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| Whole School Theme | Term 1  Journeys | Term 2  Frozen Theme | Term 3  Heroes and villains | Term 4  Eco Friendly | Term 5  Once upon a time | Term 6  Coastal |

Year 1

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| Key Text | Term 1  Going on a bear hunt | Term 2  Polar express | Term 3  Castles, kings and queens - Dragons | Term 4  Farmer Duck | Term 5  Jack and the beanstalk | Term 6  Coastal – The night pirates |
| Fiction | Stories with predictable patterns | Setting description | Fantasy Stories | Stories with predictable patterns | Character descriptions | Mystery Story |
| Non-Fiction | Recount | Letter writing and invitations | Information text | Instructions | Traditional fairy tales | Recount |
| Poetry | Harvest Poetry | Free verse | Dragon Poetry | Rhyming Poetry | Traditional Poems | Free verse |
| Cross-curricular writing |  |  |  |  |  |  |
| Cross-curricular maths |  |  |  |  |  |  |
| Punctuation and Grammar | Separation of words with spaces  How words can combine to make sentences.  Introduction to the use of capital letters, full stops | Understand pronouns , verbs, nouns and adjective | 1st and 3rd person | Prepositions of place: in, on, next to, under, behind etc. Pupils understand the meaning of the different words. | Question marks and exclamation marks to demarcate sentences | Capital letters for names and for the personal pronoun. |
| Handwriting | sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lowercase 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. | | | | | |
| Reading | Respond speedily with the correct sound to graphemes 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 many common exception words  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level that at which he/she can read independently.  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming familiar with key stories, fairy stories and traditional tales.  Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.  Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.  Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. | | | | | |
| Speaking and Listening | Listen to and discuss a wide range of poems, stories and non-fiction  Discuss the significance of the title and events  Recite some poems and rhymes by heart  Say out loud what he/she is going to write about  Compose a sentence orally before writing it  Read aloud his/her writing clearly enough to be heard by the group and the teacher  Use the language of time  Discuss and solve problems in familiar practical contexts, including using quantities | | | | | |
| Science | Seasons  Observe change across the four seasons  Observe and describe weather associated with the seasons and how day length varies | Materials  Distinguish between and objects and the material from which it is made  Identify and name a variety of everyday materials  Describe the simple physical properties of a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple properties  Everyday materials | | Animals, including humans  Identify and name a variety of common animals  Identify and name common carnivores and herbivores  Describe and compare the structure of a variety of common animals  Identify, name, draw and label the basic parts of the human body | Plants  Identify and name a variety of common wild and garden plants  Identify and describe the basic structure of a variety of common flowering plants, including trees | Investigations  Ask simple questions and recognise that they can be answered in different ways  Use simple equipment to observe closely  Perform simple tests  Identify and classify  Use his/her observations and ideas to suggest answers to questions  Gather and record data to help in answering questions |
| Geo | Seasons and the weather  Hot and cold places weather patterns  Describe seasonal weather changes (knowledge and Understanding of Patterns and Processes) | North and South pole – Pysical features  Weather patterns  Describe seasonal weather changes (knowledge and Understanding of Patterns and Processes) | Human features of the local area – castle  Name, describe and compare familiar places  Understand how some places are linked | Know about some present changes that are happening in the local environment  Suggest ideas for improving the school environment | Field work – observational skills, school and grounds, physical features etc..  Use simple observational skills study the geography of the school and its grounds  Use simple maps of the local area  Use locational and directional language  Make simple maps and plans  Link their homes with other places in their local community | Oceans and con  World maps – Maps etc..  Use locational and directional language  Make simple maps and plans |
| His |  | Famous people – Ice explorers – Scott / Shackelton  Sequence events and recount changes within living memory | Famous – Lives of past kings and queens  Place known events and objects in chronological order  Sequence events and recount changes within living memory |  |  | Famous pirates  Changes in boats  Place known events and objects in chronological order  Sequence events and recount changes within living memory |
| RE | JUDAISM  Believing  God as Creator  Celebrations  Sukkot  Story  - Abraham  - Moses  - David | JUDAISM  Belonging/Myself  Symbolism  The Jewish Home  - Shabbat  - Mezuzah  - Hanukkah  Celebrations  Christmas  - Gifts and giftbringers | CHRISTIANITY  Leaders and teachers  Jesus  - His baptism  - Calling of the disciples  - Wedding at Cana  - Man lowered through  the roof  - Centurion’s Servant  - Jesus stills a storm | CHRISTIANITY  Leaders and Teachers  Jesus  - Zacchaeus  - Feeding of the five  thousand  - Jesus heals a blind man  - The Ten Lepers  Celebrations  Easter  - New life and changes | CHRISTIANITY  Celebrations  - Saints after whom  school/church is named  - St David  - St Patrick  - St Andrew  - St George | CHRISTIANITY  Belonging/Myself  Symbolism  Belonging to the Christian family  - Baptism  - Weddings  (to include a church visit) |
| Art/DT | Use artwork to record ideas, observations and experiences  Experiment with different materials to design and make products  Explain what he/she likes about the work of others  Know the names of tools, techniques and elements that he/she uses | | | | | |
| Computing | Recognise common uses of information technology in the home and school environment  Use technology purposefully to create digital content  Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies  Predict the behaviour of simple programs  Understand what algorithms are and how they are implemented on digital devices | | | | | |
| PE | Confidently perform basic movements including running, jumping throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of activities  Participate in team games, developing simple tactics for attacking and defending  Perform dances using simple movement patterns | | | | | |
| Music | I can use my voice expressively and creatively by signing songs and speaking chants and rhymes  I can play tuned and unturned instruments musically  I can listen with concentration and understanding to a range of high-quality live and recorded music  I can experiment with, create, select and combine sounds using the inter-related dimensions of music | | | | | |

Year 2

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| Key Text | Term 1  The way back home | Term 2  The princess and the white bear king | Term 3  Traction man | Term 4  The window | Term 5  The hunter | Term 6  The snail and the whale |
| Genre | | | | | | |
| Fiction | Narrative | Character Description | Comic Strip | Setting description | Character description | Adventure stories |
| Non-Fiction | Instructions | Letter writing | Persuasive advert | Non-chronological report | Persuasive letter | Book Reviews |
| Poetry |  | Acrostic | Calligram | Choral poetry |  | Patterned language |
| Cross-curricular writing |  |  |  |  |  |  |
| Cross-curricular maths |  |  |  |  |  |  |
| Punctuation and Grammar | Consolidate capital letters, full stops, question marks, exclamation marks.  Expanded noun phrases: (two adjectives) The murky, blue sea The bright, spring day | Conjunctions; Adding – and, also, as well as Causal – because, as, so Contrasting – but, although How these words can join sentences. Refer to sentences as simple or compound.  A compound sentence being two sentences joined by a conjunction. | Understand adverbs  -ly openers e.g. Happily | Commas to separate items in a list. | Children understand how verbs are modified when the pronoun (1st, 2nd, 3rd) e.g. I love he loves | Consistent use of present tense versus past tense.  Use of continuous form of verbs in the present and the past (-ing) Present: She is drumming |
| Handwriting | 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. | | | | | |
| Reading | Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes  Recognise alterative sounds for graphemes  Read accurately words of two or more syllables that contain graphemes taught so far  Read words in age-appropriate books accurately and fluently without overt sounding and blending  Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading  Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range and class poetry, stories and non-fiction beyond that at which he/she can read independently  Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related  Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making links.  Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering by predicting what might happen on the basis of what has been read so far.  Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. | | | | | |
| Speaking and Listening | Listen to, discuss and express views about a wide range of poetry, stories and non-fiction  Continue to build up a repertoire of poems learnt by heart  Discuss his/her favourite words and phrases  Answer and ask question s | | | | | |
| Science | Investigations  Ask relevant questions and use different types of scientific enquiries  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations  Gather, record, classify and present data  Record findings  Report on findings  Use results to draw simple conclusions  Use scientific evidence to answer questions or support findings/ | | Materials  Identify and compare the suitability of a variety of everyday materials  Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | Plants  Observe and describe how seeds and bulbs grown into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow stay healthy | All living things and their habitats  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 habitats provide the basic needs of different kinds of animals, and how they depend on each other  Identify and name a variety of plants and animals in the habitats  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain | Animals including humans  Understand that animals, including humans, have offspring which grow into adults  Describe the basic needs of animals, including humans, for survival  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Geo | Homes  UK (4 countries and seas)  Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas  Use basic geographical vocabulary to refer to both human and physical features  Use world maps, atlases and globes to identify the United Kingdom | Geographical features of Norway, identify seasonal and daily weather, humans features  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world |  | Field work  Use simple compass directions and locational and directional language  Use aerial photographs to recognise landmarks and basic human and physical features  Use simple fieldwork and observational skills to study the geography of their school and its grounds | Non-European study  Understand geographical similarities and differences through studying human and physical geography of an area in the United Kingdom and a non-European country | Compass work  Geographical language  Coasts  Name and locate the world’s seven continents and five oceans  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans. |
| His | The first journey into space –  Neil Armstrong etc..  The first plane  The first train etc..  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods |  | Changes to the emergency services with a link to the Great Fire of London  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods | Changes in the local area  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods |  | Christopher Columbus  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events he/she studies fit within a chronological framework and identify similarities and differences between ways of life in different periods |
| RE | HINDUISM  Introduction to Hinduism  Story  - Ganesh  - Krishna  - Lakshmi | HINDUISM  Celebrations  - Divali  - Holi  - Raksha Bandhan  Celebrations  Christmas  - Good news and  newsbringers | HINDUISM  Belonging/Myself  Symbolism  - A Hindu home  - Puja  - Symbolism (murtis) | CHRISTIANITY  Believing  Belonging/Myself  - Caring for others and the  world around us  Celebrations  Easter  - Celebrations and symbols | CHRISTIANITY  The Bible  Story  - The Good Samaritan  - The Lost Coin  - The Prodigal (Lost) Son  - The Great Feast | CHRISTIANITY  Belonging/Myself  Symbolism  - Church as community  - Sunday Worship  (to include a church visit) |
| Art/DT | Try out different activities and make sensible choices about what to do next  Select particular techniques to create a chosen product and develop some care and control over materials and their uses  Give reasons for his/her preferences when look at art/craft or design  Know that different artistic works are made by craftspeople from different cultures and times | | | | | |
| Computing | Recognise common uses of information technology beyond school  Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Use technology purposefully to create digital content comparing the benefits of different programs  Use technology safely and keep personal information private  Use logical reasoning to predict the behaviour of simple programs  Create simple programs  Create ad debug simple programs  Debug simple pictograms by using logical reasoning to predict the actions instructed by the code  Understand that programs execute by following precise and unambiguous instructions | | | | | |
| PE | Confidently perform basic movements including running, jumping throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these to a range of activities  Participate in team games, developing simple tactics for attacking and defending  Perform dances using simple movement patterns | | | | | |
| Music | I can use my voice expressively and creatively by signing songs and speaking chants and rhymes  I can play tuned and unturned instruments musically  I can listen with concentration and understanding to a range of high-quality live and recorded music  I can experiment with, create, select and combine sounds using the inter-related dimensions of music | | | | | |

Year 3

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| Key Text | Term 1  The Stone Age Boy | Term 2  Grandma Chicken legs | Term 3  Non-Fiction text on Ancient Greece | Term 4  Dear Green Peace | Term 5  Tuesday | | Term 6  Dougal’s Deep Sea Diary |
| Guided Reading Text | The Iron Man | Grandpa’s Great Escape | Beasts of Olympus | Charlotte’s web | Fantastic Mr Fox | | Poetry anthology |
| Genre | | | | | | | |
| Fiction | Stories with historical settings | Character descriptions | Adventure stories | Narrative | Retelling a story from a picture book | | Setting descriptions |
| Non-Fiction | Instructions | Play scripts | Non-Chronological reports  Recounts | Persuasive letters | Explanation text | | Diary entry |
| Poetry | Harvest Poetry | Winter Poems | Haikus | Rhyming poetry | Free verse | | Narrative poetry |
| Cross-curricular writing | Instructions  Diary entries | Cultural stories  Fact files | Character Descriptions (Greek Gods)  Write up of science experiments | Non-chronological report animals | Persuasive letter to hunters  Write up of science experiments | | Explanation text linked to coasts |
| Cross-curricular maths | Timelines  Chronological order  Measuring force | Maps and scales  Compasses | Data (science experiments) | Pictograms and graphs (field work)  Area and perimeter (linked to field work) | Data (science experiments) | | Time (linked to diary entries) |
| Punctuation and Grammar | Children learn the term ‘article’ e.g. a/an/the to refer to a noun.  Introduction to paragraphs as a way to group related material | Subject/object  Adverbial phrases. Describing a verb by saying why, where or when. e.g. Just because he was cross... Sitting on the bench........ After midnight....... | Use speech marks/inverted commas to punctuate direct speech. | Conjunctions revisit year 2 plus: **adding**  in addition to furthermore  **causal**  therefore contrasting  even though, although whereas **subordinating** when, if, while time when, before, after, while, **prepositions of time** e.g. before, after, during | Complex and compound sentences  Use commas to separate clauses. E.g. If I hadn’t been so lazy, I wouldn’t have missed the bus. | | Use of the perfect form of verbs. Children understand the use of the auxiliary. |
| Handwriting | 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 [for example, 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]. | | | | | | |
| Reading | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction  Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books  Understand what he/she reads independently by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence  Understand what he/she reads independently by predicting what might happen from details stated  Retrieve and record information from non-fiction | | | | | | |
| Speaking and Listening | Prepare poems and play scripts to read aloud and to perform  Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say | | | | | | |
| Science | Forces and magnets  Compare how things move on different surfaces  Notice that some forces need contact between two objects, but magnetic forces can act at a distance  Observe how magnets attract or repel each other and attract some materials and not others  Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet  Describe magnets as having two poles | Light  Recognise that he/she needs 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 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 | Animals including humans  Identify that animals, including humans, need the right types and amounts of nutrition  Identify that humans and some other animals have skeletons and muscles for support, protection and movement | Plants  Identify and describe the functions of different parts of flowering plants  Explore the requirements of plants for life and growth  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants | Investigations  Ask relevant questions and use different types of scientific enquiries  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations  Gather, record, classify and present data  Record findings  Report on findings  Use results to draw simple conclusions  Use scientific evidence to answer questions or support findings/ | | Rocks  Compare and group together different kinds of rocks  Describe in simple terms how fossils are formed  Recognise that soils are made from rocks and organic matter |
| Geo |  | European study – Russia  Understand why there are similarities and differences between places  Develop and awareness of how places relate to each other  Topographical features  Ask and respond to geographical questions  Analyse evidence and draw conclusions  Understand and use a widening range of geographical terms  Use basic geographical language |  | Field work  Communicate findings in ways appropriate to the task or for the audience  Make more detailed fieldwork sketches/diagrams  Use fieldwork instruments  To use and interpret maps, globes, atlases and digital/compute mapping  Use four figure grid reference  Use the 8 points of a compass  Make plans and maps using symbols and keys | Changes in time  Develop and awareness of how places relate to each other  Know the physical and human features of the locality  Recognise that different people hold different views about an issue and begin to understand some of the reasons why | | Coasts  Name and locate the countries, cities and surrounding seas of the United Kingdom  Explain about weather conditions/patterns around the UK  Use basic geographical language  To use and interpret maps, globes and atlases to locate countries and key features |
| His | The Stone Age / Iron Age  Settlements  Use an increasing range of common words and phrases relating to the passing of time |  | Ancient Greece  Describe key historical events |  |  | |  |
| RE | CHRISTIANITY  Teachings and Authority  Rules for living  - Ten  commandments  - Jesus’ new  commandment | CHRISTIANITY  Beliefs and questions  Beliefs in action in the world  Jesus and forgiveness  Symbols and religious expression  Christmas  - God with us | CHRISTIANITY  Inspirational people  Jesus  - Blind Bartimaeus  - Jairus’ daughter  - Healing at Bethesda  - The Calling of Levi  - The Rich Man | CHRISTIANITY Inspirational people - St Peter  - St Francis  - St Catherine  - St Joan of Arc  (or others – mixture of men and women if possible)  Symbols and religious expression  Easter  - Joy, Sadness, Joy | JUDAISM  Inspirational people  Symbols and religious expression  Moses  Passover meal  Seder plate | | JUDAISM  Religion and the individual  Journey of life and death  Prayer  Tefillin  Tallith  Prayer book  Bar/Bat Mitzvah |
| Art/DT | Use sketchbook for recording observations, for experimenting with techniques or planning out ideas  Experiment with different materials to create a range of effects and use these techniques in the completed piece of work  Explain what he/she likes about their work  Know about some of the great artists and designers in history and describe their work | | | | | | |
| Computing | Recognise familiar forms of input and output devices and how they are used  Make efficient use of familiar forms of input and output devices  Understand that computer networks enable the sharing of data and information  Understand that the internet is a large network of computers and that information can be shared between computers  With support select and use a variety of software to accomplish goals  Use technology safely and respectfully, keeping personal information private.  Use technology safely and recognise acceptable and unacceptable behaviour  Use simple search technologies  Use simple search technologies and recognise that some sources are more reliable than others  Design, write and debug programs that control or simulate virtual events  Use logical reasoning to explain how some simple algorithms work | | | | | | |
| PE | Use running, jumping, throwing and catching in isolation and in combinations  Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounds and tennis suitable for attacking and defending  Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics  Perform dances using a range of movement patterns  Take part in outdoor and adventurous activity challenges both individually and within a team  Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of swimming strokes effectively  Perform safe self-rescue in different water-based situations | | | | | | |
| Music | I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can listen with attention to detail and recall sounds with increasing aural memory  I can use and understand staff and other musical notations  I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians  I can demonstrate a developing understanding of the history of music | | | | | | |
| MFL Spanish | Greetings  My name is  Numbers and colours  Where Spanish is spoken | *El Patito Feo*  Descriptions of self (features and body parts)  Christmas vocab | Classroom objects  Simple instructions  Food | Days of the week  Months of the year  Seasons and weather | Where I live (my house) | Poems and songs  (Spongebob) | |

Year 4

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| Key Text | Term 1  James and giant peach | Term 2  Shackleton Ice trap | | Term 3  The pirates of Pompeii | | Term 4  The vanishing rainforest | | Term 5  Varjak paw | | Term 6  How the whale became | |
| Guided Reading Text | Matilda | The golden compass? Not sure about this term | | I was there | | Michael Morpurgo Running wild? Not sure how long it is though | | Nine lives of Montezuma | | Poetry | |
| Genres |  | | | | | | | | | | |
| Fiction | Adventure stories | Historical stories | | Character descriptions | | Stories from other cultures | | Retelling a narrative | | Setting description | |
| Non-Fiction | Instructions | Non-chronological reports | | Newspaper reports | | Persuasive letters | | Recount | | Diary entry | |
| Poetry | Harvest poetry | Haikus | | Free verse | | Narrative poetry | | Acrostic poetry | | Calligram | |
| Cross-curricular writing | Narrative- story about staying healthy with a moral behind it.  Flyer- healthy eating or keeping teeth clean in Science. | Instructions- How to heat and cool down objects.  Journey or life and death related to RE. | | RE/ History- adventure story linked to both.  Non-chronological report- Romans | | Newspaper report- environmental changes or Mayan news.  Non- chronological report in Geography about changes to the environment.  Mayan character description | | Persuasive letter- local area and science.  Stories from other cultures related to Islam. | | Recount- Jounrey to different continents. | |
| Cross-curricular maths | Tables and data handling in Science | Bar charts in Science and presenting temperatures.  Line graphs on weather patterns.  Symmetry with RE symbols. | | Distance (science) presented in tables.  Timelines | | Geography- somewhere | | Compasses and directional language.  Co-ordinates with maps. | | Distance/ time to travel to different places.  Recording and handling data. | |
| Punctuation and Grammar | Collective nouns e.g. milk, trousers, rain  Pupils can identify if a sentence is written in the 1st, 2nd or 3rd person and sustain one form in a piece of writing. | Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. | | Fronted adverbials (starting a sentence with an adverb/adverbial phrase)  Use of commas after fronted adverbials | | Use of speech marks/inverted commas to punctuate direct speech | | Use of ellipsis to indicate omission, create tension or indicate a trailing off of thought or silence. | | Apostrophes to mark singular and plural possession | |
| Handwriting | 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 [for example, 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]. | | | | | | | | | | |
| Reading | Apply his/her growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words he/she meets  Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word  Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she reads  Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context  Understand what he/she reads independently by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text  Understand what he/she reads independently by predicting what might happen from details stated and implied  Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these  Retrieve and record information from non-fiction over a wide range of subjects | | | | | | | | | | |
| Speaking and Listening | Ask reasoned questions to improve his/her understanding of a text  Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking tuens and listening to what others say | | | | | | | | | | |
| Science | Animals including humans  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 | States of matter  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  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | | Sound  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 sound gets fainter as the distance from the sound source increases | | All living things and habitats  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 and have an impact on living things | | Investigations  Ask relevant questions and use different types of scientific enquiries  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations, where appropriate take accurate measurements  Gather, record, classify and present data  Record findings  Report on findings  Use results to draw simple conclusions  Use scientific evidence to answer questions or support findings/ | | Electricity  Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts  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 loops with a battery  Recognise that a switch opens and closes a circuit  Recognise some common conductors and insulators | |
| Geo |  | Arctic/Antarctic circle  Know about the wider context of places  Explore weather patterns around parts of the world | |  | | Settlements  Human and physical features  Understand the effect of landscape features on the development of a locality  Explain about key natural resources in the locality  Describe how people have been affected by changes in the environment  Recognise that people have different quality of life living in different locations and environments | | Fieldwork  Measure straight-line distances using the appropriate scale  Explore features on OS maps using 6 figure grid references  Plan the steps and strategies for an equiry  Draw accurate maps with more complex keys | | Coasts  The United Kingdom  Recognise the different shapes of continents  Identify where the United Kingdom and other countries are within Europe  To know features about places around them and beyond the UK  Describe human features of UK regions, cities and/or counties | |
| His |  |  | | Roman Empire  Place some historical periods in a chronological framework  Use sources of information in ways that go beyond simple observations about the past | | Mayan civilisation  Place some historical periods in a chronological framework  Use sources of information in ways that go beyond simple observations about the past | |  | |  | |
| RE | CHRISTIANITY Teachings and authority Worship, pilgrimage and sacred places The Church’s Year: - Advent  - Christmas  - Epiphany  - Lent  - Easter  - Ascension  - Pentecost | CHRISTIANITY  The journey of life and death  Religion and the individual  Baptism  Confirmation  Symbols and religious expression  Christmas  - Light | | CHRISTIANITY  Teaching and authority  Beliefs and questions  - The Unforgiving  Servant  - The Parables of the  Kingdom  - The Workers in the  Vineyard  - The parable of the  Sower  - The Prodigal Son | | CHRISTIANITY Inspirational people  - St Paul  - St Mary  - Dr Barnardo  - Mother Teresa  (or others – mixture of men and women if possible)  Symbols and religious expression Easter - Betrayal and Trust | | ISLAM  Beliefs and questions  Religion and the individual  Inspirational people  The Five Pillars  - One God  - The Life of Muhammed | | ISLAM  Teachings and authority  Religion and the individual  The Five Pillars  - The Qur’an  - Prayer | |
| Art/DT | Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork  Use taught technical terms and reasons as a matter of routine  Articulate how he/she might improve their work using technical terms and reasons as a matter of routine  Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. | | | | | | | | | | |
| Computing | Use other input devices such as cameras or sensors  Understand what servers are and how they provide services to a network  With support select and use a variety of software on a range of digital devices  With support select, use and combine a variety of software on a arrange of digital devices to accomplish given goals  Use technology responsibly and understand that communication online many be seen by others  Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies  Understand how results are selected and ranked by search endings  Decompose programs into smaller parts  Use logical reasoning to detect and correct errors in algorithms and programs  Select, use and combine a variety of software, systems and content that accomplish given goals | | | | | | | | | | |
| PE | Use running, jumping, throwing and catching in isolation and in combinations  Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounds and tennis suitable for attacking and defending  Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics  Perform dances using a range of movement patterns  Take part in outdoor and adventurous activity challenges both individually and within a team | | | | | | | | | | |
| Music | I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can listen with attention to detail and recall sounds with increasing aural memory  I can use and understand staff and other musical notations  I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians  I can demonstrate a developing understanding of the history of music | | | | | | | | | | |
| MFL Spanish | Where Spanish is spoken  Recap basic vocabulary Descriptions of self and family  Passports | | Recap of simple instructions  Animals - descriptions  Christmas vocab | | *Peter Pan*  Simple instructions how to make (food)  Shopping for food | | Los Maya  weather and climates | | Where I live (my town) | | Poems and songs  *How the whale became* |

Year 5

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| Key Texts | Term 1  The journey | Term 2  Beowulf - Michael Morpurgo | Term 3  The last Viking | Term 4  The rabbits | Term 5  I was there Tutankhamen | | Term 6  Titanic | | |
| Guided Reading Text | Howl’s Moving Castle | The Secret Garden | How to train your dragon | Butterfly Lion | Flat Stanely | | Poetry | | |
| Genre | | | | | | | | | |
| Fiction | Diary | Fables | Play script | Narrative | Character Description | | Adventure Story | | |
| Non-Fiction | Formal Letter | Recount | Newspaper report | Explanation text | Non-chronological report | | Adventure Story | | |
| Poetry | Senryus | Rena (syllables) | Haikus | Riddles | Limericks | | Diamantes | | |
| Cross-curricular writing | Descriptive setting in space | Preserving green spaces- letter writing | Recount of a Viking journey | Creation story  Play script/drama  Newspaper report on environment | Explanation text – reasons for historical | | Non-chronoligcal reports related to science experiment | | |
| Cross-curricular maths | Measurements of time  World maps (scales) | Time comparisons (life cycles)  Area | Table of results | Ages  Time lines  Chronological order  Tessellation | Pictograms  Classification | | Data | | |
| SPaG | Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession  Rare GPCs  Words with ‘silent’ letters  Morphology/ Etymology  Use spelling journals to record helpful etymological notes on curious or difficult words  Word endings  Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’  Proofreading  . | Homophones  *isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*  Hyphen  Use of the hyphen (*co-ordinate, co-operate*)  Dictionary  Use of a dictionary to support teaching of word roots, derivations and spelling patterns  Use of a dictionary to create word webs | Rare GPCs  Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)  Morphology/ Etymology  Teach extension of base words using word matrices. | Word endings  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  Homophones  *altar/alter, led/lead, steal/steel*  Dictionary  Use a dictionary to create collections of words with common roots | Homophones  (*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)  Suffixes  Problem suffixes | | Dictionary  Teach use of dictionary to check words, refer- ring to the first three or four letters  Proofreading  Check writing for misspelt words that are on the Years 5 and 6 word list | | |
| Punctuation and Grammar | Abstract/concrete nouns | Relative clauses beginning with who, which, where, why, or whose  Modal verbs | Use of commas to clarify meaning or avoid ambiguity | Comparative and superlative adjectives | Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) | | Brackets, dashes or commas to indicate parenthesis | | |
| Handwriting | Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  Choosing the writing implement that is best suited for a task. | | | | | | | | |
| Reading | Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling  Maintain positive attitudes to reading and understanding what he/she reads by increasing their familiarity with a wide range of books  Maintain positive attitudes to reading and understanding what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choice  Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context  Retrieve, record and present information from non-fiction | | | | | | | | |
| Speaking and Listening | Ask specific reasoned questions to improve his/her understanding  Explain and discuss his/her understanding of what he/she has read including through formal presentations and debates in pairs, groups and whole class  Perform his/her own compositions to a range of audiences, using appropriate intonation, volume and movement so the meaning is clear | | | | | | | | |
| Science | Earth and space  Describe the movement of the Earth and other plants, 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 | Living things and habitats  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 | Forces and magnets  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 | Animals including humans  Describe the changes as humans develop to old age | Materials  Compare and group together everyday materials on the basis of their properties  Recognise 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  Give reasons based on evidence from comparative and fair tests, for particular uses of everyday materials  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 | | | | Investigations  Ask relevant questions and use different types of scientific enquiries  Set up simple practical enquiries, comparative and fair tests  Make systematic and careful observations  Gather, record, classify and present data  Record findings  Report on findings  Use results to draw simple conclusions  Use scientific evidence to answer questions or support findings/ |
| Geo |  | Location of countries  Europe  United Kingdom  Know location of: capital cities of countries of British Isles and United Kingdom, surrounding seas and European Union countries  Recognise the different shapes of countries  Identify and describe the significance of Prime/Greenwich Meridian and time zones including day and night  Know about the wider context of places |  | Field work  The environment  Understand how humans affect the environment  Know about changes the World environment  Understand why people seek manage and sustain their environment | Nile source to mouth  Know and describe where a variety of places are in relation to physical and human features  Know how rivers erode, transport and deposit materials  Know about the physical features of coasts and begin to understand erosion and deposition | | | | The journey to New York – comparing with a North American region  Compare the physical or human features of a region of the UK and a region in North America  Understand about world weather patterns around the world and relate these to climate zones  Identify and describe the significance of Prime/Greenwich Meridian and time zones including day and night  Identify the World’s countries within North America human and physical characteristics |
| His |  | Anglo Saxons  Use dates to order and place events on a timeline  Give some reasons for important historical events | Vikings  Use dates to order and place events on a timeline  Give some reasons for important historical events |  | Ancient Egypt  Use dates to order and place events on a timeline  Give some reasons for important historical events | | | | World history  Use dates to order and place events on a timeline  Give some reasons for important historical events |
| RE | CHRISTIANITY  Inspirational people  Beliefs and questions  Jesus  - Sabbath law  - Sermon on the  mount  - Taxes  - Authority to heal  - Authority over  nature | CHRISTIANITY  Religion, family and community  Beliefs in action in the world  Church Buildings  Denominations  The work of our local Christians and Churches  Symbols and religious expression Christmas - Advent or Jesse Tree | ISLAM  Worship, pilgrimage and sacred places  Beliefs in action in the world  The Five Pillars  - Pilgrimage  - Giving  - Fasting | ISLAM Religion, family and community  Mosque  Imam  Family and community  Symbols and religious expression Easter - Victory | CHRISTIANITY  Worship, pilgrimage and sacred places  Explore life as a journey  Where? Why?  Christian pilgrimage to  - Canterbury  - Rome  - The Holy Land  - Lourdes | | | | CHRISTIANITY  The journey of life and death  Religion and the individual  Marriage  Funerals |
| Art/DT | Develop different ideas which can be used and explain his/her choices for the materials and techniques used  Confidently and systematically investigate the potential of new and unfamiliar material and use these learnt techniques within his/her work  Evaluate his/her work against their intended outcome  Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. | | | | | | | | |
| Computing | Begin to use internet services to share and transfer data to a third party  Independently select and use appropriate software for a task  Independently select, use and combine a variety of software to design and create content for a given audience  Understand the need to only select age appropriate content  Use filters in search technologies effectively  Use filters in search technologies effectively and appreciate how results are selected and ranked  Design, input and test an increasingly complex set of instructions to a program or device  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems  Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be completed  Design write and test simple programs with opportunities for selection, where a particular result will happen based on the actions or situations controlled by the user  Use logical reasoning to explain how increasingly complex algorithms work to ensure a program’s efficiency | | | | | | | | |
| PE | Use running, jumping, throwing and catching in isolation and in combinations  Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounds and tennis suitable for attacking and defending  Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics  Perform dances using a range of movement patterns  Take part in outdoor and adventurous activity challenges both individually and within a team | | | | | | | | |
| Music | I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can listen with attention to detail and recall sounds with increasing aural memory  I can use and understand staff and other musical notations  I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians  I can demonstrate a developing understanding of the history of music | | | | | | | | |
| MFL Spanish | Where Spanish is spoken  Character descriptions  *El Grúfalo* | Animals – care and habitats  Christmas vocab | Writing a recipe Food likes and dislikes (why)  Ordering in a restaurant | Directions  Caring for the environment (posters) | | Where I live – contrast my town and Spanish-speaking region | | *De cómo dicen que fue hecho el mar* | |

Year 6

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| Key Text | Term 1  The London eye mystery / Highway man | Term 2 | | Term 3  WW1 –  Private peaceful – Michael Morpurgo | | Term 4  Flood land | | Term 5  Skellig | | | Term 6  Kensuke’s kingdom – Michael Morpurgo |
| Guided Reading Text | The Boy in the Tower | Dick Turpin – Legends and Lies Terry Deary or Behind the Legend – Big Foot or Loch Ness Monster Erin Peabody | | War Horse | | Reading comp work range of texts | | Poetry Anthology | | | Poetry Anthology |
| Fiction | Flash backs/setting description |  | |  | | Diary writing | | Play scripts and performance | | | Character development |
| Non-Fiction | Newspaper reports/recount/non chronological report | Revision of Newspaper report | | Autobiographies/biographies/ authors | | Letters | | Structural analysis – transitional skills | | | Character study |
| Poetry | Power of imagery - Experience poem using simile/metaphor | Reading poetry/narrative poetry | |  | | Finding a voice | | The Power of Imagery – poetry analysis | | |  |
| Cross-curricular writing | Witness statement – linked to crime and punishment in Hostory | Narrative poem linked to Science and Human development. | | Biography of famous Scientist (Eddison – light bulb)/Biography of influential engineer linked to WW (Battle of Britain, Bouncing Bomb, Bardeaux, Churchill, Hitler etc) | | Instructions based on map reading/using a compass/Diary of a trip/Letter related to a trip. | | Animal poetry linked to Science. | | | Year 6 play/Yearbook |
| Cross-curricular maths | Linked to London Eye Mystery – scale factors, measurements of landmarks, time intervals, numerical bases linked to ICT, History – timelines, money/tithings. | Linked to evolution and inheritance – ratio/probability, timeline/place value-millions etc | | Linked to Electricity – Measurement/scales, parallel/perpendicular, algebra, data for experiments.  Linked to field work – direction, translation, coordinates, data.  Linked to History – Battle of Britain data | | Linked to Skellig – menu-money.  Linked to Science – data/health/diet/time | | Team building-problem solving. DT – creating stacking toys using volume, creating marble runs based on criteria. | | |  |
| Punctuation and Grammar | Revise and apply all word classes taught from year one to six. | Passive and active voice | | Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision | | Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma | | Expanded noun phrases to convey complicated information concisely | | | Synonyms and antonyms |
| Handwriting | Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  Choosing the writing implement that is best suited for a task. | | | | | | | | | | |
| Reading | Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling  Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books  Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identify key details that support the main ideas and using quotations for illustration  Provide reasoned justifications for his/her views | | | | | | | | | | |
| Speaking and Listening | Ask specific reasoned questions to improve his/her understanding  Explain and discuss his/her understanding of what he/she has read including through formal presentations and debates in pairs, groups and whole class  Perform his/her own compositions to a range of audiences, using appropriate intonation, volume and movement so the meaning is clear | | | | | | | | | | |
| Science | Living things and their habitats  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences  Give reasons for classifying plants and animals based on specific characteristics | Evolution and inheritance  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 | | Electricity  Associate brightness of lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Compare and give reasons for variations in how components function  Use recognised symbols when representing a simple circuit in a diagram | | Light  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 | | Animals including humans  Recognise the impact diet, exercise, drugs and lifestyle have on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans. | | |  |
| Geo | United Kingdom  Name and locate counties and cities of the United Kingdom  Understand and use a widening range of geographical terms | Biomes  Describe and understand key aspects of physical geography  Describe and understand key aspects of human geography | |  | | Field work  Use the eight points of a complex, four and six-figure grid references, symbols and key.  Use fieldwork to observe, measure, record and present human and physical features in the local area.  Use maps, charts etc. to support decision making | |  | | | Pacific Ocean  South America  Use maps, atlases, globes and digital/computer mapping  Compare the physical and human features of a region of the UK and a region within South America  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle  Understand geographical similarities and differences of a region of United Kingdom and a region within South America |
| His | Crime and punishment – changes in social history.  Describe a chronologically secure knowledge and understanding of British, local and world history.  Note connections, contrasts and trends over time and show developing appropriate use of historical terms |  | | Battle of Britain  Hell fire corner  Describe a chronologically secure knowledge and understanding of British, local and world history.  Note connections, contrasts and trends over time and show developing appropriate use of historical terms | |  | |  | | |  |
| RE | CHRISTIANITY  Teachings and authority  Old and New  Testaments  Different books  and genres  Different  translations  Guidebook for  Christians  Mary Jones | JUDAISM  Teachings and authority  Beliefs in action in the world  Torah  Ten Sayings  Tenach Beliefs and questionsChristmas -The Gospels of Matthew  and Luke | | JUDAISM  Religion, family and community  Worship, pilgrimage and sacred places  Synagogue  Rabbi  Rosh Hashanah  Yom Kippur  Jerusalem | | CHRISTIANITY  Worship, pilgrimage  and sacred places  - Eucharist,  Communion etc  - Prayers from the  Anglican tradition  Beliefs and questions Easter - Who was Jesus? | | SIKHISM  Transition Unit  (County materials) | | | SIKHISM  Transition Unit  (County materials) |
| Art/DT | Select ideas based on first hand observations, experience or imagination and develop these through open ended research  Refine his/her use of learnt techniques  Adapt his/her own final work following feedback or discussion based on their preparatory ideas  Explain and justify preferences towards different styles and artists | | | | | | | | | | |
| Computing | Understand how computer networks enable computers to communicate and collaborate  Begin to use internet services within his/her own creations to share and transfer data to a third party  Independently select, use and combine a variety of software to design content for a given audience  Design and create a range of programs, systems and contents for a given audience  Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information  Use technology respectfully and responsibly  Identify a range of ways to report concerns about content and contact in and out of school  Be discerning when evaluating digital content  Use filters in search technologies effectively  Include use of sequences, selection and repetition with the hardware used to explore real world systems  Solves problems by decomposing them into smaller parts  Creates programs which use variables  Use variables, sequence, selection and repetition in programs  Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently | | | | | | | | | | |
| PE | Use running, jumping, throwing and catching in isolation and in combinations  Play competitive games, modified where appropriate e.g. badminton, basketball, cricket, football, hockey, netball, rounds and tennis suitable for attacking and defending  Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics  Perform dances using a range of movement patterns  Take part in outdoor and adventurous activity challenges both individually and within a team | | | | | | | | | | |
| Music | I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can listen with attention to detail and recall sounds with increasing aural memory  I can use and understand staff and other musical notations  I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians  I can demonstrate a developing understanding of the history of music | | | | | | | | | | |
| MFL Spanish | Autobiographies – famous characters from history? | | Biographies  Countries (link to biomes)  Spanish Christmas carols | | Recipes and instructions  Writing a menu  Food likes and dislikes (why) | | Eco theme  information leaflets  and multi-media presentations | | Project – Spanish speaking countries | (scrap book) traditions and celebrations | |