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

Year 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Text | Term 1Going on a bear hunt | Term 2Polar express | Term 3Castles, kings and queens - Dragons | Term 4Farmer Duck | Term 5Jack and the beanstalk | Term 6Coastal – 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 placeForm capital lettersForm 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 wordsDevelop 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-fictionDiscuss the significance of the title and eventsRecite some poems and rhymes by heartSay out loud what he/she is going to write aboutCompose a sentence orally before writing itRead aloud his/her writing clearly enough to be heard by the group and the teacherUse the language of timeDiscuss and solve problems in familiar practical contexts, including using quantities |
| Science | SeasonsObserve change across the four seasonsObserve and describe weather associated with the seasons and how day length varies | MaterialsDistinguish between and objects and the material from which it is madeIdentify and name a variety of everyday materialsDescribe the simple physical properties of a variety of everyday materialsCompare and group together a variety of everyday materials on the basis of their simple propertiesEveryday materials | Animals, including humansIdentify and name a variety of common animalsIdentify and name common carnivores and herbivoresDescribe and compare the structure of a variety of common animals Identify, name, draw and label the basic parts of the human body | PlantsIdentify and name a variety of common wild and garden plantsIdentify and describe the basic structure of a variety of common flowering plants, including trees | InvestigationsAsk simple questions and recognise that they can be answered in different waysUse simple equipment to observe closelyPerform simple testsIdentify and classifyUse his/her observations and ideas to suggest answers to questionsGather and record data to help in answering questions |
| Geo | Seasons and the weather Hot and cold places weather patternsDescribe seasonal weather changes (knowledge and Understanding of Patterns and Processes) | North and South pole – Pysical featuresWeather patternsDescribe seasonal weather changes (knowledge and Understanding of Patterns and Processes) | Human features of the local area – castleName, describe and compare familiar placesUnderstand how some places are linked | Know about some present changes that are happening in the local environmentSuggest 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 groundsUse simple maps of the local areaUse locational and directional languageMake simple maps and plansLink their homes with other places in their local community | Oceans and conWorld maps – Maps etc.. Use locational and directional languageMake 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 queensPlace known events and objects in chronological orderSequence events and recount changes within living memory |  |  | Famous pirates Changes in boats Place known events and objects in chronological orderSequence events and recount changes within living memory |
| RE | JUDAISMBelievingGod as CreatorCelebrationsSukkotStory- Abraham- Moses- David | JUDAISMBelonging/MyselfSymbolismThe Jewish Home- Shabbat- Mezuzah- HanukkahCelebrationsChristmas - Gifts and giftbringers | CHRISTIANITYLeaders and teachersJesus- His baptism- Calling of the disciples- Wedding at Cana- Man lowered through  the roof- Centurion’s Servant- Jesus stills a storm | CHRISTIANITYLeaders and TeachersJesus- Zacchaeus- Feeding of the five  thousand- Jesus heals a blind man- The Ten LepersCelebrationsEaster- New life and changes | CHRISTIANITYCelebrations- Saints after whom  school/church is named- St David- St Patrick- St Andrew- St George | CHRISTIANITYBelonging/MyselfSymbolismBelonging to the Christian family- Baptism- Weddings(to include a church visit) |
| Art/DT | Use artwork to record ideas, observations and experiencesExperiment with different materials to design and make productsExplain what he/she likes about the work of othersKnow the names of tools, techniques and elements that he/she uses |
| Computing | Recognise common uses of information technology in the home and school environmentUse technology purposefully to create digital contentUnderstand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologiesPredict the behaviour of simple programsUnderstand 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 activitiesParticipate 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 rhymesI can play tuned and unturned instruments musicallyI can listen with concentration and understanding to a range of high-quality live and recorded musicI can experiment with, create, select and combine sounds using the inter-related dimensions of music |

Year 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Text | Term 1The way back home | Term 2The princess and the white bear king | Term 3Traction man | Term 4The window | Term 5The hunter | Term 6The 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+ phonemesRecognise alterative sounds for graphemesRead accurately words of two or more syllables that contain graphemes taught so farRead words in age-appropriate books accurately and fluently without overt sounding and blendingRead aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitationRe-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word readingDevelop 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 independentlyDevelop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are relatedDevelop 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 readingUnderstand 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-fictionContinue to build up a repertoire of poems learnt by heartDiscuss his/her favourite words and phrasesAnswer and ask question s |
| Science | InvestigationsAsk relevant questions and use different types of scientific enquiriesSet up simple practical enquiries, comparative and fair testsMake systematic and careful observationsGather, record, classify and present dataRecord findingsReport on findingsUse results to draw simple conclusionsUse scientific evidence to answer questions or support findings/ | MaterialsIdentify and compare the suitability of a variety of everyday materialsDescribe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | PlantsObserve and describe how seeds and bulbs grown into mature plantsFind 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 aliveIdentify 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 otherIdentify and name a variety of plants and animals in the habitatsDescribe how animals obtain their food from plants and other animals, using the idea of a simple food chain | Animals including humansUnderstand that animals, including humans, have offspring which grow into adultsDescribe the basic needs of animals, including humans, for survivalDescribe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| Geo | HomesUK (4 countries and seas)Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seasUse basic geographical vocabulary to refer to both human and physical featuresUse world maps, atlases and globes to identify the United Kingdom | Geographical features of Norway, identify seasonal and daily weather, humans featuresIdentify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world |  | Field workUse simple compass directions and locational and directional languageUse aerial photographs to recognise landmarks and basic human and physical featuresUse simple fieldwork and observational skills to study the geography of their school and its grounds | Non-European studyUnderstand geographical similarities and differences through studying human and physical geography of an area in the United Kingdom and a non-European country | Compass workGeographical languageCoastsName and locate the world’s seven continents and five oceansUse 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 planeThe 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 LondonShow 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 areaShow 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 | HINDUISMIntroduction to HinduismStory- Ganesh- Krishna- Lakshmi | HINDUISMCelebrations- Divali- Holi- Raksha BandhanCelebrationsChristmas- Good news and  newsbringers | HINDUISMBelonging/MyselfSymbolism- A Hindu home- Puja- Symbolism (murtis) | CHRISTIANITYBelievingBelonging/Myself - Caring for others and the  world around usCelebrationsEaster- Celebrations and symbols | CHRISTIANITYThe BibleStory - The Good Samaritan- The Lost Coin- The Prodigal (Lost) Son- The Great Feast | CHRISTIANITYBelonging/MyselfSymbolism- Church as community- Sunday Worship(to include a church visit) |
| Art/DT | Try out different activities and make sensible choices about what to do nextSelect particular techniques to create a chosen product and develop some care and control over materials and their usesGive reasons for his/her preferences when look at art/craft or designKnow 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 contentUse technology purposefully to create digital content comparing the benefits of different programsUse technology safely and keep personal information privateUse logical reasoning to predict the behaviour of simple programsCreate simple programsCreate ad debug simple programsDebug simple pictograms by using logical reasoning to predict the actions instructed by the codeUnderstand 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 activitiesParticipate 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 rhymesI can play tuned and unturned instruments musicallyI can listen with concentration and understanding to a range of high-quality live and recorded musicI can experiment with, create, select and combine sounds using the inter-related dimensions of music |

Year 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Text | Term 1The Stone Age Boy  | Term 2Grandma Chicken legs | Term 3Non-Fiction text on Ancient Greece | Term 4Dear Green Peace | Term 5Tuesday | Term 6Dougal’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 reportsRecounts | Persuasive letters | Explanation text  | Diary entry |
| Poetry  | Harvest Poetry | Winter Poems | Haikus | Rhyming poetry  | Free verse | Narrative poetry |
| Cross-curricular writing | InstructionsDiary entries | Cultural stories Fact files | Character Descriptions (Greek Gods)Write up of science experiments | Non-chronological report animals | Persuasive letter to huntersWrite up of science experiments | Explanation text linked to coasts |
| Cross-curricular maths | TimelinesChronological orderMeasuring force | Maps and scalesCompasses | 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/objectAdverbial 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 sentencesUse 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 wordMaintain 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-fictionMaintain positive attitudes to reading and understanding of what he/she reads by identifying themes in booksUnderstand what he/she reads independently by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidenceUnderstand what he/she reads independently by predicting what might happen from details statedRetrieve and record information from non-fiction  |
| Speaking and Listening | Prepare poems and play scripts to read aloud and to performParticipate 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 magnetsCompare how things move on different surfacesNotice that some forces need contact between two objects, but magnetic forces can act at a distanceObserve how magnets attract or repel each other and attract some materials and not othersCompare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnetDescribe magnets as having two poles | LightRecognise that he/she needs light in order to see things and that dark is the absence of lightNotice that light is reflected from surfacesRecognise that light from the sun can be dangerous and that there are ways to protect eyesRecognise that shadows are formed when the light from a light source is blocked by a solid objectFind 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 nutritionIdentify that humans and some other animals have skeletons and muscles for support, protection and movement | PlantsIdentify and describe the functions of different parts of flowering plantsExplore the requirements of plants for life and growthInvestigate the way in which water is transported within plantsExplore the part that flowers play in the life cycle of flowering plants  | InvestigationsAsk relevant questions and use different types of scientific enquiriesSet up simple practical enquiries, comparative and fair testsMake systematic and careful observationsGather, record, classify and present dataRecord findingsReport on findingsUse results to draw simple conclusionsUse scientific evidence to answer questions or support findings/ | RocksCompare and group together different kinds of rocks Describe in simple terms how fossils are formedRecognise that soils are made from rocks and organic matter |
| Geo |  | European study – RussiaUnderstand why there are similarities and differences between placesDevelop and awareness of how places relate to each otherTopographical features Ask and respond to geographical questionsAnalyse evidence and draw conclusionsUnderstand and use a widening range of geographical termsUse basic geographical language |  | Field workCommunicate findings in ways appropriate to the task or for the audienceMake more detailed fieldwork sketches/diagramsUse fieldwork instrumentsTo use and interpret maps, globes, atlases and digital/compute mapping Use four figure grid referenceUse the 8 points of a compassMake plans and maps using symbols and keys | Changes in timeDevelop and awareness of how places relate to each otherKnow 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 | CoastsName and locate the countries, cities and surrounding seas of the United KingdomExplain about weather conditions/patterns around the UKUse basic geographical languageTo use and interpret maps, globes and atlases to locate countries and key features |
| His | The Stone Age / Iron AgeSettlementsUse an increasing range of common words and phrases relating to the passing of time  |  | Ancient GreeceDescribe key historical events  |  |  |  |
| RE | CHRISTIANITY Teachings and AuthorityRules for living- Ten  commandments- Jesus’ new  commandment | CHRISTIANITYBeliefs and questionsBeliefs in action in the worldJesus and forgivenessSymbols and religious expressionChristmas - God with us | CHRISTIANITYInspirational peopleJesus- Blind Bartimaeus- Jairus’ daughter- Healing at Bethesda- The Calling of Levi- The Rich Man | CHRISTIANITYInspirational people- St Peter- St Francis- St Catherine- St Joan of Arc(or others – mixture of men and women if possible)Symbols and religious expressionEaster - Joy, Sadness, Joy  | JUDAISM Inspirational peopleSymbols and religious expressionMoses Passover mealSeder plate | JUDAISMReligion and the individualJourney of life and deathPrayerTefillinTallith Prayer bookBar/Bat Mitzvah |
| Art/DT | Use sketchbook for recording observations, for experimenting with techniques or planning out ideasExperiment with different materials to create a range of effects and use these techniques in the completed piece of workExplain what he/she likes about their workKnow 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 usedMake efficient use of familiar forms of input and output devicesUnderstand 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 computersWith support select and use a variety of software to accomplish goalsUse technology safely and respectfully, keeping personal information private. Use technology safely and recognise acceptable and unacceptable behaviourUse simple search technologiesUse simple search technologies and recognise that some sources are more reliable than othersDesign, write and debug programs that control or simulate virtual eventsUse logical reasoning to explain how some simple algorithms work |
| PE | Use running, jumping, throwing and catching in isolation and in combinationsPlay 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 gymnasticsPerform dances using a range of movement patternsTake part in outdoor and adventurous activity challenges both individually and within a teamSwim competently, confidently and proficiently over a distance of at least 25 metresUse a range of swimming strokes effectivelyPerform 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 musicI can listen with attention to detail and recall sounds with increasing aural memoryI can use and understand staff and other musical notationsI 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 | GreetingsMy name isNumbers and coloursWhere Spanish is spoken | *El Patito Feo*Descriptions of self (features and body parts)Christmas vocab | Classroom objectsSimple instructionsFood | Days of the weekMonths of the yearSeasons and weather | Where I live (my house) | Poems and songs(Spongebob) |

Year 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Text | Term 1James and giant peach | Term 2Shackleton Ice trap | Term 3The pirates of Pompeii | Term 4The vanishing rainforest | Term 5Varjak paw | Term 6How 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, rainPupils 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 meetsRead and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the wordMaintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she readsUnderstand 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 contextUnderstand 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 theseRetrieve 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 textParticipate 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 humansDescribe the simple functions of the basic parts of the digestive system in humansIdentify the different types of teeth in humans and their simple functionsConstruct and interpret a variety of food chains | States of matterCompare and group materials together, according to whether they are solids, liquids or gasesObserve that some materials change state when they are heated or cooledIdentify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | SoundIdentify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the earFind patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced itRecognise that sound gets fainter as the distance from the sound source increases | All living things and habitatsRecognise that living things can be grouped in a variety of waysExplore and use classification keys to help group, identify and name a variety of living things in their local and wider environmentRecognise that environments can change and that this can sometimes pose dangers and have an impact on living things | InvestigationsAsk relevant questions and use different types of scientific enquiriesSet up simple practical enquiries, comparative and fair testsMake systematic and careful observations, where appropriate take accurate measurementsGather, record, classify and present dataRecord findingsReport on findingsUse results to draw simple conclusionsUse scientific evidence to answer questions or support findings/ | Electricity Identify common appliances that run on electricityConstruct a simple series electrical circuit, identifying and naming its basic partsIdentify 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 batteryRecognise that a switch opens and closes a circuitRecognise some common conductors and insulators |
| Geo |  | Arctic/Antarctic circleKnow about the wider context of placesExplore weather patterns around parts of the world  |  | SettlementsHuman and physical featuresUnderstand the effect of landscape features on the development of a locality Explain about key natural resources in the localityDescribe how people have been affected by changes in the environmentRecognise that people have different quality of life living in different locations and environments  | Fieldwork Measure straight-line distances using the appropriate scaleExplore features on OS maps using 6 figure grid referencesPlan the steps and strategies for an equiryDraw accurate maps with more complex keys | CoastsThe United Kingdom Recognise the different shapes of continentsIdentify where the United Kingdom and other countries are within EuropeTo know features about places around them and beyond the UKDescribe human features of UK regions, cities and/or counties |
| His |  |  | Roman Empire Place some historical periods in a chronological frameworkUse sources of information in ways that go beyond simple observations about the past  | Mayan civilisation Place some historical periods in a chronological frameworkUse sources of information in ways that go beyond simple observations about the past  |  |  |
| RE | CHRISTIANITYTeachings and authorityWorship, pilgrimage and sacred placesThe Church’s Year:- Advent- Christmas- Epiphany- Lent- Easter- Ascension - Pentecost | CHRISTIANITYThe journey of life and deathReligion and the individualBaptismConfirmationSymbols and religious expressionChristmas- Light | CHRISTIANITYTeaching and authorityBeliefs and questions- The Unforgiving  Servant- The Parables of the  Kingdom- The Workers in the  Vineyard- The parable of the  Sower- The Prodigal Son   | CHRISTIANITYInspirational people- St Paul- St Mary- Dr Barnardo- Mother Teresa(or others – mixture of men and women if possible)Symbols and religious expressionEaster- Betrayal and Trust | ISLAMBeliefs and questionsReligion and the individualInspirational peopleThe Five Pillars- One God- The Life of Muhammed | ISLAMTeachings and authorityReligion and the individualThe Five Pillars- The Qur’an- Prayer |
| Art/DT | Use a sketchbook for collecting ideas and developing a plan for a completed piece of artworkUse taught technical terms and reasons as a matter of routineArticulate how he/she might improve their work using technical terms and reasons as a matter of routineDescribe 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 sensorsUnderstand what servers are and how they provide services to a networkWith support select and use a variety of software on a range of digital devicesWith support select, use and combine a variety of software on a arrange of digital devices to accomplish given goalsUse technology responsibly and understand that communication online many be seen by othersUnderstand 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 endingsDecompose programs into smaller partsUse 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 combinationsPlay 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 gymnasticsPerform dances using a range of movement patternsTake 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 musicI can listen with attention to detail and recall sounds with increasing aural memoryI can use and understand staff and other musical notationsI 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 spokenRecap basic vocabulary Descriptions of self and familyPassports | Recap of simple instructionsAnimals - descriptionsChristmas vocab | *Peter Pan*Simple instructions how to make (food)Shopping for food | Los Mayaweather and climates | Where I live (my town) | Poems and songs*How the whale became* |

Year 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Texts | Term 1The journey | Term 2Beowulf - Michael Morpurgo  | Term 3The last Viking | Term 4The rabbits | Term 5I was there Tutankhamen  | Term 6Titanic  |
| 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 storyPlay script/dramaNewspaper report on environment | Explanation text – reasons for historical  | Non-chronoligcal reports related to science experiment |
| Cross-curricular maths | Measurements of timeWorld maps (scales) | Time comparisons (life cycles)Area | Table of results | AgesTime linesChronological orderTessellation | PictogramsClassification | Data |
| SPaG | Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possessionRare GPCsWords with ‘silent’ lettersMorphology/ EtymologyUse spelling journals to record helpful etymological notes on curious or difficult wordsWord endingsWords with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’Proofreading. | Homophones*isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed*HyphenUse of the hyphen (*co-ordinate, co-operate*)DictionaryUse of a dictionary to support teaching of word roots, derivations and spelling patternsUse of a dictionary to create word webs | Rare GPCsTeach 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/ EtymologyTeach extension of base words using word matrices. | Word endingsWords ending in ‘-ably’ and ‘-ibly’Revise words ending in ‘-able’ and ‘-ible’Homophones*altar/alter, led/lead, steal/steel*DictionaryUse a dictionary to create collections of words with common roots | Homophones(*cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose*)SuffixesProblem suffixes | DictionaryTeach use of dictionary to check words, refer- ring to the first three or four lettersProofreadingCheck 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 whoseModal 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 spellingMaintain positive attitudes to reading and understanding what he/she reads by increasing their familiarity with a wide range of booksMaintain 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 choiceUnderstand 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 understandingExplain and discuss his/her understanding of what he/she has read including through formal presentations and debates in pairs, groups and whole classPerform his/her own compositions to a range of audiences, using appropriate intonation, volume and movement so the meaning is clear |
| Science | Earth and spaceDescribe the movement of the Earth and other plants, relative to the Sun in the solar systemDescribe the movement of the Moon relative to the EarthDescribe the Sun, Earth and Moon as approximately spherical bodiesUse 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 habitatsDescribe the differences in the life cycles of a mammal, an amphibian, an insect and a birdDescribe the life process of reproduction in some plants and animals  | Forces and magnetsExplain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between moving surfaces | Animals including humansDescribe the changes as humans develop to old age | MaterialsCompare and group together everyday materials on the basis of their propertiesRecognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solutionUse knowledge of solids, liquids and gases to decide how mixtures might be separatedGive reasons based on evidence from comparative and fair tests, for particular uses of everyday materialsDemonstrate that dissolving, mixing and changes of state are reversible changesExplain that some changes result in the formation of new materials and that this kind of change is not usually reversible | InvestigationsAsk relevant questions and use different types of scientific enquiriesSet up simple practical enquiries, comparative and fair testsMake systematic and careful observationsGather, record, classify and present dataRecord findingsReport on findingsUse results to draw simple conclusionsUse scientific evidence to answer questions or support findings/ |
| Geo |  | Location of countriesEuropeUnited 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 countriesIdentify and describe the significance of Prime/Greenwich Meridian and time zones including day and night Know about the wider context of places |  | Field workThe environment Understand how humans affect the environmentKnow about changes the World environmentUnderstand why people seek manage and sustain their environment  | Nile source to mouthKnow and describe where a variety of places are in relation to physical and human features Know how rivers erode, transport and deposit materialsKnow about the physical features of coasts and begin to understand erosion and deposition  | The journey to New York – comparing with a North American regionCompare the physical or human features of a region of the UK and a region in North AmericaUnderstand 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 SaxonsUse dates to order and place events on a timelineGive some reasons for important historical events  | VikingsUse dates to order and place events on a timelineGive some reasons for important historical events |  | Ancient EgyptUse dates to order and place events on a timelineGive some reasons for important historical events | World historyUse dates to order and place events on a timelineGive some reasons for important historical events  |
| RE | CHRISTIANITYInspirational peopleBeliefs and questionsJesus- Sabbath law- Sermon on the  mount- Taxes- Authority to heal- Authority over  nature | CHRISTIANITYReligion, family and communityBeliefs in action in the worldChurch BuildingsDenominationsThe work of our local Christians and Churches Symbols and religious expressionChristmas- Advent or Jesse Tree | ISLAMWorship, pilgrimage and sacred placesBeliefs in action in the worldThe Five Pillars- Pilgrimage- Giving- Fasting | ISLAMReligion, family and communityMosqueImamFamily and communitySymbols and religious expressionEaster- Victory  | CHRISTIANITYWorship, pilgrimage and sacred placesExplore life as a journeyWhere? Why?Christian pilgrimage to - Canterbury- Rome- The Holy Land- Lourdes | CHRISTIANITYThe journey of life and deathReligion and the individualMarriageFunerals |
| Art/DT | Develop different ideas which can be used and explain his/her choices for the materials and techniques usedConfidently and systematically investigate the potential of new and unfamiliar material and use these learnt techniques within his/her workEvaluate his/her work against their intended outcomeResearch 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 partyIndependently select and use appropriate software for a taskIndependently select, use and combine a variety of software to design and create content for a given audienceUnderstand the need to only select age appropriate contentUse filters in search technologies effectivelyUse filters in search technologies effectively and appreciate how results are selected and rankedDesign, input and test an increasingly complex set of instructions to a program or deviceDesign, write and debug programs that accomplish specific goals, including controlling or simulating physical systemsDesign, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be completedDesign write and test simple programs with opportunities for selection, where a particular result will happen based on the actions or situations controlled by the userUse 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 combinationsPlay 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 gymnasticsPerform dances using a range of movement patternsTake 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 musicI can listen with attention to detail and recall sounds with increasing aural memoryI can use and understand staff and other musical notationsI 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 spokenCharacter descriptions*El Grúfalo* | Animals – care and habitatsChristmas vocab | Writing a recipe Food likes and dislikes (why)Ordering in a restaurant | DirectionsCaring for the environment (posters) | Where I live – contrast my town and Spanish-speaking region | *De cómo dicen que fue hecho el mar* |

Year 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Key Text | Term 1The London eye mystery / Highway man | Term 2 | Term 3WW1 – Private peaceful – Michael Morpurgo | Term 4Flood land | Term 5Skellig | Term 6Kensuke’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 lettersChoosing 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 spellingMaintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of booksUnderstand 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 understandingExplain and discuss his/her understanding of what he/she has read including through formal presentations and debates in pairs, groups and whole classPerform 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 habitatsDescribe how living things are classified into broad groups according to common observable characteristics and based on similarities and differencesGive reasons for classifying plants and animals based on specific characteristics  | Evolution and inheritanceRecognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years agoRecognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parentsIdentify 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 circuitCompare and give reasons for variations in how components functionUse recognised symbols when representing a simple circuit in a diagram  | LightRecognise that light appears to travel in straight linesUse the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyeExplain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyesUse the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them  | Animals including humansRecognise the impact diet, exercise, drugs and lifestyle have on the way their bodies functionDescribe 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  | BiomesDescribe and understand key aspects of physical geographyDescribe and understand key aspects of human geography |  |  Field workUse 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 OceanSouth AmericaUse maps, atlases, globes and digital/computer mappingCompare the physical and human features of a region of the UK and a region within South AmericaIdentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic CircleUnderstand 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 BritainHell fire cornerDescribe 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 | CHRISTIANITYTeachings and authorityOld and New TestamentsDifferent books and genresDifferent translationsGuidebook for ChristiansMary Jones | JUDAISMTeachings and authorityBeliefs in action in the worldTorahTen SayingsTenachBeliefs and questionsChristmas -The Gospels of Matthew  and Luke | JUDAISMReligion, family and communityWorship, pilgrimage and sacred placesSynagogueRabbiRosh HashanahYom KippurJerusalem | CHRISTIANITYWorship, pilgrimage and sacred places- Eucharist,  Communion etc- Prayers from the  Anglican tradition Beliefs and questionsEaster- Who was Jesus? | SIKHISMTransition Unit(County materials) | SIKHISMTransition Unit(County materials) |
| Art/DT | Select ideas based on first hand observations, experience or imagination and develop these through open ended researchRefine his/her use of learnt techniquesAdapt his/her own final work following feedback or discussion based on their preparatory ideasExplain and justify preferences towards different styles and artists  |
| Computing | Understand how computer networks enable computers to communicate and collaborateBegin to use internet services within his/her own creations to share and transfer data to a third partyIndependently select, use and combine a variety of software to design content for a given audienceDesign and create a range of programs, systems and contents for a given audienceIndependently select, use and combine a variety of software to collect, analyse, evaluate and present data and informationUse technology respectfully and responsiblyIdentify a range of ways to report concerns about content and contact in and out of schoolBe discerning when evaluating digital contentUse filters in search technologies effectivelyInclude use of sequences, selection and repetition with the hardware used to explore real world systemsSolves problems by decomposing them into smaller partsCreates programs which use variablesUse variables, sequence, selection and repetition in programsUse 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 combinationsPlay 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 gymnasticsPerform dances using a range of movement patternsTake 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 musicI can listen with attention to detail and recall sounds with increasing aural memoryI can use and understand staff and other musical notationsI 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? | BiographiesCountries (link to biomes)Spanish Christmas carols | Recipes and instructionsWriting a menuFood likes and dislikes (why) | Eco themeinformation leafletsand multi-media presentations | Project – Spanish speaking countries | (scrap book) traditions and celebrations |