and in past) can represent events or ideas in ways that persuade others.	<ul style="list-style-type: none">Understands that the past has been represented in different ways.Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history	
Historical Enquiry <ul style="list-style-type: none">Asks a range of questions about the past.Chooses reliable sources of evidence to answer questions.Realises that there is often not a single answer to historical questions.	<ul style="list-style-type: none">Evaluates the usefulness and accurateness of different sources of evidence.Forms own opinions about historical events from a range of sources.	
Organisation and Communication <ul style="list-style-type: none">Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.Uses dates and terms accurately.Chooses most appropriate way to present information to an audience	<ul style="list-style-type: none">Presents information in an organised and clearly structured way.Makes use of different ways of presenting information.Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).Makes accurate use of specific dates and terms.	
Wider curriculum links: Art- Peter Thorpe Science- Space		
Key Texts: A Hundred Billion Trillion Stars (Greenwillow Books, 2017) 'I am Neil Armstrong' (Dial Books, 2018) 'Look Inside Space' (Usborne, 2012) A Cat’s guide to the night sky		
Key Vocabulary/ Etymology Expedition, Cold War, Exploration, Astronaut, Solar, Lunar, Constellations, Patriotic.		
Wow moment Leicester Space Centre		

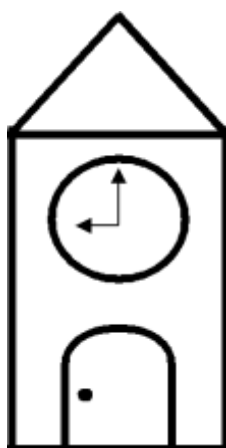
Forces of Nature

Main Subject Focus Geography	Intent: Why? Broaden understanding of our natural world and causes and effects of natural disasters. To also develop our understanding of human effects upon the environment and consequences. To develop knowledge of different areas of the world and how these are affected by natural phenomena.	Links to prior and wider learning Builds upon map work through previous topics and understanding of rivers and mountains. Builds upon knowledge of settlement both in UK and wider world.														
Knowledge Locational knowledge <ul style="list-style-type: none">locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography <ul style="list-style-type: none">describe and understand key aspects of:physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geography skills and Fieldwork <ul style="list-style-type: none">Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.																
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Wider curriculum links: Art- Hokusai- The Great Wave PSHE- sustainability and care for environment RE- Humanism Science- forces, habitats																
Key Texts: Maps, Atlas of Adventures wonders of the world, Hurricane- Weisner, Running Wild- Morpurgo, When the Giant Stirred																
Key Vocabulary/ Etymology Plate-tectonics, seismic, cataclysm, volcanic, eruption, tsumnami, hurricane, cyclone, tornado, typhoon tempestuous, volcanic, molten, formation, erosion, sustainability, deforestation																
Wow moment- Film news reports regarding natural disasters to be filmed for website, Possible Natural History Museum Visit, Coldham Windfarm visit																

Marvellous Mayans

Main Subject Focus History Key Concepts Taught Belief Influence Spirituality	Intent: Why? To continue to develop our secure knowledge and understanding of world history chronologically. To develop our appropriate use of historical terms by addressing and devising historically valid questions about change, cause, similarity and difference, and significance. We will construct informed responses that involve thoughtful selection and organisation of relevant historical information. We will understand how our knowledge of the past is constructed from a range of sources.	Links to prior and wider learning Builds upon our overview of the achievements of the earliest civilizations (where and when the first civilizations appeared) and our in depth study of Ancient Egypt.
Knowledge <ul style="list-style-type: none">Pupils should be taught about a non-European society that provides contrasts with British history –Mayan civilization c. AD 900.		
Skills		
Year 5	Year 6	
Chronological Understanding <ul style="list-style-type: none">Sequences historical periods.Describes events using words and phrases such as: century, decade, BC, AD, after, before, during,Identifies changes within and across historical periods.	<ul style="list-style-type: none">Uses timelines to demonstrate changes and developments in culture, technology, religion and society.Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.	
Range and Depth of Historical Knowledge <ul style="list-style-type: none">Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.Gives some causes and consequences of the main events, situations and changes in the periods studied.Identifies changes and links within and across the time periods studied.	<ul style="list-style-type: none">Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.Describes similarities and differences between some people, events and objects studied.Makes links between some features of past societies.	
Interpretation of History <ul style="list-style-type: none">Looks at different versions of the same event and identifies differences in the accounts.Gives clear reasons why there may be different accounts of history.Knows that people (now and in past) can represent events or ideas in ways that persuade others.	<ul style="list-style-type: none">Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.	
Historical Enquiry <ul style="list-style-type: none">Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.Asks a range of questions about the past.Chooses reliable sources of evidence to answer questions.Realises that there is often not a single answer to historical questions.	<ul style="list-style-type: none">Identifies and uses different sources of information and artefacts.Evaluates the usefulness and accurateness of different sources of evidence.Selects the most appropriate source of evidence for particular tasks.Forms own opinions about historical events from a range of sources.	
Organisation and Communication <ul style="list-style-type: none">Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.Uses dates and terms accurately.Chooses most appropriate way to present information to an audience.	<ul style="list-style-type: none">Presents information in an organised and clearly structured way.Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).Makes accurate use of specific dates and terms.	
Wider curriculum links: Art & Design: Clay modelling. Papier mache masks and headdresses RE- Compare to creations stories from other religions British values: Link to society and roles within.		
Key Texts: Timeline – Peter Goes Exploring the Maya empire – Curriculum Visions DKfindout! Maya,		
Key Vocabulary/ Etymology hierarchy, civilisation, government, hieroglyphs, monuments, Mesoamerica, sacrifice, society, demise, decline, astronomy, textile, abundance		
Wow moment- Mayan celebration day – including making headdresses and holding a feast, Chocolate creation (Possible Cadbury’s World Trip)		

FRIDAY BRIDGE PRIMARY SCHOOL



Modern Foreign Languages KS1 and KS2

Modern Foreign Languages

In Key Stage 2 all pupils will be taught MFL in accordance with National Curriculum.

National curriculum

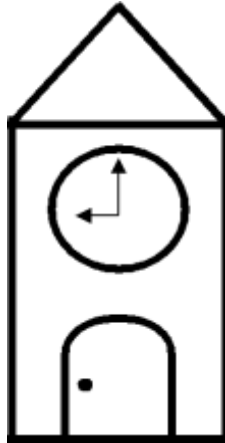
Subject content Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

FRIDAY BRIDGE PRIMARY SCHOOL



Art and Design & Design Technology KS1 and KS2

Portraits

Main Subject Focus Art Key Concept: Humanity			Intent: Why? Pupils will develop artistic techniques to represent the human form through self-portrait and portraits of others. This will encourage them to take pride in and recognise the beauty and uniqueness of humanity and individuality.				
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures Encourage accurate drawings of people. Paul Klee for simplification of shape. Gary Hume – potential to use ICT for digital drawing too	Extend the variety of drawings tools Explore different textures – Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs)	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records:	Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces.	Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings.	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective
Wider curriculum links: PSHE, All about me (EYFS), History- linked to specific times in history, Portraits in Time (Robins)							
Suggested Key Artists/ art work: Ducklings: Self-portraits Paul Klee a potential reference Robins: Van Gogh & Picasso & Gary Hume Kestrels: Andy Warhol, & Chuck Close, William Kentridge Hawks: Da Vinci- Mona Lisa, Rembrandt Durer and Frieda Kahlo.							
Key Vocabulary Portraiture, portrayal, uniqueness, individuality, characterisation, depiction, representation , shade, tone and perspective							
Possible Wow moment- Great Art Exhibition- parents invited to an open afternoon to see the work that children throughout the school have produced.							

Colour

Main Subject Focus Art Key Concept: Happiness			Intent: Why? Children will learn about colour mixing and how colour is created and used within art. Children will appreciate the value of colour and the feeling which colour evokes and how celebrations are influenced by colour.				
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Experimenting with and using primary colours Naming Mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks	Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black – using colour on a large scale.	Colour mixing Make colour wheels Introduce different types of brushes Techniques Apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings
Printing	Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/patterns Mono-printing Colour mixing through overlapping colour print	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print	Combining prints Design prints Make connections Discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Explore printing techniques used by various artists
Wider curriculum links: RE- celebrations, Multicultural studies, PSHE (Feelings), Maths- shape and form							
Suggested Key Artists/ Art work: Ducklings: Mondrian Robins: Kandinsky and Miro Kestrels: Pollock, Bridget O ‘Riley Hirsts (spot paintings) Hawks: Picasso and Van Gogh, Anish Kapoor, James Turrell.							
Key Vocabulary/ Etymology Hue, Vibrancy, shade, tone, primary, secondary, tertiary, complementary, colour wheel							
Possible Wow moment Colour festival- exhibition and interactive colour based activities for parents and children to share							

Nature

Main Subject Focus Art Key Concept: Beauty				Intent: Why? To celebrate the wonders of nature and see the art of our natural world. Experiment with texture and form and identify patterns in nature.			
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
Form	EYFS Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Y1 Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media.– Make simple joins	Y2 Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors.	Y3 Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics	Y4 Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction	Y5 Plan and develop ideas Shape, form, model and join Observation/ imagination Properties of media Discuss and evaluate own work and that of other sculptors	Y6 Plan and develop ideas Shape, form, model and join Observation/ imagination Properties of media Discuss and evaluate own work and that of other sculptors
Wider curriculum links: Forest schools, PSHE, Geography, Science							
Suggested Key Artists: Ducklings: Richard Shilling Robins: Andy Goldsworthy Richard Long Kestrels: Nils Udo John Grade Hawks: Chris Drury Rune Guneriussen							
Key Vocabulary/ Etymology Environmentalist, sculpture, natural, tessellation, symmetry, form, pattern, repetition, organic, sculptural, space, collaboration,							
Possible Wow moment Forest schools day KS1 beach visit							

Sculpture

Main Subject Focus Art Key Concept: Hope				Intent: Why? Pupils will learn how to use various materials to create 3D art work. They will develop their understanding of texture and form and how to manipulate materials effectively to represent their artistic designs.			
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Construct Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media.– Make simple joins	Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors.	Shape, form, model and construct (malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors
Wider curriculum links: PSHE, All about me (EYFS), Geography and Science- natural and manmade materials/ material properties, History- Greek/ Classical design							
Suggested Key Artists/ art work: Ducklings: Junk modelling Robins: Henry Moore Barbara Hepworth Kestrels: Classical/ Greek Sculpture (perhaps their vases/vessels & mosaics and Grayson Perry for contemporary comparison. Hawks: Barbara Hepworth (would her simplicity be better placed in the Robins’ artists?) Henri Gaudi Brezeska, Giacommetti, Picasso (his ceramics to build on Kestrels’ sculptural work?)							
Key Vocabulary Sculpture, dimension, malleable, construction, material, texture, form, function, angled, surface, aesthetic,							
Possible Wow moment- Visit to art gallery or museum							

Around the World

Main Subject Focus Art Key Concept: Diversity				Intent: Why? Pupils will learn about art around the world, focusing upon pattern and textile design. They will gain an understanding of the significance and influence of art in different cultures and develop their own designs based upon cultural and religious influences.			
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texture	Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving	Weaving Collage Sort according to specific qualities How textiles create things	Overlaying to create effects Use large eyed needles Running stitches Simple appliqué work Start to explore other simple stitches – collage	Use smaller eyed needles and finer threads Weaving Tie dying, batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics.	Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making Artists using textiles - Kiki Smith	Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
Pattern	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns Symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular	Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry	Explore environmental and manmade patterns Tessellation	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes
Wider curriculum links: PSHE, Geography- art and design around the world, RE, History- build on knowledge of different historical eras studied.							
Suggested Key Artists/ art work: Ducklings: African Print and pattern Robins: Aboriginal art and textiles Kestrels- Indian patterns and designs including rangoli and mandalas Hawks: William Morris							
Key Vocabulary Textile, texture, weaving, printing, tessellation, reflection, symmetrical, rotational, flora, fauna							
Possible Wow moment- Immersive experience day/workshop.							

Landscapes

Main Subject Focus Art Key Concept: Freedom			Intent: Why? Pupils will appreciate how the beauty and vibrance of the world can be celebrated through art, looking at different depictions of our environments through art. They will focus on different techniques used to develop detail and immersion within the landscapes through art.				
Knowledge							
KS1 Pupils should be taught: <ul style="list-style-type: none">to use a range of materials creatively to design and make productsto use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceabout the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.				KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]about great artists, architects and designers in history			
Skills							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Begin to use a variety of drawing tools. Use drawings to tell a story. Investigate different lines. Explore different textures	Extend the variety of drawings tools Explore different textures – Observe and draw landscapes Observe patterns	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records	Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting See the preparatory sketches	Identify and draw the effect of light Scale and proportion Work on a variety of scales Computer generated drawings.	Effect of light on objects and people from different directions Interpret the texture of a surface Concept of perspective Turner	Effect of light on objects and people from different directions Interpret the texture of a surface Concept of perspective
Colour	Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour – Use a range of tools to make coloured marks o	Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black – using colour on a large scale.	Colour mixing Make colour wheels Introduce different types of brushes Techniques Apply colour using dotting, scratching, splashing	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Eg. Monet’s haystacks at different times of the day Photography/Editing	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings Eg. Photography/Editing
Wider curriculum links: PSHE, Geography, Science (Light/ Shadow)							
Suggested Key Artists/ art work: Ducklings- Hockney Robins- Monet Seurat Kestrels- Cezanne Constable Hawks- Hokusai Turner (Monet’s Haystacks?)							
Key Vocabulary Tone, perspective, shadow, horizon, atmosphere, background, composition, contrast							
Possible Wow moment- Visit to Botanical Gardens Cambridge- art outdoors (KS2), KS1 outdoor sketching							

Textiles

Main Subject Focus Design and Technology Key Concept: Creativity		Intent: Why? Pupils will learn different techniques using textiles, including weaving, knitting, sewing etc and will also explore properties of materials and look at how textiles are used both aesthetically and practically.				
Wider curriculum links: PSHE, Art, History- build on knowledge of different historical eras studied.						
Suggested Key Designers/ design work: Ducklings- Christmas decorations/wall hanging Robins - Famous puppets (http://creatureshop.com/) punch and Judy Kestrels - (embroidery) Cloth making and materials (ancient times) Bayeaux Tapestry (http://www.bayeuxtapestry.org.uk/) Hawks - Embroidery William Morris (https://www.vam.ac.uk/articles/willam-morris-textiles) Suggestions for activities: These can all be adapted for developing Christmas decorations Ducklings - Sewing skills for a framed picture – use ribbon, wool, paper, cloth Robins - Make puppets –a famous person linking to topic Kestrels - Scarecrow making (for ancient farmers – adapt for creation of Christmas characters. Hawks - Design and develop baubles, sewn Xmas hangings (wall art) Use sewing crochet, knots for Christmas decoration – and wrapping skills too						
Key Vocabulary Pattern, Texture, Embroidery, Textile, Tapestry, Design, Detail, Aesthetics, Purpose.						
Wow moment-						
Knowledge						
KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: Design <ul style="list-style-type: none">design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make <ul style="list-style-type: none">select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate <ul style="list-style-type: none">explore and evaluate a range of existing productsevaluate their ideas and products against design criteria			KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design <ul style="list-style-type: none">use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groupsgenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none">select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accuratelyselect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate <ul style="list-style-type: none">investigate and analyse a range of existing productsevaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Developing, planning and communicating ideas.	<p>Start to suggest ideas and explain what they are going to do.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria</p> <p>Develop their ideas through talk and drawings and label parts.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Know to make drawings with labels when designing</p> <p>When planning explain their choice of materials and components including function and aesthetics</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>When planning explain their choice of materials and components according to function and aesthetic</p>	<p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p>	<p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Identify the strengths and areas for development in their ideas and products.</p>
Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely</p> <p>Begin to use simple finishing techniques to improve the appearance of their product</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Start to assemble, join and combine materials in order to make a product</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product.</p> <p>Use basic sewing techniques.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Now sew using a range of different stitches, to weave and knit.</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Use tools safely and accurately.</p> <p>With confidence pin, sew and stitch materials together to create a product</p> <p>Construct products using permanent joining techniques.</p>
Evaluating processes and products	<p>When looking at existing products explain what they like and dislike about products and why.</p>	<p>Evaluate their work against their design criteria.</p>	<p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p>	<p>Start to evaluate their work both during and at the end of the assignment.</p>	<p>Evaluate their work both during and at the end of the assignment.</p>	<p>Evaluate their work both during and at the end of the assignment.</p>

Architecture

<p>Main Subject Focus Design and Technology</p> <p>Key Concept: Vision</p>	<p>Intent: Why? Pupils will learn about famous architectural designs and how they were designed. They will develop their understanding of how buildings are structured to ensure strength and durability and learn how designs have developed over time. They will apply their knowledge of material properties to design their own structures.</p>
<p>Wider curriculum links: PSHE, Art, Science- materials and properties</p>	
<p>Suggested Key Designers/ design work: Robins- Zaha Hadid Ducklings- Gaudi – fantastical element. Kestrels - Frank Gehry – Hawks - Christopher Wren</p> <p>Suggestions for approach: Ducklings - Build a den, tent, shelter & mud hut / ice house -Zaha Hadid and Inuit ice houses. Robins - Build a mud hut (look at examples of homes using simple natural materials) – then a magical tree house out of a tin + mod rock. Cut, join aesthetically. Gaudi – fantastical element. Kestrels - Construct a ‘house’ - box starting point cutting, joining, strengthening – aesthetics. Wood and card - Frank Gehry – Hawks - Build a bird/bee house - box and hinges Wood. Cut, join, strengthen, hinge, preserve - Christopher Wren So, think about making this more stately residence!</p>	
<p>Key Vocabulary Durability, Strength, Innovation, Development, Architecture, Modernisation, Iconic, stability, materials, location,</p>	
<p>Possible Wow moment- sharing at the end of the unit an architectural model exhibition for parents.</p>	
<p>Knowledge</p>	
<p>KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<p>Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>Identify a purpose for what they intend to design and make.</p> <p>Develop their ideas through talk and drawings and label parts.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Know to make drawings with labels when designing.</p>	<p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>With growing confidence apply a range of finishing techniques, including those from art and design.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Draw up a specification for their design-link with Mathematics and Science</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p>

Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole-punch safely.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p> <p>Start to choose and use appropriate finishing techniques based on own ideas.</p>	<p>Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p>	<p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Begin to measure and mark out more accurately.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use tools safely and accurately.</p> <p>Assemble components to make working models.</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement (hinges for this)</p>	
Evaluating processes and products	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p>	<p>Evaluate their work against their design criteria.</p>	<p>Evaluate how the key designs of individuals in design and technology has helped shape the world</p>	<p>Evaluate how the key designs of individuals in design and technology has helped shape the world</p>	<p>Evaluate how the key designs of individuals in design and technology has helped shape the world</p>	<p>Record their evaluations using drawings with labels.</p> <p>Evaluate how the key designs of individuals in design and technology has helped shape the world.</p>	

Food and Nutrition

Main Subject Focus Design and Technology Key Concept: Well being	Intent: Why? Children will learn how to prepare nutritious meals, using seasonal ingredients. They will learn key skills involved in food preparation and will develop awareness of safety and food hygiene. They will learn how to prepare meals which are healthy and meet requirements of the different food groups taking into account who their target diners are.
Wider curriculum links: PSHE, Science- Human body, PE,	
Suggested Key Designers/ design work: Cooking- staggering cooking methods as not sufficient for all to use – wheat based skill set. Ducklings - Fruit salad. Test design – cutting, mixing, taste. Rice crispie cakes – mix, spoon. Robins - Sandwich design/Picnic design – try bread and use favourite. Test, design, cut, spread, rocky road cake (or other). Weigh, mix, fold, roll, divide. Kestrels- Egyptian ingredient salad / simple flatbreads - test design, taste evaluate. Weigh, mix, roll, shape, evaluate. Hawks - Simple ingredient recipes pizza/foccacia– test, design, melt, combine, cool, evaluate. Cake baking – weigh, beat, fold, spoon, taste evaluate. Use the idea of rations affecting ingredient possibilities.	
Key Vocabulary Ingredients, nutrition, method, seasonal, harvest, vegetables, healthy, hygiene, tasty, enjoyable, cooked, raw.	
Wow moment- Food tasting sessions	
Knowledge	
KS1 Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	KS2 Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 2 <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>

Harvest

Main Subject Focus Design and Technology Key Concept: Resourcefulness	Intent: Why? Children will learn how to prepare nutritious meals, using seasonal ingredients. They will learn key skills involved in food preparation and will develop awareness of safety and food hygiene. They will learn how to prepare meals which are healthy and meet requirements of the different food groups taking into account who their target diners are.
Wider curriculum links: PSHE, Science- Human body, PE,	
Suggested Key Designers/ design work: Bread, Soups, Cooking with vegetables	
Key Vocabulary Ingredients, nutrition, method, seasonal, harvest, vegetables, healthy, hygiene	
Suggested Wow moment- Harvest Festival	
Knowledge	
KS1 Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 1 <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	KS2 Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: Key stage 2 <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating</p>	<p>Understand that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day</p> <p>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Demonstrate how to use techniques such as cutting, peeling and grating</p>	<p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Begin to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Begin to know that to be active and healthy, food and drink are needed to provide energy for the body</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p>	<p>Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>	<p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand that seasons may affect the food available.</p> <p>Understand how food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p>Know different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>

Upcycling

<p>Main Subject Focus Design and Technology</p> <p>Key Concept: Sustainability</p>	<p>Intent: Why? Pupils will consider how materials can be reused and recycled to produce different products. They will look at how this can improve sustainability and has economical and environmental benefits. They will demonstrate and develop design and innovation skills.</p>
<p>Wider curriculum links: PSHE, Art, Science- materials and properties.</p>	
<p>Suggested Key Designers/ design work: Ducklings– inventive use of discarded materials Robins - introduce make do and mend as a 40s concept Reduce, Reuse, Recycle. Kestrels - Mi Leggett fashion with a conscience, also punk clothing from 70s on and nowadays brands such as Rothy’s shoes (made from recycled bottles) one example. Hawks - https://inhabitat.com/about/ a site dedicated to upcycling designers of functional items/décor (there are many independent recycling makers) Suggested approaches: Link upcycling projects to topics in each class. Alternatively: Ducklings - improve aesthetics of plant pots and plant up. Make ‘stained glass’ pictures from recycling, Robins - make plant baskets out of milk cartons, Old plastic trays into mini greenhouses. Make tubes into instrumnets and decorate. Kestrels - Clothing - tie dye, develop print for tops, sew additions to. Hawks - Repurpose off cuts/old clothes and coat hangers into a duster, turn old clothing into windscreen wipes, make ‘stained glass’ pictures from recycling, wind chimes from old cutlery/ wall hanging from discarded items.</p>	
<p>Key Vocabulary Sustainability, recycle, renewable, economical, environmental, innovation, repurpose, waste, discarded, renewed</p>	
<p>Wow moment- children sell wares for a school cause at the end of the unit</p>	
<p>Knowledge</p>	
<p>KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	<p>KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Skills						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas.	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product</p> <p>Start to understand whether products can be recycled or re-used.</p> <p>Know to make drawings with labels when designing.</p> <p>When planning explain their choice of materials and components including function and aesthetics</p>	<p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground -breaking products.</p> <p>When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Start to understand how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose.</p>
Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>Explore using tools e.g. scissors and a hole-punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product</p>	<p>Learn to use hand tools safely and appropriately.</p> <p>Start to assemble, join and combine materials in order to make a product.</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p> <p>Start to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Select a wider range of tools and techniques for making their product safely.</p> <p>Start to join and combine materials and components accurately in temporary and permanent ways</p> <p>Now sew using a range of different stitches, to weave and knit</p> <p>Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>Select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>'Understand how mechanical systems such as cams or pulleys or gears create movement. (hinges for this)</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use tools safely and accurately.</p> <p>With confidence pin, sew and stitch materials together to create a product</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p>

					growing confidence cut and join with accuracy to ensure a good-quality finish to the product	
Evaluating processes and products	When looking at existing products explain what they like and dislike about products and why.	With confidence talk about their ideas, saying what they like and dislike about them	Begin to disassemble and evaluate familiar products and consider the views of others to improve them.	Be able to disassemble and evaluate familiar products and consider the views of others to improve them	Evaluate their work both during and at the end of the assignment. Evaluate the key designs of individuals in design and technology has helped shape the world	Evaluate their work both during and at the end of the assignment. Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate the key designs of individuals in design and technology has helped shape the world.

Vehicles

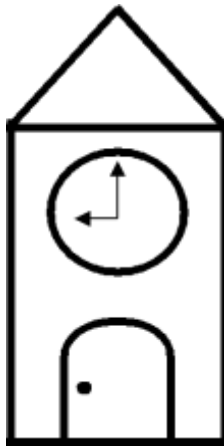
<p>Main Subject Focus Design and Technology</p> <p>Key Concept: Transportation</p>	<p>Intent: Why? Pupils will learn about the development of transportation and how this has evolved over time. They will learn about historical designs and draw comparisons with modern age designs, reflecting upon how this has impacted upon modern life. They will recognise key events in transportation throughout history.</p>
<p>Wider curriculum links: Science- forces, materials and their properties, KS1- Trains, Planes and Automobiles, KS2- Out of this world</p>	
<p>Suggested Key Designers/ design work: Ducklings - Trains- Stephenson Robins - Air- Wright Brothers, Concorde Kestrels - Water- ships throughout the ages to include Titanic Hawks - Cars- Benz, Ford./4 wheeled alternative</p> <p>Suggestions for activities: Ducklings- cardboard boxes to develop body and wheel (extend to chassis if possible). Could pimp up a train from a train set to use. Robins- wind up propeller Parachutes, kites, / wind powered airplanes Kestrels – develop wind up boats, sails design. Trailer for carrying? Hawks - develop a vehicle powered by a motor.</p>	
<p>Key Vocabulary Transportation, Innovation, aviation, navigation, engine, speed, aerodynamics, velocity</p>	
<p>Wow moment- Afternoon of sharing and testing and sharing with other classes their efforts. YR = Y3/4 + Y1/2 = Y5/6 Lego Workshop.</p>	
<p>Knowledge</p>	
<p>KS1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>KS2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p>

	<ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures• understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)• understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)• apply their understanding of computing to program, monitor and control their products. (Lego workshop)					
Skills						
Developing, planning and communicating ideas.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Develop their ideas through talk and drawings and label parts.</p> <p>Make templates and mock ups of their ideas in card and paper or using ICT.</p>	<p>Identify a purpose and establish criteria for a successful product.</p> <p>Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.</p> <p>Know to make drawings with labels when designing.</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>When planning consider the views of others, including intended users, to improve their work.</p> <p>When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Draw up a specification for their design- link with Mathematics and Science.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>With growing confidence select appropriate materials, tools and techniques.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making if the first attempts fail.</p>

Learning Together: Working as one
Aspire; Believe; Succeed; Excel

Working with tools, equipment, materials and components to make quality products	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Explore using tools e.g. scissors and a hole-punch safely.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product</p>	<p>Begin to select tools and materials; use correct vocabulary to name and describe them.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>With help measure, cut and score with some accuracy.</p>	<p>Start to understand that mechanical and electrical systems have an input, process and output.</p> <p>Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>Start to work safely and accurately with a range of simple tools.</p> <p>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work.</p>	<p>Select a wider range of tools and techniques for making their product safely.</p> <p>Know how mechanical systems such as cams or pulleys or gears create movement.</p> <p>.</p>	<p>Understand how mechanical systems such as cams or pulleys or gears create movement. (hinges for this)</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Demonstrate how to use skills in using different tools and equipment safely and accurately with growing confidence cut and join with accuracy to ensure a good-quality finish to the product.</p>	<p>Assemble components to make working models.</p> <p>Aim to make and to achieve a quality product.</p> <p>Construct products using permanent joining techniques.</p> <p>Understand how mechanical systems such as cams or pulleys or gears create movement</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p>
Evaluating processes and products	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Evaluate their work against their design criteria.</p> <p>Start to evaluate their products as they are developed, identifying strengths and possible changes they might make.</p>	<p>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>Begin to disassemble and evaluate familiar products and consider the views of others to improve them.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world</p>	<p>Evaluate their products carrying out appropriate tests.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world</p>	<p>Start to evaluate a product against the original design specification and by carrying out tests.</p> <p>Begin to evaluate it personally and seek evaluation from others.</p>	<p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Evaluate the key designs of individuals in design and technology has helped shape the world.</p>

FRIDAY BRIDGE PRIMARY SCHOOL



MUSIC KS1 and KS2

Listening – Sounds we hear

Main Subject Focus Music Key Concepts Listening and identifying musical and non-musical sounds	Intent: Why? To discover, identify and appreciate the world of sound around us	
Knowledge Pupils will be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.		
Skills		
Y1	Y2	
To talk about how music makes you feel or want to move e.g. it makes me want to jump/sleep/shout etc. To listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march.	To respond to different moods in music and explain thinking about changes in sound. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. It's quiet and smooth so it would be good for a lullaby.	
Wider curriculum links: PSHE, Science- Sound		
Key Musicians/ Genres: Real life and diegetic sounds explored		
Key Vocabulary/ Etymology Sound, hearing, near, far, loud, quiet, calm, noisy		
Wow moment Whole school performance		

Rocking Rhythms

Main Subject Focus Music Key Concepts Percussive performance	Intent: Why? To play in a group and hold rhythmic patterns	
Knowledge Pupils will be taught to: Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Skills		
Y1	Y2	
To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing. To know about and experiment with sounds.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To think about others when performing. Repeat short rhythmic and melodic patterns.	
Wider curriculum links: History – traditional Western orchestra Geography – African musical culture		
Key Musicians/ Genres: 1812 Overture – Tchaikovsky Water Music and Music For Royal Fireworks - Handel		
Key Vocabulary/ Etymology Woodblock, cymbal, drum, triangle, glockenspiel, maracas, castanets, bells, djembe, doundounba, kenkeni, sangban		
Wow moment A live performance of percussive music		

Dynamics- Loud and Quiet

Main Subject Focus Music Key Concepts Identifying various dynamic shifts	Intent: Why? To examine how music can be loud or quiet and the different effects this can produce
Knowledge Pupils will be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Skills	
Y1	Y2
To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. To think about and make simple suggestions about what could make their own work better e.g. play faster or louder. To begin to understand that musical elements can be used to create different moods and effects.	To Begin to explore and choose and order sounds using the inter-related dimensions of music. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. To understand how musical elements create different moods and effects.
Wider curriculum links: Science – how sound is made/projected	
Key Musicians/ Genres: Music driven by class choices	
Key Vocabulary/ Etymology Dynamics, loud, soft, piano, forte, increase, decrease, crescendo, diminuendo, conductor	
Wow moment Children controlling dynamics by leading/conducting another performer	

Singing in Parts

Main Subject Focus Music Key Concepts Singing as a group in multi-parts	Intent: Why? To sing as a class group in polyphonic parts, in order to increase awareness of group music performance	
Knowledge Pupils will be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes.		
Skills		
Y1		Y2
Y1 - Use voices in different ways such as speaking, singing and chanting To think about others when performing. Y2 - Use voices expressively and creatively. To sing with the sense of shape of the melody To think about others when performing.		
Wider curriculum links:		
Key Musicians/ Genres: Songs And Vocal Activities From Around The World – Ed. Rob Jones		
Key Vocabulary/ Etymology Sing, solo, group, round, delay, repeat, cycle,		
Wow moment Perform a repertoire of polyphonic songs from around the world.		

Musical Pictures

Main Subject Focus Music Key Concepts Analysing music, drawing meaning and imagery	Intent: Why? To understand that music can create meaning and visual images	
Knowledge Pupils will be taught to: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.		
Skills		
Y1	Y2	
To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To begin to understand that musical elements can be used to create different moods and effects. To listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march.	To respond to different moods in music and explain thinking about changes in sound. To understand how musical elements create different moods and effects. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. It's quiet and smooth so it would be good for a lullaby.	
Wider curriculum links: Art- creative design		
Key Musicians/ Genres: The Carnival of the Animals – Saint-Saens / Peter and the Wolf – Prokofiev		
Key Vocabulary/ Etymology Tone, piece, feel, mood, image, visualise		
Wow moment A collection of artwork inspired by classical music.		

My Body is an Instrument

Main Subject Focus Music Key Concepts Performing confidence	Intent: Why? To play in a group and hold rhythmic patterns	
Knowledge Pupils will be taught to: Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Skills		
Y1	Y2	
To begin to represent sounds with simple sounds including shapes and marks. To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing. To know about and experiment with sounds	To confidently represent sounds with a range of symbols, shapes and marks. To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To think about others when performing. Repeat short rhythmic and melodic patterns	
Wider curriculum links: Science – my body		
Key Musicians/ Genres: Stomp		
Key Vocabulary/ Etymology Pulse, beat, rhythm, note, beat, score		
Wow moment A live performance of a class-written body drill		

Building Instruments

Main Subject Focus Music Key Concepts Understanding how instruments work	Intent: Why? To understand the make-up and composition of sound creation and projection	
Knowledge Pupils will be taught to: Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		
Skills		
Y1	Y2	
To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse. To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low To think about and make simple suggestions about what could make their own work better e.g. play faster or louder.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. To begin to explore and choose and order sounds using the inter-related dimensions of music. To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	
Wider curriculum links: Science – how sound is made D and T		
Key Musicians/ Genres: Stomp		
Key Vocabulary/ Etymology Sound, amplify, vibrate, resonate		
Wow moment Children to perform with self-created instruments		

Pitch- High and Low

Main Subject Focus Music Key Concepts Identifying varying musical pitch	Intent: Why? To understand that pitch is a key element of music
Knowledge Pupils will be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Skills	
Y1 To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low To begin to represent sounds with simple sounds including shapes and marks. To begin to understand that musical elements can be used to create different moods and effects.	Y2 To Begin to explore and choose and order sounds using the inter-related dimensions of music To confidently represent sounds with a range of symbols, shapes and marks. To understand how musical elements create different moods and effects.
Wider curriculum links: Science – how sound is made and pitch altered	
Key Musicians/ Genres: Various	
Key Vocabulary/ Etymology High, low, range, sharp, flat, range, top, middle, bottom	
Wow moment Children create short pieces to be notated as a class	

Performing Together- Whole School Production

Main Subject Focus Music Key Concepts Performance technique, singing skills,	Intent: Why? To learn songs and dances in a given genre and perform in solo, class groups and as a whole school
Knowledge -use their voices expressively and creatively by singing songs and speaking chants and rhymes	
Skills Y1 -Use voices in different ways such as speaking, singing and chanting - To think about others when performing. Y2 - Use voices expressively and creatively. To sing with the sense of shape of the melody - To think about others when performing.	
Wider curriculum links: PE – dance and movement	
Key Musicians/ Genres: Varies	
Key Vocabulary/ Etymology Singing, chorus, verse, stage, band, conductor, rehearsal, dress rehearsal, sitzprobe, performance	
Wow moment A full school show!	

Theory – The Orchestra

Main Subject Focus Music Key Concepts Music history Range of instruments	Intent: Why? To give children a sense of awe and wonder of the scope of the standard Western orchestra, across a range of composers and a hands on focus on instruments of varying families.
Knowledge Pupils will be taught to: listen with attention to detail and recall sounds with increasing aural memory. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.	
Skills	
Y3 To listen to and begin to respond to music drawn from different traditions and great composers and musicians. To explore and comment on the ways sounds can be used expressively.	Y4 To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. To recognise and explore the ways sound can be combined and used expressively and comment on this effect.
Wider curriculum links: History – use of music in royal courts Science – classification	
Key Musicians/ Genres: Edward Elgar (Pomp and Circumstance March No.1), Georg Handel (arrival of the Queen of Sheba), Benjamin Britten (Young Person’s Guide To The Orchestra)	
Key Vocabulary/ Etymology Orchestra, conductor, strings, woodwind, brass, percussion, unison, melody, harmony, patronage, commission	
Wow moment Using real instruments from each family: strings-double bass, woodwind-clarinet, brass-trombone, percussion-glockenspiel	

Beat Building

Main Subject Focus Music Key Concepts Understanding beat and pulse	Intent: Why? Children should learn that beat is an element, that underpins all music	
Knowledge Pupils will be taught to: use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
Skills		
Y3	Y4	
To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	
Wider curriculum links: D&T, features of a building site		
Key Musicians/ Genres: Music Express resources,		
Key Vocabulary/ Etymology Beat, pulse, rhythm, fast, slow, overlay, thick, thin		
Wow moment Children create an original piece echoing the rhythmic sounds of a building site		

Composition- Blues/ Wartime

Main Subject Focus Music Key Concepts Beat, pulse and rhythmic foundation of musical content	Intent: Why? To create contextual music and lyrics in a given style and genre. To develop knowledge of different musical styles, eras and forms.		
Knowledge Pupils will be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.			
Skills			
Y3	Y4	Y5	Y6
To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody To begin to understand how different musical elements are combined and used to create an effect.	To create rhythmical and simple melodic patterns using an increased number of notes To join layers of sound, thinking about musical dynamics of each layer and understanding the effect To understand how different musical elements are combined and used expressively.	To create increasingly complicated rhythmic and melodic phrases within given structures. To begin to identify the relationship between sounds and how music can reflect different meanings	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To identify and explore the relationship between sounds and how music can reflect different meanings.
Wider curriculum links: History – What was the context for composers creating songs in World War II? What was the social context for blues composers?			
Key Musicians/ Genres: Vera Lynn, Flanagan and Allen, (World War II) B.B. King, John Lee Hooker (blues)			
Key Vocabulary/ Etymology Lyrics, morale, expression, structure, twelve-bar blues, memorable, ‘ear-worm’,			
Wow moment Recording as a class a class created original song.			

Structure- Ancient Worlds/ Human Body

Main Subject Focus Music Key Concepts Musical structure, forms and formats	Intent: Why? To understand varying structural methods for creating musical pieces
Knowledge Pupils will be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music. listen with attention to detail and recall sounds with increasing aural memory. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Skills	
Y3 To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume	Y4 To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music.
Wider curriculum links: Science – structure and process	
Key Musicians/ Genres: Music Express	
Key Vocabulary/ Etymology Structure, binary, tertiary, verse, chorus, bridge	
Wow moment Creating a structured piece of performance within a group	

Pitch- China

Main Subject Focus Music Key Concepts Understanding pitch and notation	Intent: Why? To learn that pitch is a key musical element.
Knowledge Pupils will be taught to: use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Skills	
Y3 To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To begin to understand how different musical elements are combined and used to create an effect. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	Y4 To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To understand how different musical elements are combined and used expressively. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
Wider curriculum links: Geography – Chinese culture	
Key Musicians/ Genres: Music Express resources,	
Key Vocabulary/ Etymology pitch, high, low, sharp, flat,	
Wow moment Children to create Chinese inspired original musical passages	

Pitch- In the Past

Main Subject Focus Music Key Concepts Understanding pitch and notation	Intent: Why? To learn that pitch is a key musical element	
Knowledge Pupils will be taught to: use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
Skills		
Y3	Y4	
To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. To begin to understand how different musical elements are combined and used to create an effect. Y4 To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To understand how different musical elements are combined and used expressively.	
Wider curriculum links: History – use of music in the past		
Key Musicians/ Genres: Music Express resources,		
Key Vocabulary/ Etymology Pitch, high, low, sharp, flat,		
Wow moment Children to test own pitch-based compositions on real instruments		

Percussion- Glockenspiel

Main Subject Focus Music Key Concepts Performance technique, tuned instrument study	Intent: Why? To learn to play a tuned percussion instrument and perform in a group setting	
Knowledge Pupils will be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations.		
Skills		
Y3	Y4	
To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing	
Wider curriculum links: Numeracy – beats and bars (multiplication)		
Key Musicians/ Genres: Evelyn Glennie, Hans Zimmer, Klaus Bladet		
Key Vocabulary/ Etymology Glockenspiel, beater, unison, rest, play, dynamics, blend		
Wow moment Perform or record a rehearsed group glockenspiel piece.		

Instruments - Ukuleles

Main Subject Focus Music Key Concepts Performance technique, studying a tuned instrument	Intent: Why? To develop performance skills and techniques using a stringed instrument and perform as a group.		
Knowledge Pupils will be taught to: -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			
Skills			
Y3	Y4	Y5	Y6
To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think about others while performing To sing in unison, becoming aware of pitch.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To think about others while performing. To sing in unison maintaining the correct pitch and using increasing expression	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together. To sing in unison with clear diction, controlled pitch and sense of phrase.	To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect. To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Wider curriculum links: Numeracy – bars and beats (multiplication)			
Key Musicians/ Genres: George Formby, Ukulele Orchestra of Great Britain, Lennon and McCartney, Ukulele handbook			
Key Vocabulary/ Etymology Ukulele, string, head, neck, nut, fretboard, sound hole, chord, pick, pluck, strum,			
Wow moment Performance to parents			

Structure- Human Body

Main Subject Focus Music Key Concepts Musical structure, forms and formats	Intent: Why? To further understand varying structural methods for creating musical pieces and apply these to our own compositions	
Knowledge Pupils will be taught to: - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
Skills		
Y3	Y4	
To begin to understand how different musical elements are combined and used to create an effect. To comment on the effectiveness of own work, identifying and making improvements.	To understand how different musical elements are combined and used expressively. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	
Wider curriculum links: Science – human anatomy		
Key Musicians/ Genres: Music Express		
Key Vocabulary/ Etymology Intro, outro, verse, chorus, bridge,		
Wow moment Creating a small group pieces of original work, incorporating varying structures		

Theory – Rock Band

Main Subject Focus Music Key Concepts Modern music history, popular music	Intent: Why? To understand the progression of 20 th and 21 st century popular music, and the context in which it was created	
Knowledge Pupils will be taught to: listen with attention to detail and recall sounds with increasing aural memory. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.		
Skills		
Y5	Y6	
To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time Y6 To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music	
Wider curriculum links: History – how music mirrors key historical events		
Key Musicians/ Genres: Lennon/McCartney, Dylan, Springsteen, Anderson/Ulvaeus, Ezra, Swift		
Key Vocabulary/ Etymology Guitar, bass, keyboard, drum kit, vocals, microphone, amplifier, protest, commentary, rebellion,		
Wow moment Using and sampling real rock band instruments.		

Listening –The Solar System

Main Subject Focus Music Key Concepts Listening to music with an emphasis on expression and sound choice	Intent: Why? To learn that music can be used expressively, metaphorically and in other ways to create meaning	
Knowledge Pupils will be taught to: listen with attention to detail and recall sounds with increasing aural memory. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.		
Skills		
Y5	Y6	
To listen to and recall a range of sounds and patterns of sounds confidently To begin to identify the relationship between sounds and how music can reflect different meanings	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings.	
Wider curriculum links: Science – The Solar System		
Key Musicians/ Genres: Music Express resources, classical/romantic,		
Key Vocabulary/ Etymology Attack, decay, pitch, tone, timbre, texture, dynamics		
Wow moment Using music to show a range of emotions		

Percussion - Samba

Main Subject Focus Music Key Concepts Performance technique, playing and dancing	Intent: Why? To learn to play arrange of tuned and un-tuned instruments in a given world music style and perform in a group setting
Knowledge Pupils will be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Skills	
Y5	Y6
To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.	To play and perform with accuracy, fluency, control and expression To think about the audience when performing and how to create a specific effect.
Wider curriculum links: Geography – cultures of South America PE – movement and dance	
Key Musicians/ Genres: Noel Rosa, Clara Nunes, samba, capoeira,	
Key Vocabulary/ Etymology Surdo, tamborim, snare, agogo, ganza, timbal, repinique	
Wow moment Perform a physical samba drum and dance piece.	

Theory – Rhythm and Beat

Main Subject Focus Music Key Concepts Beat, pulse and rhythmic foundation of musical content	Intent: Why? To understand that beat underpins all music and rhythm is a core building block of the musical process		
Knowledge Pupils will be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. listen with attention to detail and recall sounds with increasing aural memory. use and understand staff and other musical notations.			
Skills			
Y3	Y4	Y5	Y6
To create simple rhythmical patterns that use a small range of notes. To listen with attention and begin to recall sounds.	To create rhythmical and simple melodic patterns using an increased number of notes To listen to and recall patterns of sounds with increasing accuracy.	To create increasingly complicated rhythmic and melodic phrases within given structures. To listen to and recall a range of sounds and patterns of sounds confidently	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence
Wider curriculum links: Speaking and listening – responding to aural stimuli			
Key Musicians/ Genres: Evelyn Glennie, Heitor Villa-Lobos			
Key Vocabulary/ Etymology Beat, pulse, rhythm, quaver, crotchet, minim, semibreve, notation, staff, stave, meter, time signature			
Wow moment Writing a rhythm in notation form for others in the class to perform on sight.			

Listening – The Planets / The War of the Worlds

Main Subject Focus Music Key Concepts Listening to music with an emphasis on expression and sound choice	Intent: Why? To learn that music can be used expressively, metaphorically and in other ways to create meaning
Knowledge Pupils will be taught to: listen with attention to detail and recall sounds with increasing aural memory. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. develop an understanding of the history of music.	
Skills	
Y5	Y6
To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings.
Wider curriculum links: Science – The solar system, Art- visualisation	
Key Musicians/ Genres: Holst, Jeff Wayne	
Key Vocabulary/ Etymology Tempo, dynamics, allegro, andante, furioso, forte, piano	
Wow moment Using music to create original pieces of art	

Composition – At the Movies

Main Subject Focus Music Key Concepts Understanding pitch and notation	Intent: Why? To identify and understand how music is used in cinema to create effects and create atmosphere.	
Knowledge Pupils will be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
Skills		
Y5	Y6	
To create increasingly complicated rhythmic and melodic phrases within given structures. To begin to identify the relationship between sounds and how music can reflect different meanings.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. To identify and explore the relationship between sounds and how music can reflect different meanings.	
Wider curriculum links: Literacy – Film Narrative		
Key Musicians/ Genres: Music Express resources, John Williams, Hans Zimmer, Alan Silvestri		
Key Vocabulary/ Etymology Shot, mood, scene, tone, drama, edit,		
Wow moment Children to compose and record original music as a soundtrack for film footage		

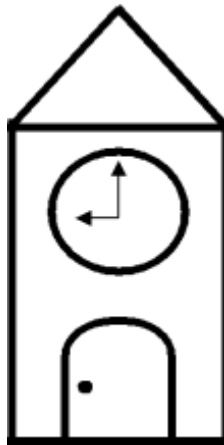
Structure – Life Cycles

Main Subject Focus Music Key Concepts Musical structure, forms and formats	Intent: Why? To further understand varying structural methods for creating musical pieces and apply these to our own compositions	
Knowledge Pupils will be taught to: improvise and compose music for a range of purposes using the inter-related dimensions of music. listen with attention to detail and recall sounds with increasing aural memory. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		
Skills		
Y5 To begin to identify the relationship between sounds and how music can reflect different meanings. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	Y6 To identify and explore the relationship between sounds and how music can reflect different meanings. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	
Wider curriculum links: Science – structure and process		
Key Musicians/ Genres: Music Express		
Key Vocabulary/ Etymology Structure, binary, tertiary, verse, chorus, bridge, modal, rondo, canon, sonata, variations, middle-8,		
Wow moment Creating a small group pieces of original work, incorporating varying structures		

Performing together – Whole School Production

Main Subject Focus Music Key Concepts Performance technique, singing skills,	Intent: Why? To learn songs and dances in a given genre and perform in solo, class groups and as a whole school		
Knowledge Pupils will be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.			
Skills			
Y3	Y4	Y5	Y6
To sing in unison, becoming aware of pitch. To think about others while performing To comment on the effectiveness of own work, identifying and making improvements.	To think about others while performing To sing in unison maintaining the correct pitch and using increasing expression To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To sing in unison with clear diction, controlled pitch and sense of phrase. To maintain my own part and be aware how the different parts fit together. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To think about the audience when performing and how to create a specific effect. To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Wider curriculum links: PE – dance and movement			
Key Musicians/ Genres: varies			
Key Vocabulary/ Etymology Unison, polyphonic, harmony, warm up, projection, conductor			
Wow moment A whole school show!			

FRIDAY BRIDGE PRIMARY SCHOOL



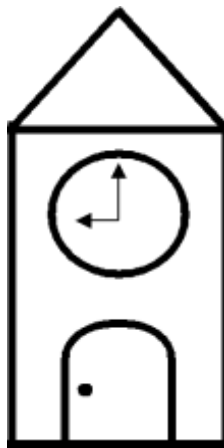
PE

KS1 and KS2

PE Overview

	Ducklings	Robins	Kestrels	Hawks
Autumn Term	Pupils will engage in competitive (both against self and others) and co-operative physical activities in a range of increasingly challenging situations. They will do this by working on their ball skills including throwing, kicking, catching and with the introduction of basic team games		Pupils will continue to develop their previous skills and knowledge, learning how to improve, link them and use them in different ways. They will also create sequences of movement. They will communicate with others, collaborating and communicating positively. They will also learn how to evaluate their own and others activities which will allow them to improve their skill set. The competitive sporting activities will be;-Tag Rugby and Hockey, where skills will be taught such as running, jumping and catching in isolation and within a team, culminating in matches. Gymnastics skills will be developed further concentrating on balance, agility, co-ordination and putting together simple routines. During swimming lessons pupils will be taught how to swim competently, confidently and proficiently using a range of strokes. They will also learn how to perform safe self-rescue in different water based situations.	
Spring Term	Pupils will develop fundamental movement skills and become increasingly competent and confident. They will have access to a broad range of experiences to extend their agility, balance, co-ordination, individually and with others. They will be learning fundamental gymnastics skills which will include- balance, agility, co-ordination and putting together simple routines. They will also start to participate in team games- building on skills taught in term 1 and introducing attacking and defending.		Pupils will take their skills that they have learnt in the previous terms and with them when experiencing both netball and football. They will then be exposed to adventurous outdoor activity challenges both individually and within a team when they take part in orienteering.	
Summer Term	This will be a culmination of skills already introduced throughout the year with a specific skill base in athletics which will include running, jumping and throwing Also the Year 2's in Summer B will have introductory swimming lessons in preparation for key stage 2.		The last term will again be embedding their knowledge and skills learnt and transferring them alongside learning the new techniques within athletics, kwik Cricket and rounders. Within summer term B year 6 pupils will have lessons to ensure that they can swim confidently and competently over at least 25m.	
	Dance to be taught throughout the year and linked to topic which will include using simple movement patterns and creating routines.			

FRIDAY BRIDGE PRIMARY SCHOOL



PSED (EYFS)
PSHE and RSE curriculum
KS1 and KS2

Learning Together: Working as one
Aspire; Believe; Succeed; Excel



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Learning Together: Working as one
Aspire; Believe; Succeed; Excel

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Learning Together: Working as one
Aspire; Believe; Succeed; Excel