Curriculum Map 2025/2027

“The seed fell into good ground and grew up increasing and yielding thirty, sixty and a hundred times as much” Mark 4:8 (Parable of the Sower)

At Chewton Mendip Primary school we have 4 classes. These are mixed age group classes. In order to ensure all children, cover the objectives from the national curriculum we work on a 2-year cycle.

Curriculum Map Cycle A 2025/2026

Robin Class - Reception/ Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Super start and Fantastic finish – can be changed dependent on cohort and children's learning enquiries.	**Being Me in My World** What are my strengths? Super start: Share photos of our families and create a photo gallery. Fantastic finish: Stay and play with parents to share learning and experiences, so far.	**Let's Celebrate!** What makes a great celebration? Super start: Share bonfire and firework experiences. Create exploding rockets and pictures. Fantastic finish: Work together to plan a celebrate an event or occasion.	**Art Attack!** Super start: Arts week – exploring sculpture and a visit to a gallery. Fantastic finish: Our own exhibition and celebrating Chinese New Year.	**Feed me, please!** Where does my food come from? Super start: Planting seeds and Fantastic finish: Preparing and cooking a meal together.	**Amazing Animals** Super start: Share pictures, videos and stories of our pets. Fantastic finish: Visit form local farmer with chicks or lamb.	**Summertime** What is changing? Super start: Summer welly walk to observe changes. Fantastic finish: Arts week.
Key texts: (Not limited to) Literacy focus texts: Poetry / Non-fiction: Reading spine: Culture / tolerance / diversity focus: Understanding the world (Science / History / Geography) EA&D / Art & Design Maths	-Nursery Rhymes & All kinds of People (Emma Damon) -Feel the Beat -The Elephant and the Bad Baby (Elfrida Vipont) -My Magic Family (Lotte Jeffs) -Our Class as a Family (Shannon Olsen) -Hello World! -Ruby's school walk (Katherine White) -Izzy Gizmo (Pip Jones) -The Pencil (Allan Ahlberg) -I'm not Just a Scribble (Diane Alber) -Beep, Beep, Vroom Vroom (Stuart J. Murphy)	-Funnybones (Janet & Allen Ahlberg) -Through the Magic Mirror by Anthony Browne -Let's Celebrate! Festival Poems from Around the World -The Tiger Who Came to Tea (Judith Kerr) -Where the Poppies Now Grow (Hilary Robinson) -The Big Book of Festivals (Joan-Maree Hargreaves) -Trees: Seasons Come, Seasons Go (Patricia Hegarty) -Leaf Man (Lois Ehlert) -Textures (Katie Wilson) -Stella to Earth! (Simon Puttock & Philip Hopman)	-Uncle Bobby's Wedding (Sarah Brannon) -Comparison Poetry -Tree Full of Wonder (Anna Smithers) -The Gruffalo (Julia Donaldson) -The World Came to My Place Today (Jo Redman) -Freddie and the Fairy (Julia Donaldson) -Sneezy the Snowman (Maureen Wright) -Snow (Sam Usher) -Meesha Makes Friends (Tom Percival) -The Dreaming Giant (Vèronique Massenot) -Pippin Paints a Portrait (Charlotte Mei) -Six Dinner Sid (Inga Moore)	-Tiger in the Garden (Lizzie Stewart) -Jasper's Beanstalk (Nick Butterworth) -Nonsense Poems -All About Diversity (Felicity Brookes) -Farmer Duck (Martin Wadell) -Fantastically Great Women Who Changed The World (Kate Pankhurst) -Sunny's Seeds (Sunny Mai) -The Tiny Seed (Eric Carle) -Oliver's Vegetables (Vivian French) -The Magic Paintbrush (Julia Donaldson) -Action Jackson (Jan Greenberg) -A Squash and a Squeeze (Julia Donaldson)	-How to Catch a Star (Oliver Jeffers) -Wriggle and Roar, Rhymes to Join in with (Julia Donaldson) -Shark in the Park (Nick Sharratt) -Elmer (David McKee) -Gerald Wants to Wear Pink (Becci Murray) -It's a No Money Day (Kate Milner) -Skip Through the Seasons (Stella Blackstone) -The Odd Egg (Emily Gravett) -A River. Marc Martin. -The River. Patricia Hegarty (An epic journey to the sea) -The Cat and the Bird: A Children's Book Inspired by Paul Klee (Geraldine Elschner) -Mr Gumpy's Outing (John Burningham)	-The Sleepy Bumblebee -The Bumblebee's Diary -Why is the Sky Blue? (Ladybird Books) -Handa's Surprise (Eileen Browne) -Bea by the Sea (Jo Byatt) -My Dad's Beard (Zanib Mian) -Once There Were Giants (Martin Waddell) -Sun (Sam Usher) -Paul Klee: Painting Music (Hajo Duchting) -Peace at Last (Jill Murphy)
Communication & Language (Prime Area)	Understand how to listen carefully and why listening is important. Develop social phrases, such as 'Good morning, how are you?' Connect one idea or action to another using a range of connectives. Ask questions to find out more and check understanding. Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary throughout the day and in different contexts. Engage in story times Describe events on detail. Learn rhymes, poems and songs. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to rhymes and songs, paying attention to how they sound. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Personal, Social and Emotional Development (Reception Prime Area))	Family and Relationships Exploring how families can be different, the characteristics	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the	Safety and the Changing Body Learning how to respond to adults in different situations;	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the	Economic Wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and	Transition to Next Year Group Transition preparation.

PSHE (Reception and Year1)	and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	building societies, spending and saving and some job roles in and out of school.	
Physical Development (Reception Prime Area) **PE** (Year 1)	Me and Myself *Ability to dress themselves. *Move freely and with pleasure and confidence in a range of skilful ways. *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Foundation – working with others *Can play in a group *Negotiates space successfully when playing and chasing with other children, adjusting speed, or changing direction to avoid obstacles. *Accept needs of others and take turns, sharing resources. *Understand good practices regarding eating, exercise, sleeping and hygiene. *Be aware of behavioural expectations and boundaries set in our setting. *Run skilfully and negotiate space. *Respond to what others are saying or doing. *Respond to simple instructions.	Movement and Development *Travels with confidence and skill in a range of movements when using equipment. *Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Multi-skills Dance *Negotiate space and obstacles safely, with consideration for themselves and others. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. *Confidently try new activities and show independence, resilience and perseverance in the face of challenges. *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. *Demonstrate strength, balance and coordination when playing. *Form positive attachments to adults and friendships with peers. *Be safe and kind when touching equipment and classmates.	Throwing and Catching *Shows increasing control when catching a ball *Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. *Moves freely and with pleasure and confidence in a range of skilful ways. *Able to respond to simple instructions, showing good understanding of safety. Sports coach: Gymnastics *Explore different ways of travelling safely and move with purpose and accuracy. *Develop balance and coordination *Learn and develop rolling, copying and creating moves. *Understand the importance of landing safely and practise safe landing of jumps *Linking movements and creating phrases with beginning, middle and ends. *Perform movement phrases using a range of body actions and body parts.	Ball Skills *Shows understanding of need for safety when tackling new challenges and considers and manages some risks when using equipment. *Can play in a group, extending and elaborating play ideas within the group. *Accepts the needs of others and can take turns and share. *Shows increasing control when throwing and catching a ball. Sports coach: Multi-skills *Improve speed and agility, developing a jumping technique. *Work well as a team to improve performance. *Improve balance and coordination. *Improve fitness and strength. *Demonstrate correct jumping and landing techniques. *Work individually and cooperatively to perform a range of balances. *Apply skills learnt in a range of activities. *Understand the benefits of regular exercise.	Fun and Games *Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. *Accepts the needs of others and can take turns and share. *Move freely and with pleasure and confidence in a range of skilful ways. Sports coach: Games – football *Explore different ways to move the ball *Use simple tactics to achieve success in game situations *Develop fundamental movement skills, becoming increasingly confident and competent. *Move fluently, changing direction and speed. *Recognise space in games and use it to advantage the play. *Describe what it feels like to breath quickly during exercise. *Show control of a ball. *Describe what they done or have seen others doing. *Apply simple tactics in a game.	Swimming Knowledge: *Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. *Breathing: know that I need to take a big breath before submerging. *Water safety: understand that floating can help me to stay safe. *Rules: know that walking on poolside helps to keep me safe Skills: Strokes: can swim over a 10m distance with a buoyancy aid. *Breathing: can submerge confidently in the water. *Water safety: become aware of water safety and explore floating on my front and back. Sports Coach: Athletics *Explore different running, jumping and throwing techniques *Apply movements in a range of activities and in a combination. *Develop coordination *Practise a variety of movements. *Show control, coordination and consistency when running *Develop jumping technique showing control, coordination and consistency. *Jump in a variety of different ways. *Develop a correct underarm throw technique.

			*Move in different ways, copy actions from a teacher. *Move to the music. *Copy actions from a partner. *Create own actions and movements.				*Throw towards a target showing increased control. *Show good sportsmanship. *Develop overarm throw technique. *Experience competitive throwing.
Literacy (Specific Area)	**Focus texts**	All Kinds of People by Emma Damon Izzy Gizmo by Pip Jones Ruby's Walk to School by Katherine White	Funnybones by Janet and Allen Ahlberg Through the Magic Mirror by Anthony Browne Leaf Man by Lois Ehlert	Uncle Bobby's Wedding by Sarah Brannon Pippin Paints A Portrait – by Charlotte Mei	Tiger in the Garden by Lizzie Stewart Jasper's Beanstalk by Nick Butterworth	How to catch a star by Oliver Jeffers Shark in the Park by Nick Sharratt (Rhyming)	What the Ladybird Heard at the Seaside Hey, Water! (Non-fiction) by Antoinette Portis Iggy Peck Architect by Andrea Beaty
	Writing outcomes	Copy Print Write Sounds Daily phonics Daily story time Guided reading 1:1 reading Letter formation	CVC Words Writing Words Word strings Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Letter formation Capital letters Word writing Labels Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Writing short phrases or sentences Lists Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Letter formation Handwriting	Sentence writing Read own writing Captions Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting	Sentence writing Short narratives Facts Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting
	Year 1 SPAG	-Capital and lower-case letters -Verbs -Suffixes – 'ing' -Finger spaces -Writing sentences	-Personal pronouns – 'I' -Noun suffixes – 's' -Prefixes – un Capital letters and full stops -Writing sentences	-Singular nouns -Past and present verbs -Suffixes – 'ed' -Capital letters for days of the week -Writing sentences	-Plural nouns -Noun suffixes 'es' -Compound words -Question marks -Sequencing sentences	-Punctuating sentences -Nouns suffixes 'es' -Exclamation marks -Capital letters for names of people and places -Writing question sentences	-Joining clauses and clauses using 'and' -Suffixes 'er' -Punctuating sentences -Writing stories -Writing exclamation sentences
	Reception Phonics	Phase 2 Sounds: s a t p i n m d g o c k ck e u r h b f l Tricky words: is, I, the	Phase 2 Sounds: ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: out, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	Phase 3 ai ee igh oa oo o oar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Longer words Tricky words: was you they my by all are sure pure	Phase 3 graphemes Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs Longer words Words ending in -ing Compound words Longer words Words with s in the middle /z/ s Words ending -s Words with -es at end /z/ Tricky words: Review all taught so far. Secure spelling	Phase 4 Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Compound words Root words ending in: -ing, -ed, /t/, -ed/ id/ed/-est Tricky words: said so have like some come love do were here little says there when what one out today	Phase 4 graphemes Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es Longer words Root word ending in -ing, -ed, /t/, -ed /id/ ed/, -ed /d/ Phase 4 words ending in: Phase 4 words ending in: -s /s/, -s /z/, -es Longer words

	Year 1 Phonics	Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield . /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u oul awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
Mathematics (Reception Specific Area)	**Reception Maths**	NCETM: *Identify when a set can be subitised and when counting is needed *Subitise different arrangements, both unstructured and structured *Make different arrangements of numbers within 5 and talk about what they can see *Spot smaller numbers 'hiding' inside larger numbers. White Rose Maths: -Getting to know you. -Match, sort & compare *Match objects *Match pictures and objects *Identify a set * Sort objects and type *Explore sorting techniques *Create sorting rules *Compare amounts -Measure & Patterns *Compare size *Compare mass	NCETM: *Connect quantities and numbers to finger patterns *Hear and join counting sequences, connecting to the 'staircase' pattern, seeing that each number is one more. *Develop counting skills and knowledge -1:1 correspondence *Compare sets of objects by matching *Develop language 'whole' and 'Parts' White Rose Maths: -It's Me, 1, 2, 3 *Find 1, 2, 3 *Subitise 1, 2 and 3 *Represent 1, 2 and 3 *1 more *1 less *Composition of 1, 2 and 3 -Circles & Triangles *Identify and name circles and triangles *Compare circles and triangles	NCETM: *Continue to develop subitising skills for numbers beyond 5 and increasingly connect quantities to numerals. *Begin to identify missing parts for numbers within 5 *Explore the structure of numbers *Focus on equal and unequal groups when comparing numbers. White Rose Maths: -Alive in 5 *Introduce 0 *Find 0 to 5 *Subitise 0 to 5 *Represent 0 to 5 *1 more * 1 less * Composition * Conceptual subitising to 5 -Mass & Capacity *Compare mass *Find a balance	NCETM: *Understand two equal groups can be called a double *Sort odd and even numbers according to their 'shape' *Develop understanding of counting sequence and link cardinality and ordinality through 'staircase' pattern *Order numbers and play track games *Join in with verbal counts beyond 20, hearing repeating pattern within numbers. White Rose Maths: -Length, Height & Time *Explore height *Compare height *Talk about time *Order and sequence time -Building 9 & 10 *Find 9 and 10 *Compare numbers to 10 *Represent 9 and 10 *Conceptual subitising to 10 *1 more *1 less	NCETM: *Continue developing counting skills. *Explore representations of numbers, including the 10-frame. See how doubles can be arranged. *Compare quantities and numbers, including objects. *Develop a sense of magnitude, e.g. knowing 8 is quite a lot more than 2, but 4 is only a bit more than 4. White Rose Maths: -To 20 and beyond *Build numbers beyond 10 (10-13) *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20) *Continue patterns beyond 10 (14-20) *Verbal counting beyond 20 *Verbal counting patterns -How many now?	NCETM: *Begin to generalise about 'one more' than and 'one less' than numbers within 10 *Identify when sets can be subitised and when counting is necessary *Develop conceptual subitising skills using rekenrek White Rose Maths: -Sharing & Grouping *Explore grouping *Grouping *Even and odd sharing *Play with and build doubles -Visualise, Build & Map *Identify units of repeating patterns *Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions

	*Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns	*Shapes in the environment *Describe position -1, 2, 3, 4, 5 *Find 4 and 5 *Subitise 4 and 5 *Represent 4 and 5 *1 more *1 less *Composition of 4 and 5 -Shapes with 4 sides *Identify and name shapes with 4 sides *Combine shapes with 4 sides *Shapes in the environment *My day and night	*Explore capacity *Compare capacity -Growing 6, 7, 8 *Find 6, 7 and 8 *Represent 6, 7 and 8 *1 more *1 less *Composition of 6, 7 and 8 *Make pairs – odd and even *Double to 8 (find a double) *Double to 8 (make a double) *Combine two groups *Conceptual subitising -Length, Height & Time *Explore length *Compare length	*Composition to 10 *Bonds to 10 (2 parts) *Make arrangements of 10 *Bonds to 10 (3 parts) *Doubles to 10 (find a double) *Doubles to 10 (Make a double) *Explore even and odd -Explore 3D shapes *Recognise and name 3D shapes *Find 2D shapes within 3D shapes *Use 3D shapes for tasks *3D shapes in the environment *Identify more complex patterns *Patterns in the environment	*Add more *How many did I add? *Take away *How many did I take away? -Manipulate, Compose & Decompose *Select a shape for a purpose *Rotate shapes *Manipulate shapes *Explain shape arrangements *Compose shapes *Decompose shapes *Copy 2D shape pictures *Find 2D shapes within 3D shapes -Sharing & Grouping *Explore sharing *Sharing	*Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations -Make Connections *Deepen understanding *Patterns and relationships -Consolidate
Year 1 Maths	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the '5 and a bit' structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words *Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10 *Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers 'two more' and 'two less' than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 Understand 17, 18 and 19 *Understand 20 *1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50 *Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume	NCETM: *Explore composition of numbers 11 to 19 as '10 and a bit' and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles *Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less *Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year

	-Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	*Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D and 3D shapes -Consolidation	*Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds *Subtraction – counting back *Subtraction – finding the difference *Related facts *Missing number problems	*Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	*Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity -Geometry: Position & Direction *Describe turns *Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	*Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation
Understanding the World People, Culture & Community / Past and Present (Reception Specific Area) **History/ Geography** (Year 1)	Geography: Exploring maps *Locate features on an aerial photograph and name our village, Chewton Mendip and Wells on the map. *Identify land and water on a map or globe. *Recognise features on maps (real or imaginary). *Create real or imaginary maps. *Build and describe a model of a familiar place. *Describe a journey using found objects as prompts. *Talk about maps in stories, non-fiction books, atlases, on globes and Google maps. Make observations about the characteristics of places (in stories, photographs and on our school grounds). *Discuss how environments in stories and images are different to the environment we live in. *Answer simple questions.	History: How was school different in the past? *Correctly order photographs on a timeline, adding some dates. *Ask questions about schools in the past and present. *Use sources to research what schools were like 100 years ago. *Identify features of a classroom now and a classroom from 100 years ago, identifying similarities and differences. *Explain why they would rather have gone to school in the past or not.	Geography: Outdoor adventures *Use our senses to explore and describe the natural world around us. *Understand the effect of the changing seasons. *Describe what we see, hear and feel whilst outside. *Explore natural objects found – using our senses. *Explore and make observations of the world around us. *Explore the weather and record what we notice. *Use our senses to observe and talk about experiences in the outside (including arts week). *How can we dress during each season? *How can we welcome animals on the school grounds? (Sustainability)	History - What is a monarch? *Know that a monarch is a king or queen and identify some of a monarch's key roles. *Explain that a king or queen is crowned in a special ceremony called a coronation ceremony. *Explain how castles have changed over time. *Identify that the power of the monarch has changed over time. *Make comparisons between past and present monarchies.	History – Welly walk. *Observe and identify signs of old and new in Chewton Mendip, including buildings, seasonal and environmental changes. How did we learn to fly? *Identify important events surrounding the history of flight. *Ask questions about people and events in the past. *Use sources to find out about people and events from the past. *Correctly order events on a timeline.	Geography: Around the World *Compare features in the local environment (link to our welly walks) to other places around the world. *Compare contrasting places within the UK. *City or countryside? Recognise the difference between city and countryside environments. *Compare different landscapes around the world. *Understand characteristics of desert environments, including climate and landscape. *Polar explorers. Explore and understand life in a cold place, comparing and contrasting it with our own lives.
The Natural World (Reception Specific Area) **Science** (Year 1)	I am a scientist: Push or pull *Explore the natural world around us. *Explore ways to make objects move.	Changing states of matter: *Explore the concept of Soap – bubbles, cooking, wet/dry.	I am a scientist: Float or sink *Explore whether objects float or sink.	Changing states of matter: *Explore the concept of cooking - Eggs – raw to cooked.	I am a scientist: Light or dark *Explore how light makes shadows.	Changing states of matter: Dissolving, toasting.

	*Sensitive Bodies *Draw and label human body parts *Identify the body parts associated with each sense. *Compare and group body parts. *Senses – sense of sight, sound and feel. *Identify same, similar and difference. *Identify body parts used for the sense of sight, sound and touch. *Recognise that scientists are always making new discoveries.	*Everyday materials *Name objects and identify the materials they are made from. *Recognise that objects are made form materials that suit their purpose. *Recall that a property is how a material can be described. *Sort objects scientifically, based on the materials they are made from. *Group objects based on their properties. *Suggest ways to test materials for their properties. *Make predictions and recognise whether they were accurate. *Use observations to answer questions. *Begin to recognise a fair test. *Seasons, a year as a tree. *Using the book, Seasons come, Seasons Go by Patricia Hegarty as a reference prior to our Welly walks.	*Comparing animals *Name and describe the physical features of a range of animals. &Sort animals into groups based on their similarities and differences. *Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. *Recall the diets of carnivores, herbivores and omnivores. (Whole key stage learning)	* Senses – sense of taste and smell *Identify body parts used for the sense of taste and smell. *Use the senses to make observations. *Recognise that scientists are always making new discoveries.	*Introduction to plants How can we look after a garden? *Describe ways to look after a garden. *Explain why growing vegetables at home or school can be good for the planet and is healthy. *Show how to save water when we order the plants. (Whole key stage learning)	*Seasonal Changes *Name the four seasons in order and describe the typical weather in each. *Name some activities and events in the four seasons. *Describe the appearance of a tree's leaves in each season. *Know that summer has the most daylight hours and winter has the least daylight hours. *Record temperatures from the four seasons to compare. (Whole key stage learning)
Welly walks	*Familiarisation. Walk around classrooms & the school grounds. Where is everything? Link to our Geography learning.	*Autumn walk Observing and recording signs of Autumn. *Walk along a marked route to observe seasonal changes. *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather.	*Winter walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn and winter.	*Spring walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn, winter and spring.	*Land use (and Old & New)) Walk past buildings, church, village hall. Notice similarities & differences in buildings.	*Summer walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between spring, summer, autumn and winter
Expressive Arts & Design (Reception Specific Area) Being Imaginative and Expressive	-Role play characters. Confidently sing a range of well-known rhymes and songs. Perform songs, dances, poems and stories with others, or on own. Watch performances and talk about the experience. Begin to move in time to music. Make music and experience playing a range of musical instruments. Listen to music and talk about how it feels. Create own songs.					
	Nursery Rhymes and songs: *1, 2, 3, 4, 5 Once I caught a fish alive. *5 Little Monkeys	Nursery Rhymes and songs: *Nativity Songs *When Santa Got Stuck Up the Chimney	Poems - Comparison Poetry Nursery Rhymes: *I Hear Thunder, I Hear Thunder	Poems - Nonsense Poems -All About Diversity (Felicity Brookes) Nursery Rhymes:	Tell me a story… -Recount, adapt and invent. Nursery Rhymes: *The animals came in two by two	Tell me a story… -Recount, adapt and invent. Nursery Rhymes: *A Sailor went to sea, sea, sea

Daily rhymes: Good morning rhyme. Days of the week Alphabet song Home time rhyme	*Humpty Dumpty *5 Little Ducks	*We Wish You a Merry Christmas (Signing) *Rudolph the Red Nose Reindeer *Jingle Bells *The 12 Days of Christmas	*5 Little Men in a Flying Saucer *The Grand Old Duke of York *One Finger, one thumb keep moving	*I'm a little teapot *Spring Chicken *1, 2, Buckle My Shoe *Here We Go Round the Mulberry Bush	*10 in a bed *Hey Diddle Diddle *10 Green Bottles	*There's a worm at the bottom of the garden *Head, shoulders, knees and toes. *Hickory, Dickory, Dock!
Music	I've Got a Grumpy Face Focus: Timbre, beat, pitch contour. *Make up new words and actions about different emotions and feelings. *Explore making sound with voices and percussion instruments to create different feelings and moods. *Sing with a sense of pitch, following the shape of the melody with voices. *Mark the beat of the song with actions. The Sorcerer's Apprentice Focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre. *Explore storytelling elements in the music and create a class story inspired by the piece. *Identify and describe contrasts in tempo and dynamics. *Begin to use musical terms louder/quieter, faster/slower, higher/lower. *Respond to music in a range of ways e.g. movement, talking, writing.	Witch, witch Focus: Call-and-response, pitch (la-so-mi-do), timbre *Make a simple accompaniment using percussion instruments. *Use the voice to adopt different roles and characters. *Match the pitch of a four-note (la-so-mi-do) call-and-response song. Row, Row, Row Your Boat Focus: Beat, pitch (step/leap), timbre *Make up new lyrics and vocal sounds for different kinds of transport. *Sing a tune with 'stepping' and 'leaping' notes. *Play a steady beat on percussion instruments. Nativity songs and instrumental performance.	Bird Spotting: Cuckoo Polka Focus: Active listening, beat, pitch (so-mi), vocal play *Explore the range and capabilities of voices through vocal play. *Develop a sense of beat by performing actions to music. *Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). *Enjoy moving freely and expressively to music. Shake My Sillies Out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat *Create a sound story using instruments to represent different animal noises / movements. *Sing an action song with changes in speed. *Play along with percussion instruments. *Perform the story as a class. *Listen to music and show the beat with actions.	Up and Down Focus: Pitch contour rising and falling, classical music *Make up new lyrics and accompanying actions. *Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. *Use appropriate hand actions to mark a changing pitch. Five Fine Bumble Bees Focus: Timbre, tempo, structure (call-and-response), active listening *Improvise a vocal/physical soundscape about minibeasts. *Sing in call-and-response and change voices to make a buzzing sound. *Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. *Listen to a piece of classical music and respond through dance. Easter songs, hymns and performance in church.	Down There Under the Sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape *Develop a song by composing new words and adding movements and props. *Sing a song using call-and-response structure. *Play sea sound effects on percussion instruments. *With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E) *Listen to a range od sea-related pieces of music and respond with movement. Oh So Quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. *Improvise music with different instruments, following a conductor. *Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. *Play different instruments with control. *Explore dynamics with voices and instruments. *Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Slap, clap, clap Focus: Music in 3-time, beat, composing and playing *Compose a three-beat body percussion pattern and perform it to a steady beat. *Sing a melody in waltz time and perform the actions. *Transfer actions to sounds played on percussion instruments. *Listen actively to music in ¾ time. Find the beat and perform a clapping game with a partner. Bow, bow, bow, Belinda Focus: Beat, active listening, instrumental accompaniment. *Invent and perform actions for new verses. *Sing a song while performing a sequence of dance steps. *Play a two-note accompaniment, playing the beat, on tuned or untuned percussion. *Listen to and talk about folk songs from North America.
Art/ DT **Creating with Materials**	DT: Structures: Junk modelling *Explore and investigate tools and materials.	Art: Collage & textiles: Exploring textures. *Explore a range of materials such as past, shells, rice,	Art: Sculpture & 3D: What is sculpture?	DT: Cooking and nutrition – Smoothies	Art: Painting and mixed media: How can paint be applied in different	DT: Structures: Boats *Understand what waterproof means and to test

	*Investigate cutting different materials. *Plan and select correct resources needed to make a model. *To verbally plan and create a junk model. *Share a finished model and talk about the processes in its creation. *Explore the different ways to join materials together (glue, paper clips, sticky tape).	tissue, paper, string and fabric, beginning to respond to different textures. *Begin to combine resources with different textures, colours and shapes. *Talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough. *Experiment with a range of media to overlap and layer to create interesting colours, textures and effects. Artistic enquiries: Karen Hurley & Collage & Textiles – Printing and rubbings *Experiment with printing a range of different objects. *Find different ways to paint, e.g. playdough, mud, plasticine etc. *Use printing tools such as fruit, vegetables and sponges. *Create patterns using repeated shapes and overlapping patterns. *Use vocabulary: Print, printing tools, rubbings, pattern, textures. Artist enquiry: Textures by Katie Wilson	*Know that 3D pieces of artwork are known as sculptures. *Know that sculptures come in different shapes and sizes. *Use the vocabulary, sculpture, 3D, models, joining, malleable material, roll, kneed, squash, pinch. How can recycled materials be used to create sculptures? *Know that sculptures were typically created from stone, wood, clay and bronze castings. *Know that modern sculptures can be made of a variety of materials. Artistic enquiries: Romuald Hazoume, Robert Bradford.	*Describe fruits and vegetables and explain how to identify fruits. *Name a range of places that fruit and vegetables grow. *Select ingredients for a recipe. *Prepare fruits and vegetables to make a smoothie. *Evaluate the process.	ways to create different textures? *Begin to develop control when using a variety of standard and self-made painting tools. *Describe textures and techniques, for example, thick, thin, wet, dry, and dribble, splatter and drip. *Use vocabulary: painting, artist, collage, paint. Artistic enquiries: Jackson Pollock, Wassily Kandinsky	whether materials are waterproof. *Test predictions for which materials will float or sink. *Compare the use of boats. *Investigate how the shape and structure of boats affects the way they move. *Design a boat. *Create a boat
Computing	Computer Systems and Networks (1) Technology around us. *Identify technology *Use a keyboard to type on a computer *Use the keyboard to edit text *Create rules for using technology responsibly Online Safety -ELIM: I am kind and responsible	Creating Media: Digital writing (1) *Use a computer to write. *Add and remove text on a computer. *Identify that the look of text can be changed on a computer. *Make careful choices when changing text. *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	Programming A: Robot Algorithms (2) *Explain what a given command will do. *Act out a given word. *Combine forwards and backwards commands to make a sequence. *Combine four direction commands to make sequences. *Plan a simple programme. *Find more than one solution to a problem. Online Safety – ELIM: I am safe and secure	Creating Media: Digital Painting (1) *Describe what different freehand tools do *Use the shape tool and the line tools *Make careful choices when painting a digital picture *Explain why I chose the tools I used *Use a computer on my own to paint a picture *Compare painting a picture on a computer and on paper. Online Safety – ELIM: I am safe and secure	Data and Information: Pictograms (2) *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer. Online Safety: - ELIM: I am healthy	Programming B: Programming animations (2) *Choose a command for a given purpose. *Show that a series of commands can be joined together. *Identify that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy

RE	**What makes people special?** **Religion:** Christianity and Judaism **Concept:** Meaning and purpose **Discipline:** Theology *I can say what makes me special. *I can describe what Christians believe about people being special. *I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	**Why are some festivals and celebrations special and how are these celebrated by different people?** **Religion:** Christianity, Judaism, Hinduism **Concept:** Personal and Collective **Discipline:** Social Sciences *I can name celebrations in my own life and explain why they are special. *I can describe why Christian festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	**What makes places special to different people and why?** **Religion:** Christianity and Judaism **Concept:** Place and Time **Discipline:** Social sciences *I can name a place that is special to me important and why. *I can describe why churches are special to festivals. * *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. I can explain why places matter to individuals and communities.	**Who was Jesus and why is Easter special?** **Who is the Bishop of Bath and Wells (our vicar?) and why are they important?** **Religion:** Christianity **Concept:** Origins and expressions **Discipline:** Theology *I can say who Jesus was and why he is important to Christians. *I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	**Why are some stories special?** **Religion:** Christianity **Concept:** Origins and expressions **Discipline:** Theology Philosophy *I can name a story that is special to me. *I can say why the Bible is special to Christians. *I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	**How and why do some people care for the world?** **Religion:** Christianity **Concept:** Origins and expressions Ethics and values **Discipline:** Theology Philosophy *I can name ways people care for the world. *I can explain why Christian's care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.
Enrichment Activities & Events	*Musician / choir visit *Baby visit *A parent, or member of the community, visit to read their favourite story to us. *Harvest Festival	*Pantomime visit at theatre *Road safety week- 17th November *Visit from an adult member of the community to discuss past and present, including Christmas. *A parent, or member of the community, visit to discuss their jobs and hobbies. *Autumn welly walk *Nativity	*Arts week – visit to a gallery. *Baby visit – compare to previous visit *A parent, or member of the community, visit to read to us. *Chinese New Year (17th February)	*Baker / chef / parent to cook with us. *A parent, or member of the community, visit to discuss their jobs and hobbies. *Walk to village hall for Soup Lunch performance. *Spring welly walk	*Visit from a parent or member of the community to discuss past and present, including holidays. *A parent, or member of the community, visit to read to us.	*Swimming lessons. *Baby visit to observe and discuss change over time. *A parent, or local member of the community, visit to discuss jobs and hobbies. *Visit to a contrasting location - Farm *Summer welly walk

Owl Class - Year 2/ Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy		The Search for the Giant Arctic Jellyfish – Chloe Savage Rescue on Nims Island – Wendy Orr	Axel Schefflers Treasury of fairy tales- Inside the Villains- Clotilde Perrin	100 Facts Victorian Britain – Miles Kelly Max and Katie's Victorian Adventure – Samantha Metcalf	You Wouldn't Want to be a Victorian Child – John Malam Our Tower-Joseph Coelho	The Dragonsitter- Josh Lacey My Encyclopaedia of Very Important Myths and Legends	Tuesday- David Wiesner Weslandia- Paul Fleishman The Dark- Lemony Snicket
	Writing outcomes	-Setting description -Labels -Lists -Captions -Poster -Character descriptions -Informal letters	-Instructions -Traditional tales -Letters -Poems -Class trip recount Character descriptions -Play scripts	-Non fiction -Diaries - Formal letters -Story writing -Play script	-Senses poems -Descriptive writing -Character description -Sending emails (formal/informal)	-Narrative (Perspective of the dark) -Fact files -Information page	-Descriptive writing - settings -Non-chronological reports -Poems
	Year 2 Phonics and Spelling	Recap Phase 5 Phonics	Little Wandle Phonics - Bridge to Spelling -digraphs in words - Word endings -Using suffixes	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Alternative sounds in words -Suffixes -Spelling longer words	Spelling -Using an apostrophe
	Year 2 SPAG	-Nouns -Vowels and consonants -Demarcating sentences -Forming nouns using 'ness' 'Punctuating sentences	-Adjectives -Compound words -Adjectives with 'er and 'est' -Subordination -Statements and exclamations	-Noun phrases -Homophones -Forming adjectives using '-ful' and '-less' -Questions and commands -Sentence writing	-Verbs -Singular and plural -Adverbs with'-ly' -Commas in lists -Changing adjectives into adverbs	-Adverbs -Word classes -Coordination -Apostrophes for possession -Past and present tense	-Recapping pronouns -Forming nouns using '-er' -Progressive tense -Apostrophes for contractions -Uplevelling sentences
	Year 3 SPAG	*Nouns and pronouns for clarity *Consonants and vowels *Suffixes: ly *Past tense *Subordinate clauses	*Adjectives *A' or 'An'? *Prefixes: super-, anti-, auto- *Present tense Apostrophes	*Verbs *Compound nouns *Prefixes: dis-, mis-, un *Subordinate conjunctions *Inverted commas	*Adverbs – Time, Place & Cause *Prefixes: in- *Suffixes: -action *Coordinating conjunctions *Organising devices	*Prepositions *Prefixes: re-, sub-, inter- *Suffixes beginning with vowels *Time conjunctions *Paragraphs	*Homophones *Suffixes: -ous *Word families *Place and cause conjunctions *Editing and evaluating
Maths	**Year 2**	Place Value *Numbers to 20 *Count objects to 100 by making 10s *Recognise tens and ones *Use a place value chart *Partition numbers to 100 *Write numbers to 100 in words *Flexibly partition numbers to 100 *Write numbers to 100 in expanded form *10s on the number line to 100 *10s and 1s on the number line to 100	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups *Introduce the multiplication symbol *Multiplication sentences	Multiplication and Division *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5 *The 5 and 10 times-table Shape *Recognise 2-D and 3-D shapes *Count sides on 2-D shapes *Count vertices on 2-D shapes *Draw 2-D shapes *Lines of symmetry	Money *Count money – pence *Count money – pounds (notes and coins) *Count notes and coins *Make same amounts of money *Calculate with money *Make a pound *Find change *Two-step problems Length and Height *Measure in centimetres *Measure in metres *Compare lengths and heights *Order lengths and heights	Fractions *Introduction to parts and whole *Equal and unequal parts *Recognise a half *Find a half *Recognise a quarter *Find a quarter *Recognise a third *Find a third *Find the whole *Unit fractions *Non-unit fractions *Recognise the equivalence of a half and two-quarters *Recognise three-quarters *Find three-quarters	Time *O'clock and half past *Quarter past and quarter to *Tell the time past the hour *Tell the time to the hour *Tell the time to 5 minutes *Minutes in an hour *Hours in a day Statistics *Make tally charts *Tables *Block diagrams *Draw pictograms 1-1 *Interpret pictograms 1-1 *Draw pictograms (2,5 and 10)

	*Estimate numbers on a number line *Compare objects *Compare numbers *Order objects and numbers *Count in 2s, 5s and 10s *Count in 3s Addition and Subtraction *Add across a 10 *Subtract across a ten *Subtract from a ten *Subtract a 1-digit number from a 2-digit number (across a 10) *10 more, 10 less *Add and subtract 10s *Add two 2-digit numbers (not across a 10) *Add two 2-digit numbers (across a 10)	*Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table	*Use lines of symmetry to complete shapes *Sort 2-D shapes *Count faces on 3-D shapes *Count edges on 3-D shapes *Count vertices on 3-D shapes *Sort 3-D shapes *Make patterns with 2-D and 3-D shapes	*Four operations with lengths and heights Position and Direction *Language of position *Describe movement *Describe turns *Describe movement and turns *Shape patterns with turns	*Count in fractions up to a whole	*Interpret pictograms (2,5 and 10)
Year 3	Place Value *Represent numbers to 100 *Partition numbers to 100 *Number line to 100 *Hundreds *Represent numbers to 1000 *Partition numbers to 1000 *Flexible partitioning of numbers to 1000 *Hundreds, tens and ones *Find 1, 10 or 100 more or less *Number line to 1000 *Estimate on a number line to 1000 *Compare numbers to 1000 *Order numbers to 1000 *Count in 50s Addition and Subtraction *Subtract 10s across a 100 *Make connections *Add two numbers (no exchange) *Subtract two numbers (no exchange) *Add two numbers (across a 10) *Add two numbers (across a 100)	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups *Introduce the multiplication symbol *Multiplication sentences *Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5 *The 5 and 10 times-table Mass and Capacity	Multiplication and Division *Multiples of 10 *Related calculations *Reasoning about multiplication *Multiply a 2-digit number by a 1-digit number (no exchange) *Multiply a 2-digit number by a 1-digit number (with exchange) *Link multiplication and division *Divide a 2-digit number by a 1-digit number (no exchange) *Divide a 2-digit number by a 1-digit number (flexible partitioning) *Divide a 2-digit number by a 1 digit number (with remainders) *Scaling *How many ways? Shape *Turns and angles *Right angles *Compare angles *Measure and draw accurately *Horizontal and vertical	Money *Pounds and pence *Convert pounds and pence *Add money *Subtract money *Find change Length and Perimeter *Measure in metres and centimetres *Measure in millimetres *Measure in centimetres and millimetres *Metres, centimetres and millimetres *Equivalent lengths (metres and centimetres) *Equivalent lengths (centimetres and millimetres) *Compare lengths *Add lengths	Fractions *Understand the denominators of unit fractions *Compare and order unit fractions *Understand the numerators of non-unit fractions *Understand the whole *Compare and order non-unit fractions *Fractions and scales *Fractions on a number line *Count in fractions on a number line *Equivalent fractions on a number line *Equivalent fractions as bar models *Add fractions *Subtract fractions *Partition the whole *Unit fractions of a set of objects *Non-unit fractions of a set of objects *Reasoning with fractions of an amount	Time *Roman numerals to 12 *Tell the time to 5 minutes *Tell the time to the minute *Read time on a digital clock *Use am and pm *Years, months and days *Days and hours *Hours and minutes – use start and end times *Hours and minutes – use durations *Minutes and seconds *Units of time *Solve problems with time Statistics *Interpret pictograms *Draw pictograms *Interpret bar charts *Draw bar charts *Collect and represent data *Two-way tables

		*Use scales *Measure mass in grams *Measure mass in kilograms and grams *Equivalent masses (kilograms and grams) *Compare mass *Add and subtract mass *Measure capacity and volume in millilitres *Measure capacity and volume in millilitres *Measure capacity and volume in litres and millilitres *Equivalent capacities and volumes (Litres and millilitres) *Compare capacity and volume *Add and subtract capacity and volume	*Parallel and perpendicular *Recognise and describe 2-D shapes *Draw polygons *Recognise and describe 3-D shapes *Make 3-D shapes			
History/ Geography	Geography What is it like here? *Locate features on an aerial photograph of the school and name the villages, towns and cities near Chewton Mendip. *Make a map of the classroom. *Recognise features of the school on a map. *Design an improved playground by carrying out a survey and using the results to include people's suggestions. *Know that a country is a land or nation with its own government. *Know that the UK	History How did we learn to fly? *Explore the story of the Wright brothers. *Develop an understanding of historical significance. *Investigate why Bessie Coleman is historically significant using photographs. *Develop an understanding of primary sources. *Investigate why the moon landing was a significant event in history. *Place significant flight events on a timeline.	Geography What is the weather like in the UK? *Name and locate the four countries on a map of the UK *Identify that we live in England, and in Chewton Mendip. *Identify the four seasons and describe some seasonal changes. Identify compass directions. *Identify that the arrow on a compass always shows north. *Use the compass directions to describe the location of features. *Observe daily weather patterns. *Suggest appropriate clothing and activities for each season.	History –The Victorians: The monarchy. *Explore the monarchy by finding out about King Charles III *Explore coronations by acting out a ceremony. *Discover Queen Victoria becoming Queen. *Explore how Queen Victoria ruled our country. *Discuss how the monarchy has changed.	History –The Victorians: How was school different in the past? *Find out how schools have changed since the Victorian times. *Investigate how school has changed within our living memory. *Investigate how schools were different in the 1900s. *Compare a modern classroom to one from Victorian times. *Compare schools from three different times, what is the same, similar and different. *Express a personal response to history.	Geography What can you see at the coast? *Locate the seas and oceans surrounding the UK. *Show on a map the oceans nearest to the continent they live in. *Confidently locate the capital cities of the four UK countries. *Describe the key physical features of a coast and how it changes over time using subject-specific knowledge. *Explain what a coast is. Describe the key human features of a coast and how it changes over time using subject-specific vocabulary. *Investigate how people use the local coast. *Present findings on how people use the local coast.
Science Year 2	Seasonal Changes *Identify how the weather changes across the four seasons. *Identify events and activities that take place in different seasons.	Materials – Uses of everyday materials *Recognise that objects are made from materials that suit their uses.	Sensitive Bodies *Name the parts of a human body. *Sort body parts into groups. *Name the parts of the body used for each sense. *Sport patterns in data.	Comparing Animals *Identify and group animals. *Describe a variety of animals. *Compare the features of animals.	Introduction to Plants *Identify plants in the school grounds. *Plan an investigation. *Identify parts of a flowering plant. *Draw and label a diagram.	Microhabitats *Classify a variety of minibeasts. *Recognise how scientists answer questions.

	*Recognise how trees change across the four seasons. *Recognise that daylight hours change across the four seasons. *Record data in a pictogram. *Observe changes across the four seasons. *Gather and record data about how seasons change over time. *Plan and carry out a weather report. (Whole key stage learning)	*Recognise that objects can be grouped. *Recognise that the shape of some solid objects can be changed. *Record data in a table. *Compare the suitability of materials for particular uses. *Gather data and use it to answer a question. *Recognise that the strength of some materials can be changed. *Record data in a block graph. *Compare the suitability of materials for particular uses. *Recognise that some materials are harmful to the environment.	*Identify the body parts used for the sense of taste and touch. *Use the senses to make observations. *Identify the body parts used for the sense of smell and sight. *Recognise that scientists are always making new discoveries. *Identify the body part used for the sense of hearing. *Investigate how sound changes as you move further away. *Recognise the importance of the senses in certain jobs. (Whole key stage learning)	*Identify animals that are carnivores, herbivores and omnivores. *Research using non-fiction texts. *Recognise that animals make suitable pets. *Gather and record data to help in answering questions. *Describe and compare the structure of animals. *Know about famous scientists throughout history – Jane Goodhall. (Whole key stage learning)	*Identify and name wild and garden plants. *Sort flowers into groups. *Identify and name deciduous and evergreen trees. *Measure and compare leaves. *Recognise that new plants come from seeds and bulbs. *Recognise that observations do not always match predictions. *Recognise the importance of a scientist's role. *Use observations to find answers to questions. (Whole key stage learning)	*Recognise that living things live in habitats to which they are suited. *Gather and record data to answer a question. *Ask questions and plan how to carry out an experiment. *Carry out an experiment and record data in a table. *Identify a variety of flowering plants. *Understand the role of a botanist.
Year 3	Forces and Space: Forces and Magnets *Describe the effects of contact forces. *Label a digraph using arrows and scientific vocabulary. *Recognise the effects and uses of forces. *Write a scientific conclusion identifying cause and effect. *Investigation friction, interpret how and why things move differently on different surfaces. *Plan an investigation using variables. *Describe the effects of magnets. *Write a method. *Compare the properties of different types of magnets. *Display data using a bar chart. *Explain the uses of magnets. *Research the uses of magnets.	Energy: Light and shadows *Explain the role of light sources. *Plan and draw a results table. *Compare light reflecting on different surfaces. *Recognise which materials cast a shadow. *Ask testable questions and plan how to answer them. *Summarise how shadows change throughout the day. *Evaluate a method. *Investigate how the distance of the light source affects the size of its shadow. *Find patterns in data and form conclusions. *Tell a story using shadow puppets. *Recall how different people work with light and shadows.	Energy: Sound and vibrations *Describe how sounds are made. *Observe closely how different instruments create a sound. *Describe how whales and dolphins communicate underwater. *Describe how sounds are heard through different mediums. *Describe the relationship between vibration and volume. *Present results using a bar chart. *Describe the relationship between volume and distance. *Suggest which variables to measure and for how long. *Describe pitch and how to change it. *Design simple results tables. *Explain how insulating materials can be used to muffle sound. *Identify when results or observations do not match predictions.	Animals including humans- Movement and nutrition *Explain the role of a skeleton. *Group animals based on their physical properties. *Recognise the main bones in the body. *Measure and sort data. *Explain how muscles are used for movement. *Explore scientific advances. *Eating for survival, explain how food is an essential energy source for animals. *Gather and compare data to answer questions. *Identify the main nutrient groups and their simple functions. *Record information using secondary sources. *Explain what makes a balanced diet. *Explore how knowledge has progressed over time and how different jobs use this information.	Animals including humans- digestion and food *Describe the function of the human digestive system. *Evaluate a model. *Recognise the different types of human teeth and their roles in eating. *Describe real observation methods and evidence collected. *Explain how to care for our teeth. *Plan an enquiry by considering which variables should be changed, measured and controlled. *Recognise that differences in teeth relate to an animal's diet. *Group animals based on their diet. *Recognise producers, predators and prey in food chains. *Analyse patterns and form conclusions using scientific knowledge. *Recognise that animal poo can give us clues about digestion, teeth and diet.	Making connections: How does food affect muscle fatigue? *Investigating muscle fatigue - planning *Revise movement and nutrition, digestion and food, and rocks and soil. *Plan a comparative test. *Gather and record data. *Analyse, conclude and evaluate the investigation. *Pose and investigate new questions. *Present findings.

					*Construct a results table for recording observations.	
PE **Sports coaches**	Football *Introduction *Coordination and movement *Ball control *Dribbling *Passing *Practise skills Sports coach: Basketball/netball *Introduction *Ball control *Aiming *Passing: throwing and catching *Simple games *Practise	Dance *Introduction to dance *Moving to the beat *Developing the dance *Create your own phrase *Finishing the routine *Performance. Sports coach: Multi-skills *Speed and agility *Jumping *Balance, control and coordination *Turn taking *Speed and stamina *Circuit relays	Fitness *Move and weave about with coordination *Move about for periods of time without tiring. *Move on and across apparatus with control *Move at speed with control *Perform star jumps and high knees with control Sports coach: Gymnastics *Travelling *Shapes and balance *Rolls *Jumping *Leaps and hand apparatus.	Handball *Introduction *Ball control Passing – catching *Passing – throwing *Simple games *Practise Sports coach: Tennis *Introduction *Ball and racket familiarisation *Sending skills *Receiving skills *Simple games	Rounders *Introduction *Fielding – ball skills *Fielding – throwing and catching *Batting *Simple games *Practise Sports coach: Striking and fielding *Introduction *Fielding – ball skills *Fielding – throwing and catching *Batting *Simple games *Practise	Swimming Knowledge *Strokes: understand that moving my arms quickly will help me to pass through the water. *Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. *Water safety: understand that floating uses less energy than swimming. *Rules: know how to safely enter and exit the pool. Skills: Strokes: *Begin to use arms and legs together, more effectively across the water unaided. *Breathing: begin to explore breathing in sync with my kicking action. *Water safety: demonstrate an awareness of water safety and float on my front and on my back. Sports coach: Athletics *Introduction *Coordination and movement *Running – sprinting *Jumping *Throwing *Running for distance
Art/ DT	Drawing and Painting: Landscapes. Harvest and the Fire of London. *Use a pencil, paint, crayons and collage materials to experiment with effects and then make a collage of London during The Great Fire of London. *Paint a landscape using watercolour paint inspired by	Structures: Baby bear's chair *Explore the concept and features of structures and the stability of different shapes. *Understand that the shape of the structure affects its strength. *Make a structure according to design criteria.	Mechanisms: Making a moving monster *Look at objects with pivots, levers and linkages and understand how they move. *Make linkages to understand how they move. *Explore different design options for a moving monster. *Make a moving monster.	Collage & Textiles: Painting with paper. *Appreciate and discuss the work of collaging artists. *Experimant with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. *Cut and tear organic geometric shapes.	Mechanisms: Fairground wheel *Explore wheel mechanisms and design a fairground wheel. *Select materials with appropriate properties. Build and test a moving wheel. *Conduct a simple survey to gather opinions.	Painting: How can paint effects be used to create different effects? *Independently mix primary colours to make secondary colours. *Accurately mix colours using powder paint and watercolour. *Explain that adding white to colours creates tints and then

	the images in Where the Poppies Now Grow. *Use different media in different ways for effect, e.g. tearing paper rather than cutting it to make it seem rough. *Add water to watercolour paint to make it less bright. *Looking at own work, make simple improvements or have another go to try and make it better. *Try different ways of creating art and choose which one I think is the best. *Use vocabulary, collage, landscape, materials, tone, texture, watercolour. Artistic enquiries: David Hockney, Claude Monet	*Produce a finished structure and evaluate its strength, stiffness and stability.		*Collect, sort and arrange materials according to colour and texture. *Use sketchbooks to design collage creations. *Use vocabulary: collage, tissue, organic shapes, background, layer, geometric shapes, painting with paper technique. Artistic enquiries: Karla Reid, Kurt Schwitters Printing: Styrofoam printing *Explore positive and negative space. *Look at printmaking in the environment (E.g. wallpapers, fabrics etc.) *Examine how artists and designers used colours, shapes and lines to create prints. *Create press prints using inks. *Print onto different textures and colours of paper, board or fabric. *Use vocabulary: relief printing, positive space, negative space, pattern. Artistic enquiries: Teresa Newham	*Finish and evaluate a structure with a rotating wheel.	adding black to colours creates shades. *Name different types of paint and know their properties. *Use vocabulary, tint, shade, washes, blocking, application, textures. Artistic enquiries: Claude Monet, Paul Klee
Music	Singing – Seasonal Harvest, Remembrance and Christmas. *Year 2 Nativity *Year 3 Carol Concert *Learn to project voices, speak clearly and develop singing, acting and public speaking skills. *Understand and enjoy music, singing, and playing instruments as part of a service or production. *Appreciate the value of music, singing and instrumental, within a service or performance. *Express creativity through singing and performing roles. *Gaining confidence during practice and performing in front of an audience *Working together to communicate and produce a nativity play and Carol concert		I've Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts. •Perform crotchet and quaver actions ('walk' and 'jogging')	Learn to play the Ocarina / Recorder *Learn to produce and control a good sound by maintaining correct posture and breathing techniques. *Develop proper finger placement and movement to play notes and phrases, progressing from basic notes to more complex melodies. *Gain experience performing as part of a class and smaller groups, learning to play with others and follow a conductor. *Learn to read various musical notations, including tablature and standard staff notation, to play pieces from written music. *Understand and apply musical concepts such as rhythm, melody, tempo, dynamics, and harmony. *Develop skills in composing simple musical ideas and improvising instrumental parts to accompany songs or narratives. *Cultivate an appreciation for music as a whole, listening to and exploring high-quality music from different genres and cultures.	

				on the beat and adapt these actions when the speed of the music changes.		
Computing	**Computer Systems and networks** Technology around us *Identify technology. *Identify a computer and its main parts. *Use a mouse in different ways. *Use a keyboard to type on a computer. *Use the keyboard to edit text. *Create rules for using technology responsibly. Online Safety -ELIM: I am kind and responsible	**Creating Media:** Digital Writing *Use a computer *Add and remove text on a computer *Identify that the look of text can be changed on a computer. *Make careful choices when changing text. *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	**Programming A:** Robot algorithms *Explain what a given command will do. *Act out a given word. *Combine four direction commands to make sequences. *Plan a simple program *Find more than one solution to a problem. Online Safety – ELIM: I am safe and secure	**Creating Media:** Digital Painting *Describe what different freehand tools do. *Use the shape tool and the line tools. *Make careful choices when painting a digital picture. *Explain why I chose the tools I used. *Use a computer on my own to paint a picture. *Compare painting a picture on a computer and on paper. Online Safety – ELIM: I am safe and secure	**Data and Information**: Pictograms *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer.	**Programming B**: Programming quizzes *Explain that a sequence of commands has a start. *Explain that a sequence of commands has an outcome. *Create a program using a given design. *Change a given design. Create a program using my own design. *Decide how my project can be improved.
RE	**<u>Who was Muhammad and what was important to him (God)?</u>** **Religion:** Islam **Concept:** Origins and expression **Discipline**: Theology *I can name Muhammad and say he is important to Muslims. *I can talk about what Muslims believe God asked Muhammad to do. *I can retell parts of the story of the Qur'an. *I can identify ways Muslims show respect for God and Muhammad. *I can use key vocabulary correctly when talking about Islam. *I can talk about something important to me and how I show respect for it.	**<u>Who is Jesus and why is he important to some people? (Jews, Christians, Muslims, non-religious)</u>** **Religion:** Christianity, Judaism, Islam, non-religion **Concept:** Origins and expression **Discipline**: Theology *I can name Jesus and say he is important to many people. *I can talk about why Jesus is important to Christians. *I can say how Muslims understand Jesus. *I can say how Jewish people understand Jesus. *I can use key vocabulary correctly when talking about different beliefs. *I can talk about someone who is important to me and why.	**<u>What good news did Jesus bring for Christians?</u>** **Religion:** Christianity **Concept:** Origins and expression **Discipline**: Theology *I can say that Christians believe Jesus brought good news. *I can talk about how Jesus taught people to love and care for others. *I can describe how Jesus welcomed people who were left out. *I can talk about Jesus' teaching on forgiveness and kindness. *I can identify ways Christians try to follow Jesus' good news today. *I can talk about good news in my own life and how I can share it.	**<u>What is it like to be a Jewish person in the UK and Somerset?</u>** **Religion:** Judaism **Concept:** Place and time **Discipline:** Social sciences *I can say that Jewish people live in the UK and Somerset. (visitor) *I can talk about some Jewish traditions and celebrations. *I can identify places that are important to Jewish people. *I can describe how Jewish families practise their faith at home. *I can talk about what life is like for Jewish children in the UK and Somerset. *I can talk about similarities and differences between my life and Jewish life.	**<u>What is prayer and why is it important to some people?</u>** **<u>Why do people travel to special places to pray?</u>** **Religion:** Christianity, Islam, Judaism **Concept:** Origins and expression, Place and time **Discipline:** Theology, Philosophy and Social sciences *I can say that prayer is a way some people talk or listen to God. *I can talk about why prayer is important to Christians, Muslims and Jewish people. *I can describe different ways people pray. *I can name special places people travel to for prayer. *I can use key vocabulary correctly when talking	**<u>Why is Glastonbury special to the Somer people?</u>** **<u>Does visiting sacred places make someone a better person?</u>** **Religion:** Non-religion, Christianity **Concept:** Place and time, Ethics and values **Discipline:** Philosophy and Social sciences (Visit) *I can say why Glastonbury is special to some people in Somerset. *I can talk about stories and traditions linked to Glastonbury. *I can describe different reasons people visit Glastonbury. *I can name sacred places people visit and say why they matter. *I can talk about whether visiting a special place

					about prayer and special places. *I can talk about a place that feels special to me and why.	might help someone be a better person. *I can talk about a place that feels special to me and why.
PSHE	Family and Relationships To begin to understand what PSHE education is and to understand the need for rules for PSHE lessons. Understanding that different people can be in a family and that families look after us. To begin to understand the importance and characteristics of positive friendships and who I can speak to if I am unhappy. To begin to understand the range of families they may encounter now and in the future. To recognise how others show feelings and how to respond to these To identify their special people and how they should care for one another. To begin to understand how courtesy and manners make us feel. To begin to understand that friendships can have problems but we can overcome these. To understand what is meant by a stereotype.	Health and Wellbeing To describe and understand their feelings. To develop simple strategies for managing these feelings. To know how to relax in different ways. To recognise and celebrate their strengths and set simple but challenging goals. To understand the benefits of physical activity and rest. To begin to understand how germs are spread and how we can stop them spreading. To begin to understand the risks associated with the sun. To begin to understand allergies. To understand that there are people in the local community who help to keep us healthy.	Safety and the Changing Body To know how to respond to adults politely and safely. To understand that there are people in the local community who help to keep us safe. To understand ways to keep safe on and near roads. To begin to understand what is safe to put into or onto our bodies. To know what an emergency is and how to make a phone call if needed. To begin to understand the difference between secrets and surprises. To begin to understand the difference between acceptable and unacceptable physical contact. To begin to understand the concept of privacy and the correct vocabulary for body parts. To know my body is important and belongs to me. <u>Y3 only</u>: To understand the role they can play in an emergency situation. To develop an understanding of safety on or near roads.	Citizenship Understand the rules in the classroom and school and the purpose of these rules. Understand some similarities and differences between themselves and their peers. Understand that we all belong to different groups and can identify some groups they belong to. Understand the roles people have in the local community. Understand what makes a good school environment and how everyone has a responsibility to maintain it. Understand some jobs people do to keep the local environment pleasant.	Economic Wellbeing Describe different ways we can keep money safe. Recognise that different skills are needed for different jobs. Explain how adults might get money. Recognise that saving may be necessary to buy the things we want. Consider different elements when choosing a bank account	Transition to Next Year Group Understand how skills and strengths have changed during the academic year. Be able to name some emotions associated with change.
French – Year 3 only	Greetings	Personal information	Numbers 1-20	Colours	Pets	Conversations
Enrichment Activities & Events		*Pantomime visit at theatre *Road safety week- 17th November	*Arts week – visit to a gallery.			

Woodpecker Class - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Stone Age Boy by Satoshi Kitamura Secrets of Stonehenge The Phantom Toll Booth	The Tin Forest by Helen Ward The Secret Garden – Frances Hodgkin	Timeless Thomas: How Thomas Eddison Changed Our Lives by Gene Barretta Storyworlds: A Moment in Time: A Perpetual Picture Atlas by Thomas Hegbrook The Diary of a Killer Cat by Anne Fine	The Village that Vanished by Ann Grifalconi Mufaro's Beautiful Daughter's: An African Tale by John Steptoe	The Lost Endings by Carole Ann Duffy The Accidental Prime Minister by Tom McLaughlin	The Bee is Not Afraid of Me, edited by Fran Long and Isabel Galleymore (Poetry) Small World: Earth by Lara Hawthorne and Camilla De La Bedoyere
Writing outcomes	-Character descriptions -Non-chronological reports -Narrative diary writing	-Recount -Formal and informal letters -Instructional texts	-Setting description -Informal letter writing -Narrative retelling	-Nonsense poetry -Non-chronological reports -Information leaflets	-Narrative character setting descriptions -Events from different perspectives	-Instructions -Setting descriptions -Diary writing
Year 3 SPAG	*Nouns and pronouns for clarity *Consonants and vowels *Suffixes: ly *Past tense *Subordinate clauses	*Adjectives *A' or 'An'? *Prefixes: super-, anti-, auto- *Present tense Apostrophes	*Verbs *Compound nouns *Prefixes: dis-, mis-, un *Subordinate conjunctions *Inverted commas	*Adverbs – Time, Place & Cause *Prefixes: in- *Suffixes: -action *Coordinating conjunctions *Organising devices	*Prepositions *Prefixes: re-, sub-, inter- *Suffixes beginning with vowels *Time conjunctions *Paragraphs	*Homophones *Suffixes: -ous *Word families *Place and cause conjunctions *Editing and evaluating
Year 4 SPAG	-Singular and plural nouns -Pronouns -Standard English -Compound words -Adverbs to express Time and Clause	-Progressive pronouns -Fronted adverbials -Prepositions to express Time and Clause -Plural and Possessive '-es- -Commas	-Adjectives -Homophones -Commas and Fronted Adverbials -Expanded Noun Phrases -Editing and Evaluating	-Determiners -Word Families -Prepositional phrases -Verb tenses – present -Inverted commas	-Verb Inflections -Conjunctions to express time and clause -Suffixes -Possessive apostrophes -Paragraphs	-Verb tenses – past -Prefixes -Plural possessive apostrophes -Subordinate clauses -Organisational devices
Maths **Year 4**	Place Value *Represent numbers to 1000 *Partition numbers to 1000 *Number line to 1000 *Thousands *Represent numbers to 10000 *Partition numbers to 10000 *Flexible partitioning of numbers to 10000 *Find 1, 10, 100, 1000 more or less *Number line to 10000 *Estimate on a number line to 10000 *Compare numbers to 10000 *Order numbers to 10000 *Roman numerals *Rounds to the nearest 10 *Round to the nearest 100 *Round to the nearest 1000 *Round to the nearest 10, 100, or 1000	Addition and Subtraction *Efficient subtraction *Estimate answers *Checking strategies Measurement *What is area? *Count squares *Make shapes *Compare areas Multiplication and Division *Multiples of 3 *Multiply and divide by 6 *6 times-tables and division facts *Multiply and divide by 9 *9 times-table and division facts *The 3, 6 and 9 times tables *Multiply and divide by 7	Multiplication and Division *Factor pairs *Use factor pairs *Multiply by 10 *Multiply by 100 *Divide by 10 *Divide by 100 *Related facts – multiplication and division *Informal written methods for multiplication *Multiply a 2-digit number by a 1-digit number *Multiply a 3-digit number by a 1-digit number *Divide a 2-digit number by a 1-digit number *Divide a 3-digit number by a 1-digit number *Correspondence problems *Efficient multiplication Length and Perimeter	Fractions *Compare and order mixed numbers *Understand improper fractions *Convert mixed numbers to improper fractions *Convert improper fractions to mixed numbers *Equivalent fractions on a number line *Equivalent fraction families *Add two or more fractions *Add fractions and mixed numbers *Subtract two fractions *Subtract from whole amounts *Subtract from mixed numbers Decimals *Tenths as fractions *Tenths as decimals	Decimals *Make a whole with tenths *Make a whole with hundredths *Partition decimals *Flexibly partition decimals *Compare decimals *Order decimals *Round to the nearest whole number *Halves and quarters as decimals Money *Write money using decimals *Convert between pounds and pence *Compare amounts of money *Estimate with money *Calculate with money *Solve problems with money Time *Years, months, weeks and days	Shape *Understand angles as turns *Identify angles *Compare and order angles *Triangles *Quadrilaterals *Polygons *Lines of symmetry *Complete a symmetric figure Statistics *Interpret charts *Comparison, sum and difference *Interpret line graphs *Draw line graphs Position and Direction *Describe position using coordinates *Plot coordinates *Draw 2-D shapes on a grid *Translate on a grid *Describe translation on a grid

	Addition and Subtraction *Add and subtract 1s, 10s, 100s and 1000s *Add up to two 4-digit numbers (no exchange) *Add two 4-digit numbers (one exchange) *Add two 4-digit numbers (more than one exchange) *Subtract two 4-digit numbers (no exchange) *Subtract two 4-digit numbers (one exchange) *Subtract two 4-digit numbers (more than one exchange)	*7 times-table and division facts *11 times-table and division facts *12 times-table and division facts *Multiply by 1 and 0 *Divide a number by 1 and itself *Multiply three numbers	*Measure in kilometres and metres *Equivalent lengths (kilometres and metres) *Perimeter on a grid *Perimeter of a rectangle *Perimeter of rectilinear shapes *Calculate perimeter of rectilinear shapes *Perimeter of regular polygons *Perimeter of polygons Fractions *Understand the whole *Count beyond 1 *Partition a mixed number *Number lines with mixed numbers	*Tenths on a place value chart *Tenths on a number line *Divide a 1-digit number by 10 *Divide a 2-digit number by 10 Hundredths as fractions *Hundredths as decimals *Hundredths on a place value chart *Divide a 1- or 2-digit number by 100	*Hours, minutes and seconds *Convert between analogue and digital times *Convert to the 24-hour clock *Convert from the digital 24-hour clock	
History/ Geography	Geography: Who lives in Antarctica? *Understand the position and significance of lines of latitude. *Describe the location and physical features of Antarctica. *Describe human features of Antarctica. *Use four-figure grid reference to plot Shakleton's route to Antarctica. *Plan a simple route on a map using compass points. *Follow instructions involving compass points and map a simple route. *Sustainability: Explore single-use plastic usage by applying the waste reduction hierarchy.	History: How have children's lives changed? *Identify the continuities and changes to children's lives using a range of sources. *Investigate why Tudor children worked and what working conditions were like. *Research and record the working conditions of Victorian children using reports and images. *Evaluate Lord Shaftesbury's significance to children's lives. *Explore the changes in children's leisure time using a range of sources. *Investigate the diseases children caught and their treatments in the Tudor and Victorian periods.	History: Ancient Maya *Explore the challenges faced by the ancient Maya when settling in the rainforest. *Infer how the ancient Maya valued and used cacao by exploring historical artefacts. *Describe the role of Maya gods and goddesses by studying images and scenarios. *Develop recording skills through exploration of ancient Maya inventions. *Make deductions about an ancient Maya city by exploring remains. *Evaluate historians' claims on the decline of the ancient Maya cities.	Geography: Are all settlements the same? *Describe different types of settlements. *Identify the human and physical features in the local area. *Discuss why physical features are n particular locations. *Describe how land use in the local area has changed. Identify land use in New Delhi. *Compare land use in two different locations.	History –The Victorians: The monarchy. *Explore the monarchy by finding out about King Charles III *Explore coronations by acting out a ceremony. *Discover Queen Victoria becoming Queen. *Explore how Queen Voctoria ruled our country. *Discuss how the monarchy has changed. How was school different in the past? *Find out how schools have changed since the Victorian times. *Investigate how school has changed within our living memory. *Investigate how schools were different in the 1900s. *Compare a modern classroom to one from Victorian times. *Compare schools from three different times, what is the same, similar and different. *Express a personal response to history.	Geography: What are rivers and how are they used? *Describe how the water cycle works. *Recognise the features and courses of a river. *Name and locate some of the world's longest rivers. *Describe how rivers are used. *Identify and locate human and physical features on a map. *Collect data on the features of a local river.

Science	Forces and Space: Forces and Magnets *Describe the effects of contact forces. *Label a digraph using arrows and scientific vocabulary. *Recognise the effects and uses of forces. *Write a scientific conclusion identifying cause and effect. *Investigation friction, interpret how and why things move differently on different surfaces. *Plan an investigation using variables. *Describe the effects of magnets. *Write a method. *Compare the properties of different types of magnets. *Display data using a bar chart. *Explain the uses of magnets. *Research the uses of magnets.	Energy: Light and shadows *Explain the role of light sources. *Plan and draw a results table. *Compare light reflecting on different surfaces. *Recognise which materials cast a shadow. *Ask testable questions and plan how to answer them. *Summarise how shadows change throughout the day. *Evaluate a method. *Investigate how the distance of the light source affects the size of its shadow. *Find patterns in data and form conclusions. *Tell a story using shadow puppets. *Recall how different people work with light and shadows.	Energy: Sound and vibrations *Describe how sounds are made. *Observe closely how different instruments create a sound. *Describe how whales and dolphins communicate underwater. *Describe how sounds are heard through different mediums. *Describe the relationship between vibration and volume. *Present results using a bar chart. *Describe the relationship between volume and distance. *Suggest which variables to measure and for how long. *Describe pitch and how to change it. *Design simple results tables. *Explain how insulating materials can be used to muffle sound. *Identify when results or observations do not match predictions.	Animals including humans- Movement and nutrition *Explain the role of a skeleton. *Group animals based on their physical properties. *Recognise the main bones in the body. *Measure and sort data. *Explain how muscles are used for movement. *Explore scientific advances. *Eating for survival, explain how food is an essential energy source for animals. *Gather and compare data to answer questions. *Identify the main nutrient groups and their simple functions. *Record information using secondary sources. *Explain what makes a balanced diet. *Explore how knowledge has progressed over time and how different jobs use this information.	Animals including humans- digestion and food *Describe the function of the human digestive system. *Evaluate a model. *Recognise the different types of human teeth and their roles in eating. *Describe real observation methods and evidence collected. *Explain how to care for our teeth. *Plan an enquiry by considering which variables should be changed, measured and controlled. *Recognise that differences in teeth relate to an animal's diet. *Group animals based on their diet. *Recognise producers, predators and prey in food chains. *Analyse patterns and form conclusions using scientific knowledge. *Recognise that animal poo can give us clues about digestion, teeth and diet. *Construct a results table for recording observations.	Making connections: How does food affect muscle fatigue? *Investigating muscle fatigue - planning *Revise movement and nutrition, digestion and food, and rocks and soil. *Plan a comparative test. *Gather and record data. *Analyse, conclude and evaluate the investigation. *Pose and investigate new questions. *Present findings.
PE ***Sports coaches***	Football *Introduction *Dribbling *Passing *Shooting *Attacking play *Practise Sports coach: Invasion games *Introduction *Ball skills *Ball familiarisation *Aiming *Simple games *Practise	Dance *Introduction to dance *Performing in character *Building in character *Building the dance *To the dance *Group choreography *Performance Sports coach: Invasion games *Ball control and working as a team *Accurate passing and catching in a team *Attacking *Defending and tagging *Circuit – skills and tactics *Competition	Fitness *Lower body circuits *Aerobic circuits *Upper body circuits *Boxercise *Core circuits *Full body circuits Sports coach: Gymnastics *Travelling *Shapes and balances *Rolls *Jumps *Group sequences *Apparatus and performance	Handball *Introduction *Ball control *Passing *Teamwork *Simple games *Practise Sports coach: Tennis *Introduction *Cooperative rallies *Court targets *Rules of mini tennis *Single games *Practise	Rounders *Introduction *Fielding – Throwing and catching *Batting – Hitting into a space *Bowling – underarm *Tournament *Practise Sports coach: Striking and fielding *Introduction *Ball flight *Throwing and catching *Game tactics *Simple games *Practise	Swimming Knowledge: *Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. *Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. *Water safety: know what to do if I fall in the water. *Rules: understand the water safety rules. Skills: *Strokes: develop technique for specific strokes to include

						head above water breaststroke, backstroke and front crawl. *Breathing: demonstrate improved breathing technique in front crawl. *Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Sports coach: Athletics *Introduction *Running *Jumping *Throwing *Relay races *Practise
Art/ DT	Cooking and nutrition: Eating seasonally *Explain why food comes from different places around the world. *Explain the benefits of seasonal foods. *Develop cutting and peeling skills. *Taste and evaluate seasonal ingredients. *Design a mock-up using criteria. *Evaluate a dish.	Painting: How do you mix colours to match objects? *Demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose. *Know precise colour language (e.g. tint, tone, shade, hue) *Demonstrate a secure knowledge of primary, secondary, complementary, warm and cold, and contrasting colours. *Use sketchbooks to practise skills. *Use vocabulary: tint, tone, shade, hue. Artistic enquiries: Georgia O'Keefe, Henry Rousseau	Digital World: Wearable Technology *Research and evaluate existing products. *Develop design criteria for light-up wearables. *Program and control a product. *Develop and communicate ideas for a product concept. *Develop ideas for point of sales displays. *Improve a design based on feedback.	Sculpture: Ceramics - Greek *Know that historical information can be discovered from a source including ceramic pottery. *Know that a range of clay tools can create different techniques and marks. *Make a Greek plate using clay. *Engrave Greek style patterns and pictures to the plate. *Paint the plate using traditional Greek colours. *Evaluate the end product. *Use vocabulary: design, engrave, evaluate, pattern, pressure, product, sculpture, source, technique, texture, tools. Artistic enquiries: Noriko Kuresumi, Barbara Hepworth. Textiles: Mosaics *Appreciate and discuss the work of mosaic artists. *Explore different roles and purposes of artists from different cultures.	Structures: Constructing a castle *Recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. *Design a castle. *Construct 3D nets. *Construct and evaluate the final product.	Textiles: Weaving. *Explore and discuss the work of weaving artists. *Experiment with weaving a range of different materials including paper, fabric and threads. *Use sketchbooks to design weaving creations. *Create a 'God's Eye) weave. *Use vocabulary: Loom, warp and weft, selvedge, fibre, yarn, God's Eye. Artistic enquiries: Jay Mohler, Ojos de Dios Printing: Lino printing *Examine artists and designers who use lino printing. *Explore positive and negative space in printing. *Discuss and explore relief prints. *Transfer design on to a press and print with rollers. *Create precise repeating patterns by creating accurate printing blocks. Use vocabulary: Collagraph, relief printing, positive and negative space, pattern.

					*Explore use of colour and pattern to create a design. *Use sketchbooks to design mosaic creations. *Create mosaic using tesserae. *Use vocabulary: mosaic, tesserae, mortar, motif, pattern, geometric design, border, hardie. Artistic enquiries: Emma Biggs		Artistic enquiry: Andrea Lauren.
Music	**Year 3**	I've Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts. •Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	March from the Nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. *Develop active listening skills by responding to musical themes through movement. •Understand the structure of rondo form (A-B-A-C-A). •Develop a sense of beat and rhythmic pattern through movement. •Experience call-and-response patterns through moving with a partner. From a Railway carriage Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. *Explore ways to create word-based pieces of music. •Explore ways to communicate atmosphere and effect. •Listen and compare how different composers have approached creating word-based compositions.	Latin Dance Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. *Compose a 4-beat rhythm pattern to play during instrumental sections. •Working in small groups, sing a call-and-response song with an invented drone accompaniment. •Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. •Play a one-note part contributing to the chords accompanying the verses. •Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Just Three Notes Samba with Sergio Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. *Invent simple patterns using rhythms and notes C-D-E. •Compose music, structuring short ideas into a bigger piece. •Notate, read, follow and create a 'score'. •Recognise and copy rhythms and pitches C-D-E.	Fly with the Stars Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. *Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. •Sing solo or in a pair in call-and-response style. •Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.
	Year 4	Learning string instruments throughout the year *Learn how to hold the instruments correctly and maintain proper posture for playing. *Perform various rhythms, counting, and clapping simple rhythmic patterns. *Identify different string instruments by sight and sound. *Understand how to care for an instrument. *Use performing as an outlet for creative expression. *Perform specific fingerings for notes. *Demonstrate and perform different dynamics on their instruments. *Identify various parts of a chosen string instrument. *Understand basic musical terms related to string instruments.					

Computing	Computing Systems and Networks Connecting Computers *Explain how digital devices function. *Identify input and output *Recognise how digital devices can change the way we work. *Explain how a computer network can be used to share information. *Explore how digital devices can be connected. *Recognise the physical components of a network. Online Safety -ELIM: I am kind and responsible	Creating Media – Stop-frame Animation *Explain that animation is a sequence of drawings or photographs. *Relate animated movement with a sequence of images. *Plan an animation. *Identify the need to work consistently and carefully. *Review and improve an animation. *Evaluate the impact of adding other media to an animation. Online Safety -ELIM: I am kind and responsible	Programming A – Repetition in Shapes *Identify that accuracy in programming is important. *Create a program in a text-based language *Explain what 'repeat' means *Modify a count-controlled loop to produce a given outcome. *Decompose a task into small steps. *Create a program that uses count-controlled loops to produce a given outcome. Online Safety – ELIM: I am safe and secure	Creating Media – Desktop Publishing *Recognise how text and images convey information. *Recognise that text and layout can be edited. *Choose appropriate page settings. *Add content to a desktop publishing publication. *Consider how different layouts can suit different purposes. *Consider the benefits of desktop publishing. Online Safety – ELIM: I am safe and secure	Data and information – Data Logging *Explain that data gathered over time can be used to answer questions. *Use a digital device to collect data automatically. *Explain that a data logger collects 'data points' from sensors over time. *Recognise how a computer can help us analyse data. *Identify that data needed to answer questions. *Use data from sensors to answer questions. Online Safety: - ELIM: I am healthy	Programming B – events and actions in programs *Explain how a sprite moves in an existing project. *Create a program to move a sprite in four directions. *Adapt a program to a new context. *Develop my program by adding features. *Identify and fix bugs in a program. *Design and create a maze-based challenge. Online Safety: - ELIM: I am healthy
RE	**<u>What do Jewish people believe about God and the Covenant?</u>** **<u>What is the Torah?</u>** **<u>What is it like to be a Jewish person in the UK and Somerset?</u>** **Religion:** Judaism **Concept:** Origins and expression, Time and place **Discipline:** theology, social sciences *I can say that Jewish people believe in one God. *I can explain what the Covenant is in simple terms. *I can retell the story of Abraham and the Covenant. *I can describe the story of Moses and the Ten Commandments. *I can explain why the Covenant is important to Jewish people today. *I can say what the Torah is and why it is special. *I can describe how the Torah is used in the synagogue. *I can identify ways Jewish people show respect for the Torah. *I can say that Jewish people live in the UK and Somerset. *I can describe aspects of Jewish family and community life in the UK. *I can talk about what life is like for Jewish children in the UK and Somerset.		**<u>What do Christians believe about Salvation?</u>** **Religion:** Christianity **Concept:** Origins and expression **Discipline:** Theology *I can explain the word Salvation in simple terms. *I can retell the story of Adam and Eve and explain why Christians think it shows the need for Salvation. *I can describe what Christians mean by sin and forgiveness. *I can identify teachings of Jesus that link to Salvation. *I can describe the key events of Holy Week and explain why they matter. *I can explain why Christians believe Jesus' death is important for Salvation. *I can explain why Christians believe Jesus' resurrection is important for Salvation. *I can identify ways Salvation is shown in Christian worship. *I can recognise Christian symbols linked to Salvation and explain their meaning. *I can describe how Salvation influences Christian behaviour. *I can compare Christian beliefs about Salvation with my own ideas about help and hope. *I can explain what Salvation means to Christians using key vocabulary.		**<u>How do Muslims learn about Muhammad through stories and teachings, and how do these help them understand what God wants them to do?</u>** **Religion: Islam** **Concept:** Origins and expression **Discipline:** Theology *I can explain who Muhammad is and why he is important to Muslims. *I can retell a story about Muhammad and identify the message or value it teaches. *I can describe how Muslims learn from Muhammad's example today. *I can explain how stories and teachings help Muslims understand what God wants them to do. *I can use key vocabulary accurately when discussing	**<u>What helps people to make good decisions?</u>** **Religion:** Christianity, Judaism, Islam and Non-religion-Humanism **Concept:** Ethics and values, meaning and purpose **Discipline:** Philosophy, Theology, Social sciences *I can explain what a decision is and identify factors that influence decision-making. *I can describe how Christians use Jesus' teachings to help them make decisions. *I can explain how Jewish people use the Torah and commandments to guide their choices. *I can describe how Muslims use the Qur'an and Hadith to help them make good decisions. *I can explain how Humanists use reason,

	*I can talk about similarities and differences between my life and Jewish life.				Islamic beliefs and practices. *I can reflect on what guidance means and compare it with guidance in my own life.	empathy, and consequences to make decisions. *I can compare different sources of guidance and reflect on what helps people make good decisions.
French	Family members	Sports	Numbers 20-31	Parts of the body	Months of the year. Birthdays	Conversations
PSHE	Family and Relationships To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons. To begin to understand the impact of bullying. To understand the impact of bullying and the responsibility of bystanders to help. To recognise that stereotypes are present in everyday life. To recognise that stereotypes exist based on a number of factors. To begin to understand the physical and emotional boundaries in friendships. To understand why trust is an important part of positive relationships. To begin to understand that families are very varied, in this country and across the world . To explore how we can help following a bereavement.	Health and Wellbeing To understand and plan for a healthy lifestyle including physical activity, rest and diet. To understand the benefits of healthy eating and dental health. To perform a range of relaxation stretches. To understand the different aspects of my identity. To identify my own strengths and begin to see how they can affect others. To recognise when to give consent. To identify what is important to me and to take responsibility for my own happiness.	Safety and the Changing Body Write an email with instructions written using positive language. Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. Understand how quickly information can spread on the internet and some of the risks associated with that. Understand the difference between private and public, and secrets and surprises. Identify an allergic reaction to a bite or sting and how to seek medical help if required. Understand choices that they can make and those that are made for them. Understand it is most important to ensure the safety of myself and others when faced with an emergency situation. Explain rules for keeping safe near roads.	Citizenship Describe the benefits of recycling. Know that there are different groups within the local community and how they use community buildings/places. Be able to describe in simple terms the role of a local councillor. Be able to justify why one issue might be more important than another to local people. Understand the need for rules and the reason for having consequences of breaking rules. Understand how charities support the local community and how people can help. Understand what human rights are and why they are important.	Economic Wellbeing Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. Understand how to keep track of money and why this is important. Understand ways in which we can lose money and the range of feelings associated with losing money. Understand that there are a range of influences on job choices and that these can be positive or negative. Understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone.	Transition to Next Year Group Understanding past achievements and how goals can help us to achieve in the future. Understanding that change is part of life and that there are strategies that they can use to help them cope with change.
Enrichment Activities and Events		*Pantomime visit at theatre *Road safety week- 17th November	*Arts week – visit to a gallery.			

Buzzard Class - Year 5/ Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Holes -Louis Sachar Cloud Soup – Kate Wakeling	Clockwork – Philip Pullman Everest: The remarkable story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart	Greek Myths Who Let the Gods Out? By Maz Evans Lonely Planet Kids: Myths and Legends of the World by Ali Brydon	Traditional Tales	Highway Man – Alfred Noyes Narrative Poem	The Lost Words by Robert MacFarlane The Viewer by Gary Crew
Writing outcomes	-Poetry -Character description -Diary writing -Persuasive writing	-Suspense narrative -Newspaper report -Biography -Setting description	-Myths and legends -Non-chronological report -Explanations	-Consolidation	-Poetry -Formal letters	-Narrative -Balanced Arguement
Year 5 SPAG	-Proper nouns -Adverbs of possibility -Converting nouns and adjectives into verbs – suffixes, '-ate', '-ise', '-ify'. -Tenses: Past and Present Progressive and Present Perfect -Possessive plural apostrophes -Expanded noun phrases	-Adverbs -Degrees of possibility – Modal Verbs -Verb Prefixes 'dis-', 'de-', 'mis-', 'over-', 're-' -Verb inflections and standard English -Using inverted commas	-Prepositions -More prefixes -Coordinating conjunctions -Using inverted commas (changing the position of the reporting clause) -Parenthesis – brackets -Commas for meaning and clarity	-Determiners -More suffixes -Subordinating conjunctions -Linking paragraphs with adverbials -Direct and indirect (reported) speech	-Pronouns and possessive pronouns -Word families -Subordinate clauses -Writing cohesive paragraphs -Parenthesis – commas -Homophones	-Adverbials / Fronted Adverbials -Dictionary work -Relative clauses -Editing and evaluating -Parenthesis - dashes
Year 6 SPAG	-Noun phrases -Modal verbs and subjunctive mood -Suffixes – Nouns and adjectives to verbs -Relative clauses -Commas	-Pronouns and possessive pronouns -Adverbs to show frequency -Prefixes -Colons in lists -Subordinating conjunctions and clauses	-Synonyms and antonyms -Adverbs to show possibility -Root words -Hyphens -Coordinating conjunctions	-Subject and object of a sentence -Ambiguity -Hyphenated compound words -Bullet points -Perfect form of verbs to mark relationships of time and clause	-Direct and reported speech -Active and passive -Semi-colons, colons and dashes to mark clauses -Formal and informal speech and vocabulary -Layout devices	-Verb tenses -Editing and evaluating -Parenthesis – brackets, commas, and dashes -Formal and informal writing -Cohesion across paragraphs
Maths **Year 5**	Place Value *Roman numerals to 1000 *Numbers to 10,000 *Numbers to 100,000 *Read and write numbers to 1,000,000 *Powers of 10 *10/100/1,000/10,000/100,000 more or less *Partition numbers to 1,000,000 Addition and Subtraction *Mental strategies *Add whole numbers with more than four digits	Fractions *Find fractions equivalent to a unit fraction *Find fractions equivalent to a non-unit fraction *Recognise equivalent fractions *Convert improper fractions to mixed numbers *Convert mixed numbers to improper fractions *Compare fractions less than 1 *Order fractions less than 1 *Compare and order fractions greater than 1	Multiplication and Division *Multiply up to a 4-digit number by a 1-digit number *Multiply a 2-digit number by a 2-digit number (area model) *Multiply a 2-digit number by a 2-digit number *Multiply a 3-digit number by a 2-digit number *Multiply a 4-digit number by a 2-digit number *Solve problems with multiplication *Short division	Decimals and Percentages *Decimals up to 2 decimal places *Equivalent fractions and decimals (tenths) *Equivalent fractions and decimals (hundredths) *Equivalent fractions and decimals *Thousandths as fractions *Thousandths as decimals *Thousandths on a place value chart	Shape *Understand and use degrees *Classify angles *Estimate angles *Measure angles up to 180° *Draw lines and angles correctly *Calculate lines and around a point *Calculate angles on a straight line *Lengths and angles in shapes *Regular and irregular polygons *3-D shapes	Decimals *Use known facts to add and subtract decimals within 1 *Complements to 1 *Add and subtract decimals across 1 *Add decimals with the same number of decimals *Add decimals with different numbers of decimal places *Subtract decimals with different numbers of decimal places *Efficient strategies for adding and subtracting decimals

	*Subtract whole numbers with more than four digits *Round to check answers *Inverse operations (Addition and subtraction) *Multi-step addition and subtraction problems *Compare calculations *Find missing numbers Multiplication and Division *Multiples *Common multiples *Factors *Common factors *Prime numbers *Square numbers *Cube numbers Multiplication and Division *Multiply by 10, 100 and 1,000 *Divide by 10, 100 and 1,000 *Multiples of 10, 100 and 1,000	*Add and subtract fractions with the same denominator *Add fractions within 1 *Add fractions with toral greater than 1 *Add to mixed numbers *Subtract fractions *Subtract from a mixed number- breaking the whole *Subtract two mixed numbers Fractions *Multiply a unit by an integer *Multiply a non-unit fraction by an integer *Multiply a mixed number by an integer *Calculate a fraction of a quantity *Fraction of an amount *Find the whole *Use fractions as operators	*Divide a 4-digit number by a 1-digit number *Divide with remainders *Efficient division *Solve problems with multiplication and division Position and Direction *Read and plot coordinates *Problem solving with coordinates *Translation *Translation with coordinates *Lines of symmetry *Reflection in horizontal and vertical lines	*Order and compare decimals (same number of decimal places) *Order and compare any decimal with up to 3 decimal places *Round to the nearest whole number *Round to 1 decimal place *Understand percentages *Percentages as fractions *Percentages as decimals *Equivalent fractions, decimals and percentages Perimeter and Area *Perimeter of rectangles *Perimeter of rectilinear shapes *Perimeter of polygons *Area of rectangles *Area of compound shapes *Estimate area Statistics *Draw line graphs *Read and interpret line graphs *Read and interpret tables *Two-way tables *Read and interpret timetables		*Decimal sequences *Multiply by 10, 100 and 1,000 *Divide by 10, 100 and 1,000 *Multiply and divide decimals – missing values Negative Numbers *Understand negative numbers *Count through zero in 1s *Count through zero in multiples *Compare and order negative numbers *Find the difference Converting Units *Kilograms and kilometres *Millimetres and millilitres *Convert units of length *Convert between metric and imperial units *Convert units of time *Calculate with timetables Volume *Cubic centimetres *Compare volume *Estimate volume *Estimate capacity
Year 6	Place Value *Numbers to 1,000,000 *Numbers to 10,000,000 *Read and write numbers to 10,000,000 *Powers of 10 *Number line to 10,000,000 *Compare and order any integers *Round any integer *Negative numbers Addition, Subtraction, Multiplication and Division *Add and subtract integers *Common factors *Common multiples *Rules of divisibility *Primes to 100 *Square and cube numbers	Fractions *Equivalent fractions and simplifying *Equivalent fractions on a number line *Compare and order (denominator) *Compare and order (numerator) *Add and subtract simple fractions *Add and subtract any two fractions *Add mixed numbers *Subtract mixed numbers *Multi-step problems *Multiply fractions by integers *Multiply fractions by fractions *Divide a fraction by an integer	Ratio *Add or multiply? *Use ratio language *Introduction to the ratio symbol *Ratio and fractions *Scale drawing *Use scale factors *Similar shapes *Ratio problems *Proportion problems *Recipes Algebra *1-step function machines *2-step function machines *Form expressions *Substitution *Formulae *Form equations *Solve 1-step equations *Solve 2-step equations *Find pairs of values *Solve problems with two unknowns	Fractions, Decimals and Percentages *Decimal and fraction equivalents *Fractions as division *Understand percentages *Fractions to percentages *Equivalent fractions, decimals and percentages *Order fractions, decimals and percentages *Percentage of an amount – one step *Percentage of an amount – multi-step *Percentages – missing values Area, Perimeter and Volume *Shapes – same area *Area and perimeter	Shape *Measure and classify angles *Calculate angles *Vertically opposite angles *Angles in a triangle *Angles in a triangle – special cases *Angles in a triangle – missing angles *Angles in a quadrilateral *Angles in Polygons *Circles *Draw shapes accurately *Nets of 3-D shapes	Themed Projects, Consolidation and Problem Solving The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.

	*Multiply up to a 4-digit number by a 2-digit number *Solve problems with multiplication	*Divide any fraction by an integer *Mixed questions with fractions *Fraction of an amount *Fraction of an amount – find the whole Converting Units *Metric measures *Convert metric measures *Calculate with metric measures *Miles and kilometres *Imperial measures	Decimals Geometry – Position and Direction *The first quadrant *Read and plot points in four quadrants *Solve problems with coordinates *Translations *Reflections	*Area of a triangle – counting squares *Area of a right-angled triangle *Area of any triangle *Area of a parallelogram *Volume – counting cubes *Volume of a cuboid Statistics *Line graphs *Dual bar charts *Read and interpret pie charts *Pie charts with percentages *Draw pie charts *The mean		
History/ Geography	History: What was life like in Tudor England? *Interpret the character of Henry VIII using portraits and written sources. *Explore why Henry VIII had many wives using secondary sources. *Make deductions about power and punishment using a range of sources. *Explore propaganda by a Tudor monarch. *Make deductions about people in Tudor England using inventories. *Create an inventory for a person from the Tudor times.	Geography: What is life like in the Alps? *Locate the Alps on a map. *Locate the key physical and human characteristics of the Alps. *Describe the physical and human features of an Alpine region. *Investigate what there is to do in the local area using data collection. *Understand similarities and differences between the local area and Alpine area. *Understand the human and physical geography of the Alps.	History: What is the legacy of the ancient Greek civilisation? *Explain where ancient Greeks lived. *Identify ancient Greek beliefs by exploring their gods and goddesses. *Use a range of secondary sources to identify similarities and differences between Athens and Sparta. *Recognise how Athenian democracy worked by participating in a debate. *Use research to explore the significance of the ancient Greek philosophers. *Evaluate the legacy of the ancient Greek civilisation.	Geography: Would you like to live in a desert? *Summarise the characteristics of a desert biome. *Locate and explore features of deserts. *Describe the physical features of a desert environment. *Explain the different ways humans can use deserts. Describe some of the threats of desert environments. *Explore the similarities and differences between two physical environments.	History: Were the Vikings raiders, traders or something else? *Explain when and why Vikings came to Britain. *Evaluate ideas about the Vikings using sources. *Investigate the importance of Viking trading routes. *Compare different versions of Viking sagas. *Evaluate the impact of the Viking invasions and settlements using primary sources and case studies. *Evaluate achievements of the Vikings.	Geography: Where does our energy come from? *Know why energy sources are important. *Understand the benefits and drawbacks of different energy sources. *Understand how energy is generated in the United States. *Know how energy sources are distributed in an area. *Explain reasons for choosing an energy source. *Collect and present data on where to position a solar panel on the school grounds.
Science	Energy: Light and reflection *Describe the pathway of light. *Use evidence to form conclusions. *Describe how we see. *Draw scientific diagrams. *Explain how shadows change. *Pose questions. *Investigate what affects the angle of the reflected ray. *Record results as a line graph. *Explain how a periscope works.	Materials: Mixtures and separations *Describe mixtures. *Research using a range of secondary resources. *Explain the process of sieving. *Draw and annotate a diagram to explain the concept. *Explain the process of filtering. *Identify testable questions and how to answer them.	Forces and Space: Earth and space *Compare the contributions of Ptolemy, Alhazen and Copernicus to models of the Solar System. *Describe the movement and shapes of the celestial bodies in our Solar System. *Develop a model to represent the Solar System. *Describe the movement of the Moon relative to the Earth. *Design and draw a table.	Living things: Evolution and inheritance *Explain why there are differences within a species. *Group factors. *Recognise the inheritance of characteristics in plants and animals. *Explain why adaptation is necessary. *Model how natural selection affects population size. *Evaluate the degree of trust and pose new questions for further enquiry.	Forces and Space: Unbalanced forces *Describe gravity and its effects. *Analyse data to write a conclusion. *Describe air resistance and its effects. *Plan a fair test to investigate air resistance. *Describe water resistance and its effects. *Design a results table. *Describe friction and its effects.	Animals including humans: Circulation and health *Identify factors that affect our health and how to reduce their negative impact. *Evaluate sources of information. *Summarise the key structures and purpose of the circulatory system. *Identify the key roles of blood. *Evaluate a model.

	*Explain how mirrors are helpful. *Explore different jobs or inventions that depend on reflection.	*Describe solutions and how they can be identified. *Make observations about solutions. *Identify which factors affect the time taken to dissolve. *Plan a fair test with consideration of variables and measurements. *Describe the process of evaporation.	*Explain the causes of day and night and the seasons. *Draw a diagram to explain day and night. *Devise a sundial to tell the time. *Calibrate and use a sundial to measure time. *Describe some uses of satellites and the problems posed by space junk. *Use temperature data to make predictions about climate change.	*Describe the theory of evolution. *Consider evidence used to inform theories. *Recognise evidence that can be used for evolution. *Consider the degree of trust in the evidence used.	*Evaluate a method. *Describe the effects of levers, pulleys and simple machines on movement. *Draw and label a diagram. *Describe the relationship between lever length and effort. *Draw an accurate line graph.	*Explore the relationship between animal size and heart rate. *Interpret patterns in data. *Investigate the relationship between exercise and heart rate. *Write a method. *Describe the relationship between heart rate and fitness. *Draw a line graph.
PE **Sports coaches**	Football *Introduction *Passing *Attacking play *Defending play *Practise Sports coach: Basketball/netball *Introduction *Ball control – dribbling *Passing *Team play *Tournament *Practise	Dance *Introducing the dance *Question and answer *Canon and unison *Confidence and timing *Group choreography *Performance Sports coach: Multi-skills *Speed and agility *Jumping *Balance, control and coordination *Turn taking *Speed and stamina *Circuit relays	Fitness *Lower body circuits *Aerobic circuits *Upper body circuits *Boxercise *Full body circuits Sports coach: Gymnastics *Whole class assessment *Travelling *Shapes and balances *Rolls *Jumps *Apparatus and group work *Group performance	Handball *Introduction *Passing *Attacking play *Defending play *Tournament *Practise Sports coach: Tennis *Introduction *Cooperative rallies *Court targets *Single games *Competitive mini games *Practise	Rounders *Introduction *Fielding tactics *Bowling *Batting tactics *Tournament *Practise Sports coach: Striking and fielding *Introduction *Fielding – tactics *Bowling – tactics *Batting – tactics *Tournament	Swimming Knowledge: *Strokes: understand that making my body streamlined helps me to glide through the water. *Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. *Water safety: know which survival technique to use for the situation. *Rules: understand that different environments have different rules to keep us safe around water. Skills: *Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. *Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. *Water safety: perform a variety of survival techniques. Sports coach: Athletics *Introduction *Run for speed

						*Throwing for distance *Jump for distance *Mini Olympics *Practise
Art/ DT	Electrical systems: Doodlers *Understand how motors are used in electrical products. *Investigate an existing product to determine the factors that affect the product's form and function. *Apply the findings from research to develop a unique product. *Develop a DIY kit for another individual to assemble their product.	Drawing, Painting & collage: Biome Collage. *Mix a wider range of colours using a variety of paints. *Create a variety of effects using a range of mark making techniques. *Use a variety of different media and evaluate the positive and negative for each one. *Layer a variety of different media to create an effective representation of a chosen biome. Artistic enquiries: Fred Tomaselli, Kurt Schwitters & Drawing of 3D objects. – Perspective& One-point perspective *Draw a cityscape from one point perspective. *Identify and draw a horizon line, a vanishing pint and orthogonals. *Draw a range of 3D shapes accurately. *Use a range of shading techniques to add detail to a city. *Use vocabulary: horizon, horizontal line, one point perspective, orthogonal line, parallel line, perspective, vanishing point. *Systematically investigate, research and test ideas and plans using sketchbooks.	Mechanical systems: Making a pop-up book. *Design a pop-up book. *Follow my design brief to make my pop-up book. *Use layers and spacers to cover the working of mechanisms. *Create a high-quality product suitable for a target user.	Drawing & Painting: Artist study – Aoubia Abdoulaye Diarrassouba *Know that art can provoke a range of thoughts and feelings. *Use artistic techniques and colour to produce emotive and thought-provoking pieces of art. *Know that art can be used to tell stories from people's lives. *Use layering of colours to build up an image. *Select different tools to complete different details of an image (e.g. brush sizes, felt tip pens, colouring pencils) *Respond to artwork on a personal level and explain why artworks make you feel / think this. Use vocabulary: blend, complementary colours, gradient, harmonious colours, pressure, primary colours, secondary colours, shading, tonal scale. & Printing: Multi-technique printing *Explore the work of William Morris *Look at printmaking in the environment (e.g. wallpapers, fabrics etc.) *Experiment with ideas and plan in a sketchbook. *Create printing blocks using a relief and intaglio method. *Print with two colour overlays. *Discuss and evaluate own work and work of others.	Cooking and nutrition: Developing a recipe. *Explain the farm to fork process. *Research existing recipes. *Suggest alternative ingredients. *Analyse nutritional content. *Write and alternative recipe. *Understand cross-contamination. *Use preparation skills. *Design a jar label. *Make a developed recipe.	Painting: What is composition? Artistic enquiries: Paul Cezanne & Drawing: How is detail created in drawings to make them look realistic? Artistic enquiries: Hector Gonzalez, Leonardo da Vinci

				*Use vocabulary: Collagraph, technique, relief, intaglio, planographic, stencil. Artistic enquiries: William Morris		
Music	Hey Mr Miller Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1. *Compose a syncopated melody using the notes of the C major scale. •Sing a syncopated melody accurately and in tune. •Sing and play a class arrangement of the song with a good sense of ensemble. •Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Shadows Focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). *Explore the influences on an artist by comparing pieces of music from different genres. •Identify features of timbre, instrumentation, and expression in an extract of recorded music. •Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. •Create a shadow movement piece in response to music. Twinkle Variations Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation. *Create variations using a wide variety of composing techniques. •Improvise on top of a repeating bassline. •Decipher a graphic score. •Play Twinkle, twinkle, little star	Composing for protest You to Me Are Everything Focus: 1970s soul music, comparing cover versions. *Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. •Learn some simple choreography to accompany a disco song. •Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.	Dona Nobis Pacem Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2. *Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. •Sing a round accurately and in a legato style. •Sing a chorus in two-part harmony with dancing on the beat. •Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	Race Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. *Create an accompaniment. •Create an extended melody with four distinct phrases. •Experiment with harmony. •Structure ideas into a full soundtrack. Exploring identity through song Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. *Identify ways songwriters convey meaning: through lyrics, the music, and the performance. •Understand different ways that rhymes work in songs. •Identify different elements of a song's structure. •Understand the concept of identity and how you can express that in songs.	Ame Sau Vala Tara Bal Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. *Create a rhythmic piece for drums and percussion instruments. •Sing the chorus of Throw, catch in three-part harmony with dancing. •Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. •Demonstrate coordination and keeping a steady beat by dancing to bhangra music.
Computing	Computer Systems and Networks The Internet *Describe how networks physically connect to other networks. *Recognise how networked devices make up the internet. *Outline how websites can be shared via the World Wide Web (WWW)	Creating Media – Video Production *Explain what makes a video effective. *Identify digital devices that can record video. *Capture video using a range of techniques. *Create a storyboard. *Identify that video can be improved through reshooting and editing.	Programming A – Selection in Physical computing *Control a simple circuit connected to a computer. *Write a program that includes count-controlled loops. *Explain that a loop can stop when a condition is met. *Explain that a loop can be used to repeatedly check	Data and Information – Flat File Databases *Use a form to record information *Compare paper and computer-based databases *Outline how you can answer questions by grouping and then sorting data. *Explain that tools can be used to select specific data.	Creating Media – 3D Modelling *Recognise that you can work in three dimensions on a computer. *Identify that digital objects can be modified. *Recognise that objects can be combined in a 3D model. *Create a 3D model for a given purpose. *Plan my own model.	Programming B – Selection in Quizzes *Explain how selection is used in computer programs. *Relate that a conditional statement connects a condition to an outcome. *Explain how selection directs the flow of a program. *Design a program which uses selection.

	*Describe how content can be added and accessed on the World Wide Web (www) *Recognise how the content of the WWW is created by people. *Evaluate the consequences of unreliable content. Online Safety -ELIM: I am kind and responsible	*Consider the impact of the choices made when making and sharing a video. Online Safety -ELIM: I am kind and responsible	whether a condition has been met. *Design a physical project that includes selection. *Create a program that controls a physical computing project. Online Safety – ELIM: I am safe and secure	*Explain that computer programs can be used to compare data visually. *Use a real-world database to answer questions. Online Safety – ELIM: I am safe and secure	*Create my own digital 3D model. Online Safety: - ELIM: I am healthy	*Create a program which uses selection. *Evaluate my program. Online Safety: - ELIM: I am healthy
French	Year 5- Clothes Year 6- Weather	Year 5- Food Year 6- Pencil case items	Year 5- Numbers 31-69 Year 6- French play	Year 5- Café language Year 6- French play	Year 5- Shopping, Euros Year 6- Numbers 69-100	Year 5-Alphabet Year 6- Telling the time
RE	**<u>What do Christians believe about incarnation?</u>** **Religion:** Christianity **Concept:** Origins and expression **Discipline:** Theology *I can explain what Christians mean by incarnation. *I can identify biblical texts that Christians use to understand incarnation. *I can describe Christian beliefs about Jesus being fully human and fully divine. *I can explain how incarnation shapes Christian beliefs about God's nature. *I can describe how Christians express belief in incarnation through worship and symbolism. *I can explain how incarnation fits into the wider Christian story of salvation. *I can describe how belief in incarnation influences Christian behaviour and moral choices. *I can compare how different Christian traditions express belief in incarnation. *I can explain how incarnation shapes Christian beliefs about Jesus' mission and purpose. *I can describe how incarnation influences Christian ideas about hope, forgiveness, and reconciliation. *I can reflect on why incarnation remains important to Christians today. *I can evaluate how incarnation contributes to Christian understanding of meaning and purpose.		**<u>What is the impact of religious festivals on the environment, and which is more important?</u>** **Religion:** Christianity, Islam, Hinduism, Judaism **Concept:** Influence and power, ethics and values **Discipline:** Social sciences, philosophy, theology *I can identify a range of religious festivals and explain why they are important. *I can describe how festivals express belief, identity, and community. *I can explain the environmental impact of selected religious festivals. *I can describe how religious communities are adapting festivals to reduce environmental harm. *I can compare religious meaning with environmental responsibility. *I can evaluate which is more important and	**<u>What do Muslims believe about Islam and Iman?</u>** **Religion:** Islam **Concept:** Origins and expression **Discipline:** Theology *I can explain what Muslims mean by Islam and Iman. *I can describe the Five Pillars of Islam and explain how they express faith. *I can identify the Six Articles of Faith and explain what they mean for Muslims. *I can explain how Islam (actions) and Iman (beliefs) work together in Muslim life.*I can describe how Muslims express Islam and Iman through worship, behaviour, and community. *I can reflect on how Islam and Iman guide Muslims in making choices and understanding their purpose.	**<u>How and why might prayer strengthen people's faith?</u>** **Religion:** Christianity, Islam, Hinduism, Judaism **Concept:** origins and expression, **Discipline:** Theology *I can explain what prayer is and why it matters in different religions. *I can describe how Christians use prayer to strengthen their relationship with God. *I can explain how Muslims use Salah and Du'a to strengthen faith. *I can describe how Jewish people use prayer to connect with God and community.*I can explain how Hindus use prayer to express devotion and deepen faith.*I can compare prayer across religions and explain how and why it strengthens people's faith.	**<u>Why are places of worship sacred to some people?</u>** **Religion:** Christianity, Islam, Hinduism, Judaism, Non-religion-humanism, The Somer people (Glastonbury) **Concept:** Personal and collective, place and time **Discipline:** Theology, philosophy and social sciences *I can explain what "sacred" means and identify reasons places become sacred. *I can describe why churches are sacred to Christians and how they are used. *I can explain why mosques are sacred to Muslims and how they support worship. *I can describe why synagogues and Hindu temples are sacred to Jewish and Hindu communities. *I can explain how Humanists find meaning in

			justify my viewpoint with evidence.			places without calling them sacred. *I can compare different views of sacred places and explain why they matter to people.
PSHE	Family and Relationships To recap learning in PSHE education from Years 4 and 5 and how we can help everyone to learn effectively in these lessons. To understand how to form and maintain positive relationships. Year 5: To understand what we mean by respect and why it is important. Year 6: To understand that respect is two-way and how we treat others is how we can expect to be treated. To begin to understand self-respect. To understand the concept of marriage. To understand more about bullying and how to get help. Year 5: To recognise how attitudes to gender have changed over time Year 6: To explore the impact of stereotypes and how they can lead to discrimination. Year 5: To explore other people's attitudes and ideas and to begin to challenge these. Year 6: To understand stereotypes and be able to share information on them.	Health and Wellbeing To use yoga poses and breathing to relax. To understand and communicate the benefits of sleep. To understand the purpose of failure. Learn how to set short-term, medium-term and long-term goals. To take responsibility for their own feelings and actions and to use vocabulary to describe these. To use our knowledge of food groups to plan healthy meals. To understand risks associated with the sun and how these can be avoided.	Safety and the Changing Body To begin to understand some issues related to online friendships including the impact of their actions. To learn about staying safe online. To understand how to help someone who is choking. To begin to understand the risks of alcohol. To begin to understand the influence others have on us and how we can make our own decisions. Year 5: To understand physical changes during puberty. Year 6 only: To understand the changes that happen during puberty. Year 5: To understand the menstrual cycle. Year 6 only (PARENTAL RIGHT TO WITHDRAW FROM PART): To understand the biology of conception. Year 5: To understand emotional changes during puberty. Year 6 only (PARENTAL RIGHT TO WITHDRAW FROM WHOLE LESSON): To understand the development of the baby during pregnancy.	Citizenship To begin to understand what happens when the law is broken. To recognise prejudice and discrimination and learn how these can be challenged. To understand how reducing our use of materials and energy will help the environment. To understand how we recognise and value the contribution people make to the community. Year 5: To explore the links between rights and responsibilities. Year 6: To understand human rights, including the right to education. To begin to understand how Parliament works.	Economic Wellbeing Understand that borrowing money is a way to pay for something but this has to be repaid. Understand what income and expenditure are and how these can be recorded. Understand how to create a weekly budget, including prioritising needs over wants. Understand that there are risks associated with money and what some of these are. Year 5: Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. Year 6: Understand that there are different routes into careers.	Transition to Next Year Group IDENTITY Understand the factors which make up identity. Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic. TRANSITION TO NEXT YEAR GROUP/SCHOOL Understand the roles available for them at school and the skills needed for these. Understand that changes can bring opportunities as well as worries and ways of dealing with change.
Enrichment Activities and Events		*Pantomime visit at theatre *Road safety week- 17th November	*Arts week – visit to a gallery.			

Curriculum map- Cycle B 2026-2027

Robin Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Hook and Fantastic finish – can be changed dependent on cohort and children's learning enquiries.	My Family Super start: Bring in family photos Fantastic finish: Inviting our parents in to stay and play with us.	Journey of a toy Super start: Meet the toys. Fantastic finish: Share their journeys and create a new toy.	What a Wonderful World Super start: Video link to a school or watch an online video of life in Shanghai. Fantastic finish: Create postcards to send to a school in Shanghai.	The Magic Cookbook Super start: Walk through village with picnic in churchyard. Fantastic finish: Bus ride to Wells. Picnic on the green by Cathedral.	Nature Detectives Super start: Look closely – walking with magnifying glasses to spot nature. Fantastic finish: Create an environment, such as a bug hotel, for mini beasts.	Transport Super start: Read 'Naughty Bus' (Jan and Jerry Oke) Fantastic finish: Create class version of the story.
Key texts: (Not limited to) Focus writing text: Poetry / Non-fiction: Reading spine: Culture / tolerance / diversity focus: Understanding the world (Science / History / Geography) EA&D / Art & Design Maths	-Nursery Rhymes -A great big cuddle (Michael Rosen) -Zim Zam Zoom (James Carter) -Shark in the Park (Nick Sharratt) -Rosie's Walk (Pat Hutchins) -Our class as a Family (Shannon Olsen) -Izzy Gizmo (Pip Jones) -Ruby's Walk to School (Katherine White) -The Dot (Peter H. Reynolds) -A Handful of Buttons (Carmen Parets Luque)	-Through the Magic Mirror by Anthony Browne -How to Catch a Star by Oliver Jeffers -Let's Celebrate: Festival Poems from Around the World by Debiani Chatterjee -Owl Babies (Martin Waddell) - The Best Diwali Ever by Sonali Shah -Grandpa Grumps by Katrina Moore - The Little Hen and the Great War (Jennifer Beck) -Lost in the Toy Museum: An Adventure (David Lucas) -The History of Toys (Helen Cox Cannons) - Mr. Men books (Roger Hargraves) -Funnybones by Janet and Allen Ahlberg -How to count to one (Casper Salmon)	-Press Here by Herve Tulllet (Fantasy) -Fly Boy by JJ Bola & Clara Anganuzzi -Listen by Shannon Stocker (Music/disability) -Beegu (Alexis Deacon) -Uncle Bobby's Wedding by Sarah Brannon -The Street Beneath My Feet (Charlotte Guillian) -Izzy Peck Architect by Andrea Beaty -The Game of Sculpture (Hervè Tullet) -Whatever Next (Jill Murphy)	-Supertato by Sue Hendra -Tiger in the Garden by Lizzie Stewart -Aliens Love Underpants by Claire Freeman -Avocado Baby (John Burningham) -Pippin Paints a Portrait by Charlotte Mai -The Castle The King Built (Rebecca Colby) -The Colour Monster -In a minute (Shelagh McNicholas)	-Leaf Man by Lois Ehlert -The Emerald Forest by Catherine Ward & Karin Littlewood (Environment & conservation) Poetry / Non-fiction: -Lost and Found (Oliver Jeffers) -Dear Greenpeace by Simon James -Tell Me About Plants (Emily Dodd) -Violet The Pilot (Steve Breen) -Look Inside at What We Throw Away by Rose Hall -Frida Kahlo: A Kids book about expressing yourself through art (Mary Nhin) -On the Way Home (Jill Murphy)	-The Naughty Bus by Jan & Jerry Oke -Jaspers Beanstalk by Nick Butterworth -What the Ladybird Heard at the Seaside -Hey, Water! By Antoinette Portis -Shhh! (Sally Grindley) -Fabulous Fifi the Famengo Flamingo by Alice Corrie & Ipek Konak -The Sky Above My Eyes (Charlotte Guillian) -Love Our Earth (Jane Cabera) -Rosie Revere, Engineer by Andrea Beaty -Andy Warhol. Little People, Big Dreams -Goodnight Moon (Margaret Wise Brown)
Communication & Language (Prime Area)	Understand how to listen carefully and why listening is important. Develop social phrases, such as 'Good morning, how are you?' Connect one idea or action to another using a range of connectives. Ask questions to find out more and check understanding. Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences. Learn new vocabulary throughout the day and in different contexts. Engage in story times Describe events on detail. Learn rhymes, poems and songs. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to rhymes and songs, paying attention to how they sound. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					

Personal, Social and Emotional Development (Reception Prime Area) **PSHE** (Reception)	**Self-regulation:** **My feelings** Recognising and describing different feelings, and learning strategies to regulate and feel calm.	**Building relationships:** **Special relationships** Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	**Managing self:** **Taking on challenges** Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Self-regulation:** **Listening to and following instructions** Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	**Building relationships:** **My family and friends** Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	**Managing self:** **My wellbeing** Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
Physical Development (Reception Prime Area) **PE** (Year 1)	Me and Myself -Ability to dress themselves. -Move freely and with pleasure and confidence in a range of skilful ways. -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Foundation – working with others *Can play in a group *Negotiates space successfully when playing and chasing with other children, adjusting speed, or changing direction to avoid obstacles. *Accept needs of others and take turns, sharing resources. *Understand good practices regarding eating, exercise, sleeping and hygiene. *Be aware of behavioural expectations and boundaries set in our setting. *Run skilfully and negotiate space. *Respond to what others are saying or doing. *Respond to simple instructions.	Movement and Development -Travels with confidence and skill in a range of movements when using equipment. -Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Sports coach: Multi-skills Dance *Negotiate space and obstacles safely, with consideration for themselves and others. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices. *Confidently try new activities and show independence, resilience and perseverance in the face of challenges. *Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.	Throwing and Catching -Shows increasing control when catching a ball -Shows increasing control over an object, pushing, passing, throwing, catching, or kicking it. -Moves freely and with pleasure and confidence in a range of skilful ways. -Able to respond to simple instructions, showing good understanding of safety. Sports coach: Gymnastics *Explore different ways of travelling safely and move with purpose and accuracy. *Develop balance and coordination *Learn and develop rolling, copying and creating moves. *Understand the importance of landing safely and practise safe landing of jumps *Linking movements and creating phrases with beginning, middle and ends. *Perform movement phrases using a range of body actions and body parts.	Ball Skills -Shows understanding of need for safety when tackling new challenges and considers and manages some risks when using equipment. -Can play in a group, extending and elaborating play ideas within the group. -Accepts the needs of others and can take turns and share. -Shows increasing control when throwing and catching a ball. Sports coach: Multi-skills *Improve speed and agility, developing a jumping technique. *Work well as a team to improve performance. *Improve balance and coordination. *Improve fitness and strength. *Demonstrate correct jumping and landing techniques. *Work individually and cooperatively to perform a range of balances. *Apply skills learnt in a range of activities.	Fun and Games -Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. -Accepts the needs of others and can take turns and share. -Move freely and with pleasure and confidence in a range of skilful ways. Sports coach: Games – football *Explore different ways to move the ball *Use simple tactics to achieve success in game situations *Develop fundamental movement skills, becoming increasingly confident and competent. *Move fluently, changing direction and speed. *Recognise space in games and use it to advantage the play. *Describe what it feels like to breath quickly during exercise. *Show control of a ball. *Describe what they done or have seen others doing. *Apply simple tactics in a game.	Swimming Knowledge: *Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. *Breathing: know that I need to take a big breath before submerging. *Water safety: understand that floating can help me to stay safe. *Rules: know that walking on poolside helps to keep me safe Skills: Strokes: can swim over a 10m distance with a buoyancy aid. *Breathing: can submerge confidently in the water. *Water safety: become aware of water safety and explore floating on my front and back. Sports Coach: Athletics *Explore different running, jumping and throwing techniques *Apply movements in a range of activities and in a combination. *Develop coordination *Practise a variety of movements.

			*Demonstrate strength, balance and coordination when playing. *Form positive attachments to adults and friendships with peers. *Be safe and kind when touching equipment and classmates. *Move in different ways, copy actions from a teacher. *Move to the music. *Copy actions from a partner. *Create own actions and movements.		*Understand the benefits of regular exercise.		*Show control, coordination and consistency when running *Develop jumping technique showing control, coordination and consistency. *Jump in a variety of different ways. *Develop a correct underarm throw technique. *Throw towards a target showing increased control. *Show good sportsmanship. *Develop overarm throw technique. *Experience competitive throwing.
Literacy		Zim Zam Zoom by James Carter (poetry) A great big cuddle by Michael Rosen Our Class as a Family by Shannon Olsen	The Best Diwali Ever by Sonali Shah Grandpa Grumps by Katrina Moore Let's Celebrate: Festival Poems from Around the World by Debiani Chatterjee	Press Here by Herve Tullet (Fantasy) Fly Boy by JJ Bola & Clara Anganuzzi Listen by Shannon Stocker (music / disability)	The Colour Monster Supertato by Sue Hendra Aliens love Underpants by Claire Freeman	Dear Greenpeace by Simon James The Emerald Forest by Catherine Ward & Karin Littlewood (Environment and conservation) Look Inside at What we Throw Away by Rose Hall	The Naughty Bus – Jan and Jerry Oke Fabulous Fifi the Flamengo Flamingo – Alice Corrie & Ipek Konak Rosie Revere, Engineer by Andrea Beaty
	Writing Outcomes	Copy Print Write Sounds Daily phonics Daily story time Guided reading 1:1 reading Letter formation	CVC Words Writing Words Word strings Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Letter formation Capital letters Word writing Labels Daily phonics Daily story time Guided reading 1:1 reading Letter formation	Writing short phrases or sentences Lists Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Letter formation Handwriting	Sentence writing Read own writing Captions Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting	Sentence writing Short narratives Facts Daily phonics Daily story time Guided reading 1:1 reading Sentence structures Recount writing Letter formation Handwriting
	Reception Phonics	Phase 2 Sounds: s a t p i n m d g o c k ck e u r h b f l Tricky words: is, I, the	Phase 2 Sounds: ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words: out, pull, full, as, and, has, his, her, go, no, to, into, she , push, he, of, we, me, be	Phase 3 ai ee igh oa oo o oar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Longer words Tricky words: was you they my by all are sure pure	Phase 3 graphemes Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review Phase 3: er air Words with double letters Longer words Words with two or more digraphs Longer words Words ending in -ing Compound words Longer words Words with s in the middle /z/ s Words ending -s	Phase 4 Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC Longer words Compound words Root words ending in: -ing, -ed, /t/, -ed/ id/ed/-est Tricky words: said so have like some come love do were here little says there when what one out today	Phase 4 graphemes Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es Longer words Root word ending in -ing, -ed, /t/, -ed /id/ ed/, -ed /d/ Phase 4 words ending in: Phase 4 words ending in: -s /s/, -s /z/, -es Longer words

					Words with -es at end /z/ Tricky words: Review all taught so far. Secure spelling		
	Year 1 Phonics	Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield . /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u oul awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
Mathematics (Reception Specific Area) **Reception Maths**		NCETM: *Identify when a set can be subitised and when counting is needed *Subitise different arrangements, both unstructured and structured *Make different arrangements of numbers within 5 and talk about what they can see *Spot smaller numbers 'hiding' inside larger numbers. White Rose Maths: -Getting to know you. -Match, sort & compare *Match objects *Match pictures and objects *Identify a set * Sort objects and type *Explore sorting techniques *Create sorting rules	NCETM: *Connect quantities and numbers to finger patterns *Hear and join counting sequences, connecting to the 'staircase' pattern, seeing that each number is one more. *Develop counting skills and knowledge -1:1 correspondence *Compare sets of objects by matching *Develop language 'whole' and 'Parts' White Rose Maths: -It's Me, 1, 2, 3 *Find 1, 2, 3 *Subitise 1, 2 and 3 *Represent 1, 2 and 3 *1 more *1 less *Composition of 1, 2 and 3 -Circles & Triangles	NCETM: *Continue to develop subitising skills for numbers beyond 5 and increasingly connect quantities to numerals. *Begin to identify missing parts for numbers within 5 *Explore the structure of numbers *Focus on equal and unequal groups when comparing numbers. White Rose Maths: -Alive in 5 *Introduce 0 *Find 0 to 5 *Subitise 0 to 5 *Represent 0 to 5 *1 more * 1 less * Composition	NCETM: *Understand two equal groups can be called a double *Sort odd and even numbers according to their 'shape' *Develop understanding of counting sequence and link cardinality and ordinality through 'staircase' pattern *Order numbers and play track games *Join in with verbal counts beyond 20, hearing repeating pattern within numbers. White Rose Maths: -Length, Height & Time *Explore height *Compare height	NCETM: *Continue developing counting skills. *Explore representations of numbers, including the 10-frame. See how doubles can be arranged. *Compare quantities and numbers, including objects. *Develop a sense of magnitude, e.g. knowing 8 is quite a lot more than 2, but 4 is only a bit more than 4. White Rose Maths: -To 20 and beyond *Build numbers beyond 10 (10-13) *Continue patterns beyond 10 (10-13) *Build numbers beyond 10 (14-20)	NCETM: *Begin to generalise about 'one more' than and 'one less' than numbers within 10 *Identify when sets can be subitised and when counting is necessary *Develop conceptual subitising skills using rekenrek White Rose Maths: -Sharing & Grouping *Explore grouping *Grouping *Even and odd sharing *Play with and build doubles -Visualise, Build & Map *Identify units of repeating patterns

	*Compare amounts -Measure & Patterns *Compare size *Compare mass *Compare capacity *Explore simple patterns *Copy and continue simple patterns *Create simple patterns	*Identify and name circles and triangles *Compare circles and triangles *Shapes in the environment *Describe position -1, 2, 3, 4, 5 *Find 4 and 5 *Subitise 4 and 5 *Represent 4 and 5 *1 more *1 less *Composition of 4 and 5 -Shapes with 4 sides *Identify and name shapes with 4 sides *Combine shapes with 4 sides *Shapes in the environment *My day and night	* Conceptual subitising to 5 -Mass & Capacity *Compare mass *Find a balance *Explore capacity *Compare capacity -Growing 6, 7, 8 *Find 6, 7 and 8 *Represent 6, 7 and 8 *1 more *1 less *Composition of 6, 7 and 8 *Make pairs – odd and even *Double to 8 (find a double) *Double to 8 (make a double) *Combine two groups *Conceptual subitising -Length, Height & Time *Explore length *Compare length	*Talk about time *Order and sequence time -Building 9 & 10 *Find 9 and 10 *Compare numbers to 10 *Represent 9 and 10 *Conceptual subitising to 10 *1 more *1 less *Composition to 10 *Bonds to 10 (2 parts) *Make arrangements of 10 *Bonds to 10 (3 parts) *Doubles to 10 (find a double) *Doubles to 10 (Make a double) *Explore even and odd -Explore 3D shapes *Recognise and name 3D shapes *Find 2D shapes within 3D shapes *Use 3D shapes for tasks *3D shapes in the environment *Identify more complex patterns *Patterns in the environment	*Continue patterns beyond 10 (14-20) *Verbal counting beyond 20 *Verbal counting patterns -How many now? *Add more *How many did I add? *Take away *How many did I take away? -Manipulate, Compose & Decompose *Select a shape for a purpose *Rotate shapes *Manipulate shapes *Explain shape arrangements *Compose shapes *Decompose shapes *Copy 2D shape pictures *Find 2D shapes within 3D shapes -Sharing & Grouping *Explore sharing *Sharing	*Create own pattern rules *Explore own pattern rules *Replicate and build scenes and constructions *Visualise from different positions *Describe positions *Give instructions to build *Explore mapping *Represent maps with models *Create own maps from familiar places *Create own maps and plans from story situations -Make Connections *Deepen understanding *Patterns and relationships -Consolidate
Year 1 Maths	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the '5 and a bit' structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers 'two more' and 'two less' than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 Understand 17, 18 and 19 *Understand 20	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50	NCETM: *Explore composition of numbers 11 to 19 as '10 and a bit' and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less

	*Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line -Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	*Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line *Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes *Patterns with 2D and 3D shapes -Consolidation	*1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20 *Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds *Subtraction – counting back *Subtraction – finding the difference *Related facts *Missing number problems	*Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume *Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	*Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape *Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity -Geometry: Position & Direction *Describe turns *Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	*Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year *Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation
Understanding The World (Reception Specific Area) People, Culture & Community / Past and Present (Reception) **History/ Geography** (Year 1)	Geography: Where am I? *Where do we live? *Identify the countries within the United Kingdom. *Identify features in the school grounds. *Use directional language to describe the location of features. *Recognise features from an aerial perspective. *Recognise the purpose of symbols on a map. *Recognise how different places on the school grounds make me feel.	History: Peek into the Past *Describe changes over time *Sort photographs from the past and present. *Begin to recognise the order events happen. *Identify toys from the past. *Compare pictures from the past and present. Remembrance Day *Explain why some people remember those who keep the world safe.	Geography: UK locations *Explore contrasting locations and land use in the UK. *Learn about how our milk gets from the farm to the shops. *Explore life on the Isles of Scilly. *Listen to what life is like traveling around on transport for a child living in London and see some of the landmarks. *Find out about jobs and tourism in a seaside town, Weymouth. *Learn how honey is made. *What is it like to live in an eco-village?	History: Adventures through time. *Begin to understand the concept of generations. Look at family trees. *Recognise special achievements. *Recognise that kings and queens are powerful people. *Understand that the environment around us changes as time passes. *Compare modes of transport of the past with the present.	Geography: Contrasting environments. *Name and locate the seven continents. *Locate the north and south poles on a world map. *Locate the equator. *Comparing locations – hilly cities – Edinburgh and Ethiopia. *Explore contrasting climates of Northern England and Northern Australia. *Explain why they would prefer to live in a hot or cold place. *Compare living in remote locations like Shetland and Iqaluit in Canada. *Compare the lives of two children in London and Tokyo. *Comparison of two coastal capitals, Cardiff and Port Moresby in Papua New Guinea. History – Welly walk. Old and new.	History: What is History? *Recognise the order events happen. *Identify that people spend their holidays in different ways. *Compare photographs of holidays from the past. *Find out about holidays from the past from people who were there. *Compare holidays from the past and present. *Recall life events.

The Natural World (Reception Specific Area) **Science** (Year 1)	Changing states of matter: * Explore the concept of dissolving, drying and mixing. *Making connections: Fairytale science *Compare and describe different animal groups. *Working scientifically, use time to measure and compare speed. The Gingerbread Man *Describe the properties of everyday materials, investigating 'waterproof'. *Plan how to carry out a test. *Use our senses to observe and describe our senses. *Use touch to describe how materials feel. (Whole key stage topic)	I am a scientist: Loud or quiet *Explore the natural world around us. *Explore and compare different sounds. *Changing Seasons *Recognise changes outside in Autumn. *Recognise different types of weather. *Seasons, a year as a tree. Link to welly walk.	Changing states of matter: *Explore the concept of melting, clay – drying, decomposing – plants. *Investigating Science through stories. *Do taller trees have wider trunks? *Describe and compare the features of woodland animals. *Measure animal footprints to identify differences in animal features. *Describe the properties of everyday materials, building an animal home. *Identify animals that are carnivores, herbivores and omnivores. (Whole key stage topic) *Changing Seasons *Recognise how animals prepare for winter.	I am a scientist: Freeze or melt *Explore freezing and melting. *Life Cycles and Health *Identify different stages of the human life cycle. *Know which offspring come from which animal. *Observe growth in humans. *Use simple measuring equipment. *Identify and list the basic needs for survival for humans and animals. *Recognise the importance of exercise and personal hygiene. *Identify how to have a balanced diet. (Whole key stage topic) *Changing Seasons *Recognise changes in Spring.	Changing states of matter: *Explore the concept of growing – seeds germinating. Decay – food. Blending. *Animal adventures *Sort objects into living and non-living. *Find and describe minibeasts. *Sort and describe farm animals. *Sort animals based on where they live. *Compare my home with a zoo animal home. *Changing Seasons *Investigate the mixture needed to build a sandcastle.	I am a scientist: Caring for the Earth *Recognise some ways to look after the planet. *Our Beautiful Planet *Recognise some ways to look after the planet. *Identify and name plants. *Identify and name plant parts. *Explore what helps seeds grow. *Recognise some ways to look after the planet. *Changing Seasons *Summer senses
Welly walks	*Familiarisation. Walk around classrooms & the school grounds. Where is everything? Link to our Geography learning.	*Autumn walk Observing and recording signs of Autumn. *Walk along a marked route to observe seasonal changes. *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather.	*Winter walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn and winter.	*Spring walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between autumn, winter and spring.	*Land use (and Old & New)) Walk past buildings, church, village hall. Notice similarities & differences in buildings.	*Summer walk *Make observational recording of our route, identifying the field beyond the carpark, the oak tree, entry to the wood area, churchyard and path into school. *Record temperatures and observe the weather. *Discuss similarities and differences between spring, summer, autumn and winter
Expressive Arts & Design (Reception) Being Imaginative and Expressive Daily rhymes:	-Role play characters. Confidently sing a range of well-known rhymes and songs. Perform songs, dances, poems and stories with others, or on own. Watch performances and talk about the experience. Begin to move in time to music. Make music and experience playing a range of musical instruments. Listen to music and talk about how it feels. Create own songs. Nursery Rhymes: *Five current buns * Twinkle Twinkle *Ring a ring o' roses *Dingle dangle scarecrow	Nursery Rhymes and Songs: *Nativity Songs *When Santa Got Stuck Up the Chimney	Poems Nursery Rhymes: *There was an old woman * Hush Little Baby *Round and round the garden	Poems Nursery Rhymes: *Doctor Foster * Incy, Wincy, Spider!	Tell me a story… Nursery Rhymes: *Mary had a little lamb * This little piggy *Baa baa black sheep	Tell me a story… -Recount, adapt and invent. Nursery Rhymes: *If I were a mini beast

Days of the week Alphabet song		*We Wish You a Merry Christmas (Signing) *Rudolph the Red Nose Reindeer *Jingle Bells *The 12 Days of Christmas	*Continents song	*Lavender's Blue! (Old rhyme – 350years old) *Two little dickie birds sitting on a wall	*Pussy cat, pussy cat, where have you been?	*There's a worm at the bottom of the garden *You are my sunshine *If you're happy and you know it
Music	Menu Song Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1. *Participate in creating a dramatic group performance using kitchen-themed props. *Sing a cumulative song from memory, remembering the order of the verses. *Play classroom instruments on the beat. *Copy a leader in a call and response song, show the shape of the pitch moving with actions, and sing using mi-re-do. *Listen and move in time to the song.	Colonel Hathi's March Magical Musical Aquarium Focus: Beat, march, timbre, film music. *Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Nativity songs and performance, with instruments.	Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2. *Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). •Chant together rhythmically, marking rests accurately. •Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. •Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Who Stole My Chickens and My Hens? Focus: 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games. *Compose new lyrics and create short body percussion patterns to accompany the song. •Sing familiar songs in low and high voices, recognising higher and lower. •Play a partner clapping game while singing a song. •Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments. Easter songs and hymns with performance in church.	Dancing and Drawing to Nautilus Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. *Perform actions to music, reinforcing a sense of beat. •Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. •Develop awareness of duration and the ability to move slowly to music. •Create artwork, drawing freely and imaginatively in response to a piece of music. Cat and Mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. *Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. •Attempt to record compositions with stick and other notations. •Sing and chant songs and rhymes expressively. •Listen and copy rhythm patterns.	Come Dance with Me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3. *Create musical phrases from new word rhythms that children invent. •Sing either part of a call-and-response song. •Play the response sections on tuned percussion using the correct beater hold. •Echo sing a line independently with teacher leading, then move on to pair singing in echo format. •Copy call-and-response patterns with voices and instruments.
Art / DT (Year 1) **Creating with Materials** (Reception)	Art: Drawing: Self-portraits. *Draw a self-portrait with a likeness of yourself. *Begin to use shading in drawings. *Draw the features of a face in the correct positions. *Use appropriate colours when adding to the face. *Hold pencil and paintbrush correctly when drawing and shading. *Use different materials such as oil pastels and paints for different effects.	DT: Cooking & Nutrition: Soup *Explore and become familiar with different types of fruits and vegetables and their differences in texture, taste and appearance. *Explore different vegetables using the five senses. *Design a fruit and vegetable soup recipe. *Learn to use a knife safely, using a bridge cut. *Safely use tolls to prepare ingredients.	Art: Sculpture & 3D: How are sculptures created using natural materials? *Know that there are different types of sculpture. *Know about the work of Andy Goldsworthy. *Explore arrangements using natural materials. *Observe and use colours, textures, shapes and patterns in natural materials.	DT: Textiles: Bookmarks *Develop threading and weaving skills. *Practise and apply weaving skills to a specific material -paper *Practise and apply threading skills with specific materials -hessian and wool. *Use threading and sewing to design a product – bookmark.	DT: Mechanisms: Making a moving book *Explore sliders and movement as a mechanism. *Know a mechanism is the parts of an object that move together. A slider mechanism moves objects from side to side or up and down. *Design a moving storybook. *Construct a moving picture. *Evaluate the finished product.	Art: Sculpture: Investigating sculpture. 2D & 3D. Clay *Use different materials such as clay, papier mâché and wax crayons. *Experiment with 3D shape using a range of materials safely. *Practise care and control when suing materials. Use vocabulary: clay, design, kneading, moulding, sculpture, sculptor, sketch, shaping.

	& Drawing: How are lines and shapes used in drawings? *Describe lines, shapes and patterns created. *Demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips. Use vocabulary: drawing, line, shape, observation, abstract, cartoon. Artistic enquiries: Jon Burgerman, Roger Hargreaves, Piet Mondrian	*Design food packaging, researching existing soup packaging before generating own ideas for the class soup.	*Work with others to create a group piece of artwork using natural materials. *Communicate reasons, thoughts, observations and feelings about work created. *Explore and experiment with other sculpting materials. *Use vocabulary: Sculpture, natural materials, twist, knot, tie, intertwine, colours, shapes, patterns. Artistic enquiries: Andy Goldsworthy, Heather Jansch & Printing using natural and man-made tools. *Use natural printing tools - fruits and vegetables. *Use manmade printing tools – forks and Lego. *Create prints on a range of different materials and fabrics. *Overlap prints and create repeating patterns. Use vocabulary: Print ,printing tools, rubbings, pattern, textures. Artistic enquiries: Hannah Rampley	*Create a textiles product – bookmark – following their own design. *Reflect on their achievements.		& Printmaking: The language of art. *Experiment with oil pastels. *Experiment with line, shape, pattern and colour. *Compare design and print repeating patterns. *Compare similarities and differences of Andy Warhol's artwork and other artists. *Use vocabulary: experiment, expression, inspiration, media, pop-art, print, technique. Artistic enquiries: Andy Warhol
Computing (Year 1)	Computer Systems and Networks Technology around us. *Identify technology *Use a keyboard to edit text *Create rules for using technology responsibly. Online Safety -ELIM: I am kind and responsible	Creating Media: Digital writing *Use a computer to write. *Add and remove text on a computer. *Identify that the look can be changed on a computer. *Make careful choices when changing text. Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper. Online Safety -ELIM: I am kind and responsible	Programming A: Robot Algorithms *Explain what a given command will do *Act out a given word *Combine four direction commands to make sequences *Plan a simple program *Find more than one solution to a problem	Creating Media: Digital Painting *Use a computer to write *Add and remove text on a computer *Identify that the look of text can be changed on a computer. *Make careful choices when changing text *Explain why I used the tools that I chose. *Compare typing on a computer to writing on paper.	Data and Information: Pictograms *Recognise that we can count and compare objects using tally charts. *Recognise that objects can be represented as pictures. *Create a pictogram. *Select objects by attribute and make comparisons. *Recognise that people can be described by attributes. *Explain that we can present information using a computer. Online Safety: - ELIM: I am healthy	Programming B: Programming *Choose a command for a given purpose *Show that a series of commands can be joined together. *Identify that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy

RE	**<u>What makes people special?</u>** **Religion:** Christianity and Judaism **Concept:** Meaning and purpose **Discipline:** Theology *I can say what makes me special. *I can describe what Christians believe about people being special. *I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	**<u>Why are some festivals and celebrations special and how are these celebrated by different people?</u>** **Religion:** Christianity, Judaism, Hinduism **Concept:** Personal and Collective **Discipline:** Social Sciences*I can name celebrations in my own life and explain why they are special. *I can describe why Christian festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	**<u>What makes places special to different people and why?</u>** **Religion:** Christianity and Judaism **Concept:** Place and Time **Discipline:** Social sciences *I can name a place that is special to me and explain why. *I can describe why churches are special to Christians. *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. *I can explain why places matter to individuals and communities.	**<u>Who was Jesus and why is Easter special? Who is the Bishop of Bath and Wells (our vicar?) and why are they important?</u>** **Religion:** Christianity **Concept:** Origins and expressions **Discipline:** Theology *I can say who Jesus was and why he is important to Christians. *I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	**<u>Why are some stories special?</u>** **Religion:** Christianity **Concept:** Origins and expressions **Discipline:** Theology Philosophy *I can name a story that is special to me. *I can say why the Bible is special to Christians. *I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	**<u>How and why do some people care for the world?</u>** **Religion:** Christianity **Concept:** Origins and expressions Ethics and values **Discipline:** Theology Philosophy *I can name ways people care for the world. *I can explain why Christian's care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.
Enrichment activities & Events	-Visit from our caretaker - Weekly parent readers -Harvest Festival	-Whole school Pantomime Theatre visit -Visit from a baby -Visit from a parent or community member to talk about their job and interests. -Remembrance Day -Christmas and Nativity	- Parent readers – Parent's to read their favourite book. -Visit from community member to talk about the history of our school. What was it like in the past? -Shrove Tuesday -Chinese New Year	-Visit from a parent or community member to talk about their job and interests. -Soup lunch, performing -Mother's Day -Easter	- Walk through village with picnic in churchyard -(Contrasting locality) Bus ride to Wells. Picnic on the green by Cathedral. - Parent readers -Parent's to read their favourite book,.	- Summer walk Repeat route, noticing similarities & differences. – Changing states of matter. -Visit from a parent or community member to talk about their job and interests. -Swimming Lessons -Father's Day

Owl Class

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy		The Big Book of the UK- Imogen Russel Williams The Tiger who came to Tea	The Star whale-Poetry- Nicola Davies Beegu	We're Going on a Bear Hunt We're Going on a Lion Hunt A Dark, Dark Tale- Ruth Brown	Traction Man-Mini Grey The Adventures of Captain Underpants- Dav Pilkey Don't look in this book- Samuel Langley	Mr Wolf's Pancakes You choose- Nick Sharratt	Gorilla- Anthony Browne
		-Fact files -Labels -Lists -Captions -Poster -Character descriptions -Invitations -Fact pages -Postcards	-Character descriptions -Narrative -poetry	-Narrative recount -Fact files	-Narrative -Comic strips -Poetry	-Narrative -Instructions -Posters -Fact Files -Recounts	-Narrative -Postcards -Fact files
Phonics	**Year 1**	Review phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear air, er /z/ s -es Words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Review the tricky words Phases 2-4	Phase 5 graphemes /ur/ ir bird. /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go. /igh/ i tiger /ai/ a paper. /ee/ e he /ai/ a-e snake. /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ yoo/ ew chew new /ee/ ie shield . /or/ aw claw Grow the code: /igh/ ie e-e /ai/ay a a-e. /oa/ oa o o-e /ee/ e ie e-e ea. . /oo/ /yoo/ ew u-e u ue Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want	Phase 5 graphemes /ee/ y funny. /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly. /oa ow snow /j/ g giant. /f/ ph phone /l/ le al apple metal /s/ c ice. /v/ ve give /u/ o-e o ou some mother young /z/ se cheese. /s/ se ce mouse fence. /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss. /z/ se s zz/ /oa/ ow oe ou o-e o oa Tricky words: any, many, again, who, whole, where, where, two, school, call, different, thought, through, friend, work	Phase 5 graphemes /ur/ or word. /oo/ u oul awful would /air/ are share /or au aur oor al author floor walk /ch/ tch match /ch/ al half. /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air ear ere bear there /ur/ ear learn. /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school. /sc/ ch chef /z/ /s/ ce se ze freeze Tricky words: once, laugh, because eye	Review Phase 5 GPCs ay play. a-e shake ea each. e he ie pie. i-e time o go. o-e home ue blue rescue ew chew new u-e rude cute aw claw. ea head ir bird. ou cloud oy toy. i tiger a paper. ow snow u unicorn. Ph phone wh wheel. ie shield g giant	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
	Year 2 Phonics and spelling	Recap Phase 5 Phonics	Little Wandle Phonics - Bridge to Spelling -digraphs in words - Word endings -Using suffixes	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Silent letters in words -Suffixes -Alternative graphemes in words	Spelling -Alternative sounds in words -Suffixes -Spelling longer words	Spelling -Using an apostrophe
SPAG	**Year 1**	-Capital and lower-case letters -Verbs	-Personal pronouns – 'I' -Noun suffixes – 's' -Prefixes – un	-Singular nouns -Past and present verbs -Suffixes – 'ed'	-Plural nouns -Noun suffixes 'es' -Compound words	-Punctuating sentences -Nouns suffixes 'es' -Exclamation marks	-Joining clauses and clauses using 'and' -Suffixes 'er'

		-Suffixes – 'ing' -Finger spaces -Writing sentences	Capital letters and full stops -Writing sentences	-Capital letters for days of the week -Writing sentences	-Question marks -Sequencing sentences	-Capital letters for names of people and places -Writing question sentences	-Punctuating sentences -Writing stories -Writing exclamation sentences
	Year 2	-Nouns -Vowels and consonants -Demarcating sentences -Forming nouns using 'ness' 'Punctuating sentences	-Adjectives -Compound words -Adjectives with 'er and 'est' -Subordination -Statements and exclamations	-Noun phrases -Homophones -Forming adjectives using '-ful' and '-less' -Questions and commands -Sentence writing	-Verbs -Singular and plural -Adverbs with'-ly' -Commas in lists -Changing adjectives into adverbs	-Adverbs -Word classes -Coordination -Apostrophes for possession -Past and present tense	-Recapping pronouns -Forming nouns using '-er' -Progressive tense -Apostrophes for contractions -Uplevelling sentences
Maths	**Year 1**	NCETM: *Subitise within 5 and recap composition of 5 *Develop understanding of the numbers 6 – 9 using the '5 and a bit' structure *Compare numbers within 10 and use precise mathematical language *Re-cap order of numbers within 10 and connect this to 1 more and 1 less than a given number. White Rose Maths: -Place Value within 10 *Sort objects *Count objects *Count objects from a larger group *Represent objects *Recognise numbers as words *Count on from any number *1 more *Count backwards within 10 *1 less *Compare groups by matching *Fewer, more, same *Less than, greater than, equal to *Compare numbers *Order objects and numbers *The number line -Addition & Subtraction within 10. *Introduce parts and wholes *Part-whole model *Write number sentences	NCETM: *Explore structure of even numbers (including even numbers composed by doubling and counting in 2s) *Explore structure of odd numbers being composed of 2s and 1s *Explore composition of numbers 6, 8 and 10 *Explore number tracks and number lines and identify the differences between them White Rose Maths: -Addition & Subtraction within 10 *Fact families – addition facts *Number bonds within 10 *Systematic number bonds within 10 *Number bonds to 10 *Addition – add together *Addition – add more *Addition problems *Find a part *Subtraction – find a part *Fact families – the eight facts *Subtraction – take away/cross out (How many left?) *Subtraction – take away (How many left?) *Subtraction on a number line *Add or subtract 1 or 2 -Geometry: Shape *Recognise and name 3D shapes *Sort 3D shapes *Recognise and name 2D shapes *Sort 2D shapes	NCETM: *Explore composition of numbers 7 and 8 *Explore composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts and odd is made of an even and an odd part *Identify numbers 'two more' and 'two less' than a given number White Rose Maths: -Place value within 20 *Count within 20 *Understand 10 *Understand 11, 12 and 13 *Understand 14, 15 and 16 Understand 17, 18 and 19 *Understand 20 *1 more and 1 less *The number line to 20 *Use a number line to 20 *Estimate on a number line to 20 *Compare numbers to 20 *Order numbers to 20 -Addition & Subtraction within 20 *Add by counting on within 20 *Add using number bonds *Find and make number bonds to 20 *Doubles *Near doubles *Subtract ones using number bonds *Subtraction – counting back *Subtraction – finding the difference	NCETM: *Explore aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10, and connecting this to the whole – part-part diagram *Explore augmentation and reduction structures of addition using number stories, including first, then, now. White Rose Maths: -Place value within 50 *Count from 20 to 50 *20, 30, 40 and 50 *Count by making groups of tens *Groups of tens and ones *Partition into tens and ones *The number line to 50 *Estimate on a number line to 50 *1 more, 1 less -Length & Height *Compare lengths and height *Measure length using objects *Measure length in centimetres -Mass & Volume *Heavier and lighter *Measure mass *Compare mass *Full and empty *Compare volume *Measure capacity *Compare capacity	NCETM: *Explore composition of numbers 11 to 19 as '10 and a bit' and compare numbers within 20 *Connect composition of numbers 11-19 to their position in the linear number system, identifying mid-points of 5, 10 and 15 *Compare numbers within 20 White Rose Maths: -Multiplication & Division *Count in 2s *Count in 10s *Count in 5s *Recognise equal groups *Add equal groups *Make arrays *Make doubles *Make equal groups – grouping *Make equal groups - sharing -Fractions *Recognise half of an object or a shape *Find a half of an object or shape *Recognise a half of a quantity *Recognise a quarter of an object or a shape *Recognise a quarter of a quantity *Find a quarter of a quantity -Geometry: Position & Direction *Describe turns	NCETM: *Understand addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation / partitioning / augmentation / reduction) *Practise retrieving previously taught facts and reason about these White Rose Maths: -Place value within 100 *Count from 50 to 100 *Tens to 100 *Partition into tens and ones *The number line to 100 *1 more, 1 less *Compare numbers with the same number of tens *Compare any two numbers -Measurement: Money *Unitising *Recognise coins *Recognise notes *Count in coins -Measurement: Time *Before and after *Days of the week *Months of the year *Hours, minutes and seconds *Tell the time to the hour *Tell the time to the half hour -Consolidation

		*Patterns with 2D and 3D shapes -Consolidation	*Related facts *Missing number problems		*Describe position – left and right *Describe position – forwards and backwards *Describe position – above and below *Ordinal numbers	
Year 2	Place Value *Numbers to 20 *Count objects to 100 by making 10s *Recognise tens and ones *Use a place value chart *Partition numbers to 100 *Write numbers to 100 in words *Flexibly partition numbers to 100 *Write numbers to 100 in expanded form *10s on the number line to 100 *10s and 1s on the number line to 100 *Estimate numbers on a number line *Compare objects *Compare numbers *Order objects and numbers *Count in 2s, 5s and 10s *Count in 3s Addition and Subtraction *Add across a 10 *Subtract across a ten *Subtract from a ten *Subtract a 1-digit number from a 2-digit number (across a 10) *10 more, 10 less *Add and subtract 10s *Add two 2-digit numbers (not across a 10) *Add two 2-digit numbers (across a 10)	Addition and Subtraction *Subtract two 2-digit numbers (not across a 10) *Subtract two 2-digit numbers (across a 10) *Mixed addition and subtraction *Compare number problems Shape *Recognise 2-D and 3-D shapes *Count sides on 2-D shapes *Count vertices on 2-D shapes *Draw 2-D shapes *Lines of symmetry *Use lines of symmetry to complete shapes *Sort 2-D shapes *Count faces on 3-D shapes *Count edges on 3-D shapes *Count vertices on 3-D shapes *Sort 3-D shapes *Make patterns with 2-D and 3-D shapes	Money *Count money – pence *Count money – pounds (notes and coins) *Count notes and coins *Make same amounts of money *Calculate with money *Make a pound *Find change *Two-step problems Multiplication and Division *Recognise equal groups *Make equal groups *Add equal groups *Introduce the multiplication symbol *Multiplication sentences *Use arrays *Make equal groups-grouping *Make equal groups-sharing *The two times table *Divide by 2 *Doubling and halving *Odd and even numbers *The 10 times-table *Divide by 10 *The 5 times-table *Divide by 5 *The 5 and 10 times-table	Multiplication and Division *The 5 times-table *Divide by 5 *The 5 and 10 times-table Length and Height *Measure in centimetres *Measure in metres *Compare lengths and heights *Order lengths and heights *Four operations with lengths and heights	Fractions *Introduction to parts and whole *Equal and unequal parts *Recognise a half *Find a half *Recognise a quarter *Find a quarter *Recognise a third *Find a third *Find the whole *Unit fractions *Non-unit fractions *Recognise the equivalence of a half and two-quarters *Recognise three-quarters *Find three-quarters *Count in fractions up to a whole Time *O'clock and half past *Quarter past and quarter to *Tell the time past the hour *Tell the time to the hour *Tell the time to 5 minutes *Minutes in an hour *Hours in a day	Statistics *Make tally charts *Tables *Block diagrams *Draw pictograms 1-1 *Interpret pictograms 1-1 *Draw pictograms (2,5 and 10) *Interpret pictograms (2,5 and 10) Position and Direction *Language of position *Describe movement *Describe turns *Describe movement and turns *Shape patterns with turns
History/ Geography	Geography: Where am I? *Identify the countries within the UK. *Identify features in the school grounds.	History: What is History? *Recognise the order events happen. *Identify that people spend their holidays in different ways.	Geography: What is it like to live in Shanghai? *Recognise physical and human features. *Draw a sketch map of our local area. *Where in the world is China?	History: How am I making history? *Develop and understanding of personal chronology. *Learn more about my history.	Geography: Would you prefer to live in a hot or cold place? *Where are the continents? Name and locate the seven continents. *Where are the coldest places on Earth? Locate the north	History: How have toys changed? *Discuss a favourite toy. *Find out what toys our parents and grandparents played with. *Investigate what toys were like 100 years ago. *Compare

	*Use directional language to describe the location of features. *Recognise features from an aerial perspective. *Recognise the purpose of symbols on a map. *Recognise how different places on the school grounds make me feel.	*To compare photographs from the past. *To find out about the past from people who were there. *To compare holidays from the past and present. *What are my favourite holiday memories?	*Name and locate continents on a world map. *What can you see in China? Identify physical and human features of a non-European country. *What is Shanghai like? *Compare Shanghai to a small area of the Uk.	*Explore how we remember events. *Find out what childhood was like for our parents and grandparents. *Compare childhood now with childhood in the past. *Identify that some things change and some things stay the same. *Remembrance Day – explore why people wear poppies on Remembrance Day	and south poles. *Where is the equator? *What is life like in a hot place? Compare the UK and Kenya. *Do we live in a hot or cold place? Investigate local weather conditions. *Would you rather live in a hot or cold place? Identify key features of both.	toys from the past with modern toys. *Investigate how teddy bears have changed over time. *Know how toys have changed over time.
Science **Year 2**	Sensitive Bodies *Name the parts of a human body. *Sort body parts into groups. *Name the parts of the body used for each sense. *Sport patterns in data. *Identify the body parts used for the sense of taste and touch. *Use the senses to make observations. *Identify the body parts used for the sense of smell and sight. *Recognise that scientists are always making new discoveries. *Identify the body part used for the sense of hearing. *Investigate how sound changes as you move further away. *Recognise the importance of the senses in certain jobs. (Whole key stage learning)	Materials- Uses of everyday materials (comparing and grouping) *Identify everyday materials. *Sort objects into groups based on the materials they are made from. *Recognise the difference between objects and materials. *Describe the properties of materials. *To group materials based on their properties 9absorbancy). Make observations and record data. *Group materials based on their properties (waterproofness). Plan a test and suggest what might happen. *Group materials based on their properties (toughness). Answer questions based on results.	Comparing Animals *Identify and group animals. *Describe a variety of animals. *Compare the features of animals. *Identify animals that are carnivores, herbivores and omnivores. *Research using non-fiction texts. *Recognise that animals make suitable pets. *Gather and record data to help in answering questions. *Describe and compare the structure of animals. *Know about famous scientists throughout history – Jane Goodhall. (Whole key stage learning)	Materials – Uses of everyday materials *Recognise that objects are made from materials that suit their uses. *Recognise that objects can be grouped. *Recognise that the shape of some solid objects can be changed. *Record data in a table. *Compare the suitability of materials for particular uses. *Gather data and use it to answer a question. *Recognise that the strength of some materials can be changed. *Record data in a block graph. *Compare the suitability of materials for particular uses. *Recognise that some materials are harmful to the environment.	Microhabitats *Classify a variety of minibeasts. *Recognise how scientists answer questions. *Recognise that living things live in habitats to which they are suited. *Gather and record data to answer a question. *Ask questions and plan how to carry out an experiment. *Carry out an experiment and record data in a table. *Identify a variety of flowering plants. *Understand the role of a botanist.	Making connections: Fairytale science *Compare and describe the different animal groups. Use time to measure and compare speed. *Describe the properties of a material. Order a simple method. *Describe the properties of everyday materials. Plan how to carry out a test. *Use the senses to observe and describe. Decide what observations to record. *Use touch to observe and describe. Show results in a block graph.
PE **Sports coaches**	Tag Rugby *Introduction *Passing development *Passing and simple tactics *Developing understanding *Simple games Sports coach: Basketball/Netball *Introduction	Fitness *Speed and agility *Balance and coordination *Balance, control and coordination *Teamwork *Speed and stamina *Fitness relays Sports coach: Multi-skills *Introduction *Coordination and movement	Dance *Introduction to dance *Moving to the beat *Developing the dance *Create your own phrase *Finishing the routine *Performance Sports coach: Gymnastics *Travelling *Shapes and balances	Orienteering *Introduction to orienteering *Parachute games *Scavenger hunt *Compass and direction *Obstacle course *Picture orienteering Sports coach: Tennis *Introduction	Cricket *Introduction *Fielding – Ball skills *Fielding -Throwing and catching *Batting *Simple games *Practise Sports coach: Striking and fielding games *Introduction	Swimming Knowledge *Strokes: understand that moving my arms quickly will help me to pass through the water. *Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.

	*Ball control *Aiming *Passing, throwing and catching *Simple games *Practise	*Running *Jumping *Throwing	*Rolls *Jumping *Leaps and hand apparatus *Apparatus routines	*Ball and racket familiarisation *Sending skills *Receiving skills *Cooperative rallies *Simple games	*Fielding – Ball skills *Fielding – throwing and catching *Batting *Simple games *Practise	*Water safety: understand that floating uses less energy than swimming. *Rules: know how to safely enter and exit the pool. Skills: Strokes: *Begin to use arms and legs together, more effectively across the water unaided. *Breathing: begin to explore breathing in sync with my kicking action. *Water safety: demonstrate an awareness of water safety and float on my front and on my back. Sports coach: Athletics *Introduction *Coordination and movement *Running – sprinting *Throwing *Running for distance
Art/ DT	Structures: Stable Structures *Explore stability by balancing. *To explore wide and narrow bases by building towers. *Test a structure's stability with weight added in different places. *Design a stable structure that meets the needs of a user. *To use a variety of cutting and joining techniques to make a stable product.	Drawing: Animals *Use sketchbooks to gather and develop ideas. *Observe carefully, then draw a face. *Use different lines, colours and patterns. *Draw a portrait of myself. *Use different shading techniques in my drawing. *Use a pencil, paint, crayons or other collage materials to add texture. *Look at the work of other artists to help create own artwork. *Be influenced by the work of a famous artist. *Change the colours used in drawings to create a different effect – Pop art. *Talk about how artwork was made and the materials used.	Textiles: Puppets *Join fabrics together using different methods. *Use a template to create the design. *Join two fabrics together accurately. *Embellish the design using joining methods.	Art: Printing: Styrofoam Printing *Explore positive and negative space. *Look at printmaking in the environment (E.g. wallpapers, fabric etc.) *Examine how artists and designers used colours, shapes and lines to create prints. *Create press prints using inks. *Print onto different textures and colours of paper, board and fabric. *Use vocabulary: Relief printing, positive space, negative space, pattern. Artistic enquiries: Teresa Newham & Printing using natural and man-made tools.	Cooking & Nutrition: Balanced diet *Recognise foods and their groups. *Identify the balance of food groups in a meal. *Identify an appropriate piece of equipment to prepare a given food. *Select balanced combinations of ingredients. *Design a recipe based on criteria. *Evaluate a dish based on design criteria.	Art: Painting: How Can Paint be Used to Create Different Effects? *Independently mix primary colours to make secondary colours. *Accurately mix colours using powder paint and watercolour. *Explain that adding white to colours creates tints and the adding of black to colours creates shades. *Name different types of paint and know their properties. *Explore texture in an artwork by using techniques such as layering, different brush strokes or varying equipment such as a sponge or spatula. *Explore paint effects and techniques used by famous artists (Monet and Klee) *Experiment with different paint effects such as washes, blocking, and thickened paint.

		*Use vocabulary: collage, materials, observe, pattern, portrait, shading, texture Artistic enquiries: Andy Warhol		*Use natural printing tools - fruits and vegetables. *Use manmade printing tools – forks and Lego. *Create prints on a range of different materials and fabrics. *Overlap prints and create repeating patterns. Use vocabulary: Print ,printing tools, rubbings, pattern, textures. Artistic enquiry: Hannah Rampley		*Explore creating shades in a variety of different colours. *Use vocabulary: tiny, shade, washes, blocking, application, textures. Artistic enquiries: Claude Monet, Paul Klee. & Printmaking: The language of art. *Experiment with oil pastels. *Experiment with line, shape, pattern and colour. *Compare design and print repeating patterns. *Compare similarities and differences of Andy Warhol's artwork and other artists. *Use vocabulary: experiment, expression, inspiration, media, pop-art, print, technique. Artistic enquiries: Andy Warhol
Music	Minibeasts Focus: Timbre, pitch (chord), internalising beat and phrase. Compose an accompaniment using tuned percussion, playing chords, and creating sound effects. •Sing clearly articulated words, smoothly, and together in time. •Match voices accurately in a singing game. •Listen to the music and create a minibeast-inspired dance.	Tony Chestnut Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. *Improvise rhythms along to a backing track using the note C or G. •Compose call-and-response music. •Play the melody on a tuned percussion instrument. •Sing with good diction. •Recognise and play echoing phrases by ear. Composing Music Inspired by Birdsong. Focus: Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.	Creepy Castle Focus: Timbre, tempo, dynamics, graphic score, minor key, intervals. *Improvise and compose a sequence of sounds in response to a given stimulus. Sing small intervals accurately and confidently and vary dynamic contrast. •Play a piece, following a graphic score. •Listen to and appraise music in a minor key, recognising small steps in the music.	Carnival of the Animals Focus: Timbre, tempo, dynamics, pitch, classical music. * Select instruments and compose music to reflect an animal's character. •Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance. •Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made. •Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/smooth (articulation), and pitch (high/low) using music	Tańczymy Iabada Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3. *Demonstrate an internalised sense of pulse through singing games. •Sing confidently in Polish and play a cumulative game with spoken call-and-response sections. •Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. •Listen and match the beat of others and recorded music, adapting speed accordingly. •Listen to traditional and composed music from Poland. Begin to understand how	The Rockpool Rock Focus: 2-part singing, rock 'n' roll, structure, timbre. *Learn an interlocking spoken part. •Sing a rock 'n' roll-style song confidently. •Play an introduction on tuned percussion. •Listen actively and learn about rock 'n' roll music.

		*Invent simple patterns using voices, body percussion, and then instruments. •Follow signals given by a conductor/leader. •Structure compositional ideas into a bigger piece. •Improvise solos using instruments.		vocabulary, and/ or movement.	music helps people share tradition and culture.	
Computing	**Computer Systems and networks** IT Around Us *Recognise the uses and features of information technology. *Identify the uses and features of information technology. *Identify information technology beyond school. *Explain how information technology helps us. *Explain how to use information technology safely. *Recognise that choices are made when using information technology. Online Safety -ELIM: I am kind and responsible	**Creating Media:** Making Music *Identify that there are patterns in music. *Experiment with sound using a computer. *Use a computer to create a musical pattern. *Create music for a purpose. *Review and refine our computer work. Online Safety -ELIM: I am kind and responsible	**Programming A:** Moving a Robot *Describe a series of instructions as a sequence. *Explain what happens when we change the order of instructions. *Use logical reasoning to predict the outcome of a program. *Use logical reasoning to predict the outcome of a program. *Explain that programming projects can have code and artwork. *Design an algorithm. *Create and debug a program that I have written. Online Safety – ELIM: I am safe and secure	**Creating Media:** Digital Photography *Use a digital device to take a photograph. *Make choices when taking a photograph. *Describe what makes a good photograph. *Decide how photographs can be improved. *Use tools to change an image. *Recognise that photos can be changed. Online Safety – ELIM: I am safe and secure	**Data and Information:** Grouping data *Label objects *Identify that objects can be counted. *Describe objects in different ways. *Count objects with the same properties. *Compare groups of objects. *Answer questions about groups of objects. Online Safety: - ELIM: I am healthy	**Programming B**: Programming animations *Choose a command for a given purpose. *Show that a series of commands can be joined together. *Identify the effect of changing a value. *Explain that each sprite has its own instructions. *Design the parts of a project. *Use my algorithm to create a program. Online Safety: - ELIM: I am healthy
RE	**<u>Who was Moses and what was important to him (God)?</u>** **Religion:** Judaism **Concept:** Origins and expression **Discipline:** Theology *I can say who Moses was. *I can describe why God was important to Moses. *I can retell part of the burning bush story. *I can explain how Moses helped the Israelites.	**<u>What is the impact of Christmas celebrations on the environments, and does it matter?</u>** **Religion:** Christianity **Concept:** Influence and power **Discipline:** Social sciences *I can explain why Christmas is important to Christians. *I can identify ways people celebrate Christmas.	**<u>Who is Jesus and why is he important to some people?</u>** (Jews, Christians, non-religion) **Religion:** Christianity, Judaism **Concept:** Origins and expression **Discipline:** Theology *I can say who Jesus was. *I can explain why Jesus is important to Christians. *I can explain that Jesus was Jewish.	**<u>What do people think about how the world started?</u>** **Religion:** Christianity, Islam focus **Concept:** Origins and expression **Discipline**: Theology *I can say that people have different ideas about how the world began. *I can explain Christian beliefs about creation. *I can explain Muslim beliefs about creation.	**<u>Which special texts/books are important to Jews and Christians?</u>** **Religion:** Christianity and Judaism **Concept:** Origins and expression **Discipline**: Theology *I can explain that Christians have a special book called the Bible and Jewish people have a special book called the Torah. *I can describe how Christians use the Bible	**<u>How might following rules help people to live a good life?</u>** **Religion:** Christianity and Non-religion- Humanism **Concept:** Ethics and values **Discipline:** Philosophy *I can explain why rules help people live safely and happily. *I can name a Christian rule or teaching and say how it helps people. *I can name a Humanist principle and say how it helps people.

	*I can name a commandment and explain why rules matter. *I can explain why Moses is important in Judaism.	*I can describe environmental impacts of Christmas celebrations. *I can explain why Christians care for the environment. *I can identify different viewpoints about environmental responsibility. *I can explain whether the impact of Christmas celebrations matters and why.	*I can identify differences between Christian and Jewish beliefs. *I can describe a non-religious view of Jesus. *I can explain a message from a Jesus story. I can explain why Jesus is important to some people.	*I can describe a scientific idea about the world's beginning. *I can identify similarities and differences between beliefs. *I can explain how beliefs influence caring actions. *I can express my own ideas clearly.	and how Jewish people use the Torah. *I can name at least one story or teaching from the Bible and one from the Torah. *I can identify a similarity and a difference between the Bible and the Torah. *I can explain how stories from special books teach people how to live (e.g., kindness, fairness, respect). *I can express my own ideas about what makes a book special and why special books matter to people.	*I can identify values shared by Christians and Humanists. *I can explain how rules guide behaviour and help communities. *I can express my own ideas about how rules help people live a good life.
PSHE	**My healthy self: How can we look after our emotions?** Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	**Citizenship: How can I help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.	**Citizenship: How do people belong to a community and earn money?** Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.	**My healthy self: How can we look after our bodies?** Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	**Growing up: How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Staying safe: How can I make safe choices in different places?** Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.
Enrichment Activities & Events		Visit to theatre Pantomime				Longleat

Woodpecker Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Saving Species by Jess French Shackleton's Journey – William Grill	Dear Mrs. LaRue: Letters written from Obedience School by Mark Teague Dear Mr. Blueberry Macavity by T.S. Eliot	Meet the Ancient Romans – James Davies Diary of a Wimpy Kid Big Shot (book 16)	Buddy's Rainforest Rescue – A true story about deforestation by Ellis Jackson The Rainforest Poem by Judith Wright Starbird by Sharon King-Chai	The legend of Tutanhamun by Sally Morgan Scribbleboy By Philip Ridley Jumanji by Chris Van Allsburg	The Lottie Project by Jacqueline Wilson Arthur and the Golden Rope by What a Waste: Rubbish, Recycling and Protecting our Planet by Jess French
Writing Outcomes	-Character descriptions -Non-chronological reports -Narrative diary writing	-Recount -Formal and informal letters -Instructional texts	-Setting description -Informal letter writing -Narrative retelling	-Nonsense poetry -Non-chronological reports -Information leaflets	-Narrative character setting descriptions -Events from different perspectives	-Instructions -Setting descriptions -Diary writing
Year 3 SPAG	-Nouns and pronouns for clarity -Consonants and vowels -Suffixes '-ly' -Past tense -Subordinate clauses	-Adjectives -'A' or 'An'? -Prefixes: 'super-', 'anti-', 'auto-' -Present tense -Apostrophes	-Verbs -Compound nouns -Prefixes : 'dis-', 'mis-', 'un-' -Subordinating conjunctions -Subordinating conjunctions -Inverted commas	-Adverbs – Time, Place and Clause -Prefixes: 'in-' -Suffixes: '-ation' -Coordinating conjunctions -Organisational devices	-Prepositions -Prefixes: 're-', 'sub-', 'inter-' Suffixes beginning with vowels -Time conjunctions -Paragraphs	-Homophones -Suffixes: '-ous- -Word Families -Place and clause conjunctions -Editing and evaluating
Year 4 SPAG	-Singular and plural nouns -Pronouns -Standard English -Compound words -Adverbs to express Time and Clause	-Progressive pronouns -Fronted adverbials -Prepositions to express Time and Clause -Plural and Possessive '-es- -Commas	-Adjective-Homophones -Commas and Fronted Adverbials -Expanded Noun Phrases -Editing and Evaluating	-Determiners -Word Families -Prepositional phrases -Verb tenses – present -Inverted commas	-Verb Inflections -Conjunctions to express time and clause -Suffixes -Possessive apostrophes -Paragraphs	-Verb tenses – past -Prefixes -Plural possessive apostrophes -Subordinate clauses -Organisational devices
Maths **Year 3**	Place Value *Represent numbers to 100 *Partition numbers to 100 *Number line to 100 *Hundreds *Represent numbers to 1000 *Partition numbers to 1000 *Flexible partitioning of numbers to 1000 *Hundreds, tens and ones *Find 1, 10 or 100 more or less *Number line to 1000 *Estimate on a number line to 1000 *Compare numbers to 1000 *Order numbers to 1000 *Count in 50s Addition and Subtraction *Subtract 10s across a 100	Addition and Subtraction *Subtract two numbers (across a 10) *Subtract two numbers (across a 100) *Add 2-digit and 3-digit numbers *Subtract a 2-digit number from a 3-digit number *Complements to 100 *Estimate answers *Inverse operations *Make decisions Multiplication and Division *Multiplication – equal groups *Use arrays *Multiples of 2 *Multiples of 5 and 10 *Sharing and grouping	Multiplication and Division *Multiples of 10 *Related calculations *Reasoning about multiplication *Multiply a 2-digit number by a 1-digit number (no exchange) *Multiply a 2-digit number by a 1-digit number (with exchange) *Link multiplication and division *Divide a 2-digit number by a 1-digit number (no exchange) *Divide a 2-digit number by a 1-digit number (flexible partitioning)	Fractions *Understand the denominators of unit fractions *Compare and order unit fractions *Understand the numerators of non-unit fractions *Understand the whole *Compare and order non-unit fractions *Fractions and scales *Fractions on a number line *Count in fractions on a number line *Equivalent fractions on a number line *Equivalent fractions as bar models Mass and Capacity *Use scales *Measure mass in grams *Measure mass in kilograms and grams *Equivalent masses (kilograms and grams)	Fractions *Add fractions *Subtract fractions *Partition the whole *Unit fractions of a set of objects *Non-unit fractions of a set of objects *Reasoning with fractions of an amount Money *Pounds and pence *Convert pounds and pence *Add money *Subtract money *Find change Time *Roman numerals to 12 *Tell the time to 5 minutes *Tell the time to the minute *Read time on a digital clock *Use am and pm	Time *Days and hours *Hours and minutes – use start and end times *Hours and minutes – use durations *Minutes and seconds *Units of time *Solve problems with time Shape *Turns and angles *Right angles *Compare angles *Measure and draw accurately *Horizontal and vertical *Parallel and perpendicular *Recognise and describe 2-D shapes *Draw polygons *Recognise and describe 3-D shapes

	*Make connections *Add two numbers (no exchange) *Subtract two numbers (no exchange) *Add two numbers (across a 10) *Add two numbers (across a 100)	*Multiply by 3 *Divide by 3 *The three times-table *Multiply by 4 *Divide by 4 *The four times-table *Multiply by 8 *Divide by 8 *The 8 times-table *The 2,4 and 8 times-table	*Divide a 2-digit number by a 1 digit number (with remainders) *Scaling *How many ways? Length and Perimeter *Measure in metres and centimetres *Measure in millimetres *Measure in centimetres and millimetres *Metres, centimetres and millimetres *Equivalent lengths (metres and centimetres) *Equivalent lengths (centimetres and millimetres) *Compare lengths *Add lengths	*Compare mass *Add and subtract mass *Measure capacity and volume in millilitres *Measure capacity and volume in millilitres *Measure capacity and volume in litres and millilitres *Equivalent capacities and volumes (Litres and millilitres) *Compare capacity and volume *Add and subtract capacity and volume	*Years, months and days	*Make 3-D shapes Statistics *Interpret pictograms *Draw pictograms *Interpret bar charts *Draw bar charts *Collect and represent data *Two-way tables
Year 4	Place Value *Represent numbers to 1000 *Partition numbers to 1000 *Number line to 1000 *Thousands *Represent numbers to 10000 *Partition numbers to 10000 *Flexible partitioning of numbers to 10000 *Find 1, 10, 100, 1000 more or less *Number line to 10000 *Estimate on a number line to 10000 *Compare numbers to 10000 *Order numbers to 10000 *Roman numerals *Rounds to the nearest 10 *Round to the nearest 100 *Round to the nearest 1000 *Round to the nearest 10, 100, or 1000 Addition and Subtraction *Add and subtract 1s, 10s, 100s and 1000s *Add up to two 4-digit numbers (no exchange)	Addition and Subtraction *Efficient subtraction *Estimate answers *Checking strategies Measurement *What is area? *Count squares *Make shapes *Compare areas Multiplication and Division *Multiples of 3 *Multiply and divide by 6 *6 times-tables and division facts *Multiply and divide by 9 *9 times-table and division facts *The 3, 6 and 9 times tables *Multiply and divide by 7 *7 times-table and division facts *11 times-table and division facts *12 times-table and division facts *Multiply by 1 and 0 *Divide a number by 1 and itself *Multiply three numbers	Multiplication and Division *Factor pairs *Use factor pairs *Multiply by 10 *Multiply by 100 *Divide by 10 *Divide by 100 *Related facts – multiplication and division *Informal written methods for multiplication *Multiply a 2-digit number by a 1-digit number *Multiply a 3-digit number by a 1-digit number *Divide a 2-digit number by a 1-digit number *Divide a 3-digit number by a 1-digit number *Correspondence problems *Efficient multiplication Length and Perimeter *Measure in kilometres and metres *Equivalent lengths (kilometres and metres) *Perimeter on a grid *Perimeter of a rectangle *Perimeter of rectilinear shapes	Fractions *Compare and order mixed numbers *Understand improper fractions *Convert mixed numbers to improper fractions *Convert improper fractions to mixed numbers *Equivalent fractions on a number line *Equivalent fraction families *Add two or more fractions *Add fractions and mixed numbers *Subtract two fractions *Subtract from whole amounts *Subtract from mixed numbers Decimals *Tenths as fractions *Tenths as decimals *Tenths on a place value chart *Tenths on a number line *Divide a 1-digit number by 10 *Divide a 2-digit number by 10 Hundredths as fractions *Hundredths as decimals *Hundredths on a place value chart *Divide a 1- or 2-digit number by 100	Decimals *Make a whole with tenths *Make a whole with hundredths *Partition decimals *Flexibly partition decimals *Compare decimals *Order decimals *Round to the nearest whole number *Halves and quarters as decimals Money *Write money using decimals *Convert between pounds and pence *Compare amounts of money *Estimate with money *Calculate with money *Solve problems with money Time *Years, months, weeks and days *Hours, minutes and seconds *Convert between analogue and digital times *Convert to the 24-hour clock *Convert from the digital 24-hour clock	Shape *Understand angles as turns *Identify angles *Compare and order angles *Triangles *Quadrilaterals *Polygons *Lines of symmetry *Complete a symmetric figure Statistics *Interpret charts *Comparison, sum and difference *Interpret line graphs *Draw line graphs Position and Direction *Describe position using coordinates *Plot coordinates *Draw 2-D shapes on a grid *Translate on a grid *Describe translation on a grid

	*Add two 4-digit numbers (one exchange) *Add two 4-digit numbers (more than one exchange) *Subtract two 4-digit numbers (no exchange) *Subtract two 4-digit numbers (one exchange) *Subtract two 4-digit numbers (more than one exchange)		*Calculate perimeter of rectilinear shapes *Perimeter of regular polygons *Perimeter of polygons Fractions *Understand the whole *Count beyond 1 *Partition a mixed number *Number lines with mixed numbers			
History/ Geography	History: British History 1: Would you prefer to live in the Stone Age, iron Age or Bronze age? *Recognise the chronology and significance of prehistory. How long ago did prehistoric man live? *Use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. *Use archaeological evidence to investigate the Bronze age. *Use deductions to explain how bronze transformed prehistoric life. *Understand the importance of trade during the Iron age. How did it change lives? *Compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	Geography: why do people live near volcanoes? *Name and describe the layers of the Earth. *Explain how and where mountains are formed. *Explain why volcanoes happen and where they occur. *Recognise the negative and positive effects of living near a volcano. *Explain what earthquakes are and where they occur. *Observe and record the location of rocks around the school grounds and discuss findings.	History: British History 2: Why did the Romans invade and settle in Britain? *Investigate life in Ancient Rome by looking at its buildings. *Explore the causes of the Roman invasion of Britain. *Investigate the different responses to the Roman invasion using a range of sources. *Explore how the Roman army was so successful using a range of sources. *Investigate the lives of Roman soldiers by examining artifacts found at Vindolanda. *Explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.	Geography: Why are rainforests important to us? *Describe and give examples of a biome and find the location and some features of the Amazon rainforest. *Describe the characteristics of each layer of a tropical rainforest. *Understand the lives of indigenous peoples living in the Amazon rainforest. *Describe why tropical rainforests are important and understand the threats to the Amazon. *Understand how local woodland is used using a variety of data collection methods. *Analyse and present findings on how local woodland is used. *Create a sustainability action plan by investigating how resources are used in the school.	History: British History 3: What changed in Britain after the Anglo-Saxon invasion? * Recognise the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. *To recognise change and continuity in Iron Age and Anglo-Saxon houses and settlements. *Make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs. *Identify how Christianity spread in Britain in the Anglo-Saxon period. *Evaluate sources about Alfred the Great. *Understand how Anglo-Saxon rule ended.	Geography: Where does our food come from? *Explain the impact of food choices on the environment. *Understand the importance of trading responsibly. *Describe the journey of a cocoa bean. *Map and calculate the distance food has travelled. *Design and use data collection methods to find where our food comes from. *Discuss the advantages and disadvantages of buying both locally and imported food.
Science	Materials – Rocks and soil *Group rocks using their appearance. *Group rocks using their physical properties. *Make predictions, suggest improvements and explain observations over time. *Describe the process of fossil formation.	Energy – Electricity and circuits *Recognise how electrical appliances are powered. *Record and classify qualitative data. *Construct an electrical circuit. *Draw a scientific diagram. *Explain the use of switches in a circuit.	Materials – States of matter *Identify solids using their properties. *Ask relevant questions about the properties of solids. *Identify liquids and gases using their properties. *Use results to draw simple conclusions about the properties of liquids.	Plants: Plant reproduction *Identify the growth and survival needs of plants. *Describe the relationship between structure and function in plants. *Design simple results tables. *Investigate how water is transported in plants. *Plan a simple enquiry. *Explore the role of flowers in the life cycle of a plant.	Living things – Classification and changing habitats *Group animals in various ways. *Record data in different ways. Group plants in various ways. *Apply and create classification keys. *Make careful observations.	Making connections – How does wind force affect seed dispersal? *Investigating seed dispersal – planning *Revise Forces and Magnets and Plant Reproduction. *Plan a comparative test. *Gather and record data. *Analyse, conclude and evaluate the investigation.

	*Present research on fossil formation. *Identify fossils and rock groups accordingly. *Compare soils and how they were formed. *Describe a soil sample using sedimentation. *Draw and label a diagram.	*Explain the use of materials as electrical conductors or insulators. *Write a method. *Investigate what affects bulb brightness. *Pose questions and plan ways to test them. *Explain how to be safe around electricity.	*Describe melting and freezing. *Describe condensing and evaporating. *Make predictions for new values about evaporation rates. *Describe the different stages of the water cycle. *Record the stages of the water cycle using a labelled diagram. *Describe how temperature affects evaporation rates and the water cycle. *Research climate change	*Complete, read and interpret data in a bar chart. *Apply knowledge of plant life and growth when evaluating an enquiry. *Explore seed dispersal methods. *Use results to draw conclusions.	*Recognise and describe different habitats and their inhabitants. *Gather, record, classify and present data. *Recognise the impact humans can have on habitats. *Research using an information sheet. *Recognise the impact of natural disasters on habitats.	*Pose and investigate new questions. *Present findings.
PE **Sports coaches**	Tag Rugby *Ball control and working as a team *Accurate passing and catching in a team *Attacking *Defending and tagging *Circuit – skills and tactics *Competition Sports coach: Invasion games *Introduction *Ball control *Aiming *Dodging *Simple games *Practise	Fitness *Lower body circuits *Aerobic circuits *Upper body circuits *Boxercise *Core circuits *Full body circuits Sports coach: Invasion games *Introduction *Ball control *Passing – catching *Passing – throwing *Simple games *Practise	Dance *Introduction to street dance *Fluency of movement *Choreography and cooperation *Partner work *Creative tutting *Performance Sports coach: Gymnastics *Travelling *Key shapes *Rolls *Jumps *Sequences *Apparatus work	Orienteering *Introduction *Teamwork *Map skills *Indoor mapping *Picture orienteering *Single control event Sports coach: Tennis *Introduction *Ball and racket familiarisation *Receiving skills *Cooperative rallies *Simple games *Practise	Cricket *Introduction *Fielding – ball skills *Throwing and catching *Batting – hitting the ball *Simple games *Practise Sports coach: Striking and fielding *Introduction *Fielding – ball skills *Fielding – throwing and catching *Batting – Hitting the ball *Simple games *Practise	Swimming Knowledge: *Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. *Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. *Water safety: know what to do if I fall in the water. *Rules: understand the water safety rules. Skills: *Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. *Breathing: demonstrate improved breathing technique in front crawl. *Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water. Sports coach: Athletics *Introduction *Coordination and movement

						*Running *Jumping *Throwing *Practise
Art/ DT	Drawing and painting: Landscape art. *Draw a realistic looking sketch of a landscape. *Use different techniques to show effect. *Mix different colours together and use appropriate colours to enhance the landscape. *Use different materials such as watercolours, acrylic paints and oil pastels. *Use vocabulary: acrylic paint, colour wash, landscape, sketching, stippling, watercolour.	Sculpture & 3D: How can paper be used to create sculptures? *Know different techniques to create 3D effects with paper. *Know about famous paper sculptors, Li Hongbo and Brian Dettmer. *Understand that there are a range of different types of sculptures. *Use vocabulary: roll, loop, fringe, tabs, cone, curls, spiral, fold, extrusions, slotted. Artist Enquiries: Li Hongbo, Brian Dettmer & Printing: Collagraph printing *Examine how artists and designers used colours, shapes and lines to create patterns. *Explore positive and negative space in printing. *Use card and string blocks for printing to create a collagraph printing block. *Experiment with a range of different materials and patterns on printing blocks. *Experiment with different materials to create collagraph prints and know which work best for purpose. *Print patterns observed in the natural and man-made world. *Use vocabulary: Collagraph, relief printing, positive space, negative space, pattern.	Mechanical systems: Mechanical cars *Build a simple prototype car chassis. To build a prototype of a sustainable slingshot car chassis. *To build a prototype of a durable slingshot car chassis. *Design a mechanised toy car. *Make a mechanical toy car from a kit.	Drawing: How are hatching and cross hatching methods used to create tone in drawings? *Use an eraser to expose lighter tones to show texture in an artwork. *Know the difference between H and B pencils. Use vocabulary: Hatching / cross-hatching, textures, reflection, shades, first-hand observation, secondary source images. Artistic enquiries: Giorgio Morandi & How are shadows and reflections created in drawings? *Mark areas of light and shadow in an observational drawing. *Know how to draw and blend lines to create different textures, shades and tones. *Begin to select pencil grades for purpose. *Know how to create contrast and tone in drawings. Use vocabulary: drawing mediums, shades, textures, tone, graduating tones, shading. Artistic enquiries : Maurice Denis, Maurits Conelis Escher	Cooking and Nutrition: Adapting a recipe *Evaluate existing biscuit products. *Prepare and cook a basic biscuit. *Select ingredients and follow a budget. *Take inspiration from existing products. *Make and test a prototype biscuit for market research. *Evaluate the final product.	Structure: Pavilions *Create a range of different shaped frame structures. *Design a structure for a pavilion. *Build a frame structure for the pavilion. *Add cladding to a frame structure. & Painting & Collage: Artist study – Henri Matisse *Sketch a collage design that has two contrasting elements, such as curved and jagged shapes. *Mix tertiary colours *Create shades and tints. *Use a range of media, shapes and colours to design, create, overlap and layer collages. *Find out what colours are complementary by looking at which are opposite each other on the colour wheel. *Experiment with contrasting and complementary colours, shapes and designs. *Select and use a range of media in a collage. *Use vocabulary: background, collage, complementary colours, foreground, hue, jagged, shades, tint.

		Artistic enquiries: Glen Alps				
Music	I've Been to Harlem Focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. •Compose a pentatonic ostinato. •Sing a call-and-response song in groups, holding long notes confidently. •Play melodic and rhythmic accompaniments to a song. •Listen and identify where notes in the melody of the song go down and up.	Chilled Out Clap Rap Focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. *Create rhythm patterns using the durations crotchet, crotchet rest, pair of quavers. •Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. •Rap accurately and rhythmically with dynamic contrasts. •Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	March from the Nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. *Develop active listening skills by responding to musical themes through movement. •Understand the structure of rondo form (A-B-A-C-A). •Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. From a Railway carriage Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. * Explore ways to create word-based pieces of music. •Explore ways to communicate atmosphere and effect. •Listen and compare how different composers have approached creating word-based compositions.	Latin Dance Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. *Compose a 4-beat rhythm pattern to play during instrumental sections. •Working in small groups, sing a call-and-response song with an invented drone accompaniment. •Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. •Play a one-note part contributing to the chords accompanying the verses. •Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Just Three Notes Focis: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. •Invent simple patterns using rhythms and notes C-D-E. •Compose music, structuring short ideas into a bigger piece. •Notate, read, follow and create a 'score'. •Recognise and copy rhythms and pitches C-D-E. Samba with Sergio Focus: : Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community * Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. •Perform vocal percussion as part of a group. •Move in time with the beat of the music. •Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).	Fly with the Stars Focus: Minor and major chords (A minor, C major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3. *Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. •Sing solo or in a pair in call-and-response style. •Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.
Year 4	Learning string instruments throughout the year *Learn how to hold the instruments correctly and maintain proper posture for playing. *Perform various rhythms, counting, and clapping simple rhythmic patterns. *Identify different string instruments by sight and sound. *Understand how to care for an instrument. *Perform specific fingerings for notes. *Demonstrate and perform different dynamics on their instruments. *Identify various parts of a chosen string instrument. *Understand basic musical terms related to string instruments.					

	*Use performing as an outlet for creative expression.					
Computing	Computer Systems and Networks Connecting computers *Identify input and output devices *Recognise how digital devices can change the way we work. *Explain how a computer network can be used to share information. *Explore how digital devices can be connected. *Recognise the physical components of a network. Online Safety -ELIM: I am kind and responsible	Creating Media – Photo Editing *Explain that the composition of digital images can be changed. *Explain that colours can be changed in digital images. *Explain how cloning can be used in photo editing. *Combine images for a purpose. *Evaluate how changes can improve an image. Online Safety -ELIM: I am kind and responsible	Programming A – Sequencing Sounds *Explore a new programming environment. **Identify that commands have an outcome. *Explain that a program has a start. **Change the appearance of my project. *Create a project from a task description. Online Safety – ELIM: I am safe and secure	Creating Media – Audio Production *Identify that sound can be recorded. *Recognise the different parts of creating a podcast project. *Apply audio editing independently. *Combine audio to enhance my podcast project. *Evaluate the effective use of audio. Online Safety – ELIM: I am safe and secure	Data and Information Branching Data bases *Create questions with yes/no answers. *Identify the attributes needed to collect data about an object. *Create a branching database. *Explain why it is helpful for a database to be well structured. *Plan the structure of a branching database. *Independently create an identification tool. Online Safety: - ELIM: I am healthy	Programming B – Repetition in Games *Develop the use of count-controlled loops in a different programming environment. *Explain that in programming there are infinite loops and count controlled loops. *Develop a design that includes two or more loops which run at the same time. *Modify an infinite loop in a given program. *Design a project that includes repetition. *Create a project that includes repetition. Online Safety: - ELIM: I am healthy
French	Year 3- Greetings Year 4- Family members	Year 3- Personal information Year 4- Sports	Year 3- Numbers 1-20 Year 4- Numbers 20-31	Year 3- Colours Year 4- Parts of the body	Year 3- Pets Year 4- Months of the year. Birthdays	Year 3- Conversations Year 4- Conversations
RE	**<u>What do Hindus believe about Dharma, Deity and Atman?</u>** **<u>How and why is Diwali celebrated by Hindus today?</u>** **Religion:** Hinduism **Concept:** Origins and expression, personal and collective **Discipline:** Theology, Philosophy, Social sciences *I can identify Hinduism as a major world religion. *I can explain what Dharma means and give examples. *I can describe Hindu beliefs about Deity as one God in many forms. *I can name some Hindu deities and their qualities. *I can describe how Hindus worship at home and in a mandir. *I can explain that Atman means the inner self or soul. *I can explain how Dharma, Deity and Atman influence Hindu behaviour. *I can identify Diwali as an important Hindu festival. *I can retell the story of Rama and Sita and explain its message. *I can describe how Hindus prepare for and celebrate Diwali.		**<u>What is it like to be a Hindu in the UK and Somerset?</u>** **Religion:** Hinduism **Concept:** Time and place, Personal and collective **Discipline:** Philosophy, Social sciences *I can describe key beliefs and practices of Hindus. *I can explain what happens in a mandir and why it is important to Hindus. *I can describe how Hindus celebrate festivals and practise their faith in the UK. *I can explain how living in different places (UK, Somerset, India) can affect how Hindus express their beliefs. *I can identify ways Hindus maintain community,	**<u>What is the nature of God in Christianity and what is incarnation?</u>** **Religion:** Christianity **Concept:** Origins and expression **Discipline:** Theology *I can describe Christian beliefs about what God is like. *I can explain that Christians believe God is Father, Son, and Holy Spirit. *I can explain that incarnation means God becoming human in Jesus. *I can describe a story that shows Christians what God is like through Jesus. *I can identify ways Christians express their	**<u>How do different people decide what is right and wrong?</u>** **Religion:** Christianity, non-religion Humanism **Concept:** Ethics and values **Discipline:** Philosophy, Theology *I can describe what right and wrong mean and give examples. *I can explain how Christians use the Bible and Jesus' teachings to decide what is right. *I can explain how Humanists use reason, empathy, and consequences to decide what is right. *I can identify values shared by	**<u>What does religion say about how we should treat animals?</u>** **Religion: Christianity, Judaism, Hinduism, Islam** **Concept:** Influence and power **Discipline:** Theology *I can explain why animals matter and why they need care. *I can describe Christian beliefs about caring for animals as part of God's creation. *I can describe Jewish and Muslim teachings about treating animals kindly and fairly. *I can explain Hindu beliefs about respect for

	*I can explain what Diwali means to Hindus today. *I can explain how Diwali expresses Hindu beliefs and identity.		belonging, and tradition in places where Hindu populations may be small. *I can explain what it might be like to be a Hindu in the UK and Somerset, using examples from worship, festivals, daily life, and community.	beliefs about God and incarnation. *I can explain why incarnation is important to Christians and express my own ideas clearly.	Christians and Humanists, such as kindness and fairness. *I can explain why some choices are difficult and give reasons for different viewpoints. *I can explain how different people decide what is right and wrong and express my own ideas clearly.	all living beings and non-violence. I can identify similarities in how different religions teach kindness and responsibility toward animals. *I can explain how religious beliefs influence how people treat animals and express my own ideas clearly.
PSHE	**Connecting with others: What helps us feel safe and included?** Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	**The online world: How should we communicate online?** Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	**Citizenship: What careers do people choose and why?** Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	**Staying safe: What signs help me recognise what is safe or unsafe?** Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.	**Connecting with others: How can we respect each other?** Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	**The online world: How can we decide what to trust online?** Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Buzzard Class

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Alastair Humphreys Great Adventurers: The Incredible Expeditions of 20 explorers. By Alastair Humphreys The boy who biked the world- Alastair Humphreys	Stig of the Dump - Clive King	The diary of Anne Frank Tom's Midnight Garden by Philippa Pearce	Traditional Tales	The Wolf Wilder by Katherine Rundell Topic linked assessment preparation	The Iron Man - Ted Hughes Poetry
Writing outcomes	-Narrative -Diary -Explanation texts	-Newspaper -Narrative story writing	-Biographies -Letters -Portal Stories	-Narrative -Suspense -Persuasive Advert	-Reports -Dialogue -Narrative	-Poetry -Real life problem -Diary

				-Formal letter		-Instructions -Narrative -Balanced arguements
Year 5 SPAG	-Proper nouns -Adverbs of possibility -Converting nouns and adjectives into verbs – suffixes, '-ate', '-ise', '-ify'. -Tenses: Past and Present Progressive and Present Perfect -Possessive plural apostrophes -Expanded noun phrases	-Adverbs -Degrees of possibility – Modal Verbs -Verb Prefixes 'dis-', 'de-', 'mis-', 'over-', 're-' -Verb inflections and standard English -Using inverted commas	-Prepositions -More prefixes -Coordinating conjunctions -Using inverted commas (changing the position of the reporting clause) -Parenthesis – brackets -Commas for meaning and clarity	-Determiners -More suffixes -Subordinating conjunctions -Linking paragraphs with adverbials -Direct and indirect (reported) speech -Explanation	-Pronouns and possessive pronouns -Word families -Subordinate clauses -Writing cohesive paragraphs -Parenthesis – commas -Homophones	-Adverbials / Fronted Adverbials -Dictionary work -Relative clauses -Editing and evaluating -Parenthesis - dashes
Year 6 SPAG	-Noun phrases -Modal verbs and subjunctive mood -Suffixes – Nouns and adjectives to verbs -Relative clauses -Commas	-Pronouns and possessive pronouns -Adverbs to show frequency -Prefixes -Colons in lists -Subordinating conjunctions and clauses	-Synonyms and antonyms -Adverbs to show possibility -Root words -Hyphens -Coordinating conjunctions	-Subject and object of a sentence -Ambiguity -Hyphenated compound words -Bullet points -Perfect form of verbs to mark relationships of time and clause	-Direct and reported speech -Active and passive -Semi-colons, colons and dashes to mark clauses -Formal and informal speech and vocabulary -Layout devices	-Verb tenses -Editing and evaluating -Parenthesis – brackets, commas, and dashes -Formal and informal writing -Cohesion across paragraphs
Maths **Year 5**	Place Value *Roman numerals to 1000 *Numbers to 10,000 *Numbers to 100,000 *Read and write numbers to 1,000,000 *Powers of 10 *10/100/1,000/10,000/100,000 more or less *Partition numbers to 1,000,000 Addition and Subtraction *Mental strategies *Add whole numbers with more than four digits *Subtract whole numbers with more than four digits *Round to check answers *Inverse operations (Addition and subtraction) *Multi-step addition and subtraction problems *Compare calculations *Find missing numbers Multiplication and Division *Multiples *Common multiples *Factors *Common factors	Fractions *Find fractions equivalent to a unit fraction *Find fractions equivalent to a non-unit fraction *Recognise equivalent fractions *Convert improper fractions to mixed numbers *Convert mixed numbers to improper fractions *Compare fractions less than 1 *Order fractions less than 1 *Compare and order fractions greater than 1 *Add and subtract fractions with the same denominator *Add fractions within 1 *Add fractions with toral greater than 1 *Add to mixed numbers *Subtract fractions *Subtract from a mixed number- breaking the whole *Subtract two mixed numbers Fractions *Multiply a unit by an integer *Multiply a non-unit fraction by an integer	Multiplication and Division *Multiply up to a 4-digit number by a 1-digit number *Multiply a 2-digit number by a 2-digit number (area model) *Multiply a 2-digit number by a 2-digit number *Multiply a 3-digit number by a 2-digit number *Multiply a 4-digit number by a 2-digit number *Solve problems with multiplication *Short division *Divide a 4-digit number by a 1-digit number *Divide with remainders *Efficient division *Solve problems with multiplication and division Position and Direction *Read and plot coordinates *Problem solving with coordinates *Translation *Translation with coordinates *Lines of symmetry *Reflection in horizontal and vertical lines	Decimals and Percentages *Decimals up to 2 decimal places *Equivalent fractions and decimals (tenths) *Equivalent fractions and decimals (hundredths) *Equivalent fractions and decimals *Thousandths as fractions *Thousandths as decimals *Thousandths on a place value chart *Order and compare decimals (same number of decimal places) *Order and compare any decimal with up to 3 decimal places *Round to the nearest whole number *Round to 1 decimal place *Understand percentages *Percentages as fractions *Percentages as decimals *Equivalent fractions, decimals and percentages Perimeter and Area *Perimeter of rectangles	Shape *Understand and use degrees *Classify angles *Estimate angles *Measure angles up to 180° *Draw lines and angles correctly *Calculate lines and around a point *Calculate angles on a straight line *Lengths and angles in shapes *Regular and irregular polygons *3-D shapes	Decimals *Use known facts to add and subtract decimals within 1 *Complements to 1 *Add and subtract decimals across 1 *Add decimals with the same number of decimals *Add decimals with different numbers of decimal places *Subtract decimals with different numbers of decimal places *Efficient strategies for adding and subtracting decimals *Decimal sequences *Multiply by 10, 100 and 1,000 *Divide by 10, 100 and 1,000 *Multiply and divide decimals – missing values Negative Numbers *Understand negative numbers *Count through zero in 1s *Count through zero in multiples

	*Prime numbers *Square numbers *Cube numbers Multiplication and Division *Multiply by 10, 100 and 1,000 *Divide by 10, 100 and 1,000 *Multiples of 10, 100 and 1,000	*Multiply a mixed number by an integer *Calculate a fraction of a quantity *Fraction of an amount *Find the whole *Use fractions as operators		*Perimeter of rectilinear shapes *Perimeter of polygons *Area of rectangles *Area of compound shapes *Estimate area Statistics *Draw line graphs *Read and interpret line graphs *Read and interpret tables *Two-way tables *Read and interpret timetables		*Compare and order negative numbers *Find the difference Converting Units *Kilograms and kilometres *Millimetres and millilitres *Convert units of length *Convert between metric and imperial units *Convert units of time *Calculate with timetables Volume *Cubic centimetres *Compare volume *Estimate volume *Estimate capacity
Year 6	Place Value *Numbers to 1,000,000 *Numbers to 10,000,000 *Read and write numbers to 10,000,000 *Powers of 10 *Number line to 10,000,000 *Compare and order any integers *Round any integer *Negative numbers Addition, Subtraction, Multiplication and Division *Add and subtract integers *Common factors *Common multiples *Rules of divisibility *Primes to 100 *Square and cube numbers *Multiply up to a 4-digit number by a 2-digit number *Solve problems with multiplication	Fractions *Equivalent fractions and simplifying *Equivalent fractions on a number line *Compare and order (denominator) *Compare and order (numerator) *Add and subtract simple fractions *Add and subtract any two fractions *Add mixed numbers *Subtract mixed numbers *Multi-step problems *Multiply fractions by integers *Multiply fractions by fractions *Divide a fraction by an integer *Divide any fraction by an integer *Mixed questions with fractions *Fraction of an amount *Fraction of an amount – find the whole Converting Units *Metric measures *Convert metric measures *Calculate with metric measures *Miles and kilometres *Imperial measures	Ratio *Add or multiply? *Use ratio language *Introduction to the ratio symbol *Ratio and fractions *Scale drawing *Use scale factors *Similar shapes *Ratio problems *Proportion problems *Recipes Algebra *1-step function machines *2-step function machines *Form expressions *Substitution *Formulae *Form equations *Solve 1-step equations *Solve 2-step equations *Find pairs of values *Solve problems with two unknowns Decimals Geometry – Position and Direction *The first quadrant *Read and plot points in four quadrants *Solve problems with coordinates *Translations *Reflections	Fractions, Decimals and Percentages *Decimal and fraction equivalents *Fractions as division *Understand percentages *Fractions to percentages *Equivalent fractions, decimals and percentages *Order fractions, decimals and percentages *Percentage of an amount – one step *Percentage of an amount – multi-step *Percentages – missing values Area, Perimeter and Volume *Shapes – same area *Area and perimeter *Area of a triangle – counting squares *Area of a right-angled triangle *Area of any triangle *Area of a parallelogram *Volume – counting cubes *Volume of a cuboid Statistics *Line graphs *Dual bar charts *Read and interpret pie charts	Shape *Measure and classify angles *Calculate angles *Vertically opposite angles *Angles in a triangle *Angles in a triangle – special cases *Angles in a triangle – missing angles *Angles in a quadrilateral *Angles in Polygons *Circles *Draw shapes accurately *Nets of 3-D shapes	Themed Projects, Consolidation and Problem Solving The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.

				*Pie charts with percentages *Draw pie charts *The mean		
History/ Geography	Geography: Why does population change? *Understand the change and distribution of the global population. *Define birth and death rates and describe why they change. *Recognise the push and pull factors influencing migration. *Begin to understand the impact climate change can have on the global population. *Collect data showing how population impacts the amount of traffic and litter in an area. *Write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	History: What was the impact of World War 2 on the people of Britain? *Identify the causes of World War II using a timeline. *Explore the impact of the Battle of Britain on the Royal Air Force using oral histories. *Make inferences about the Blitz using photographs. *Investigate evacuation experiences using oral and printed records. *Investigate the impact of WW2 on women's lives using visual and written sources. *Explore the lives of migrants after World War 2 through podcasts, posters and photographs.	History: What does the census tell us about our local area? *Explore the purpose and creation of a censes. *Create questions about Victorian children using a range of sources. *Explore the jobs available in the past using the census. *Make inferences about women's lives in the 1900s using the census. *Investigate how the census changed in 1921 by following the life of Evelyn Dove. *Conduct an enquiry about my local area using the census. *Remembrance – Compare how people remember past events and people.	Geography: Why do Oceans matter? *Explain the importance of our oceans. *Locate and describe the significance of the Great Barrier Reef. *Explain the impact humans have on coral reefs and oceans. *Understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. *Collect data on the types of litter polluting a marine environment. *Present, analyse and evaluate data collected. *Sustainability: Explore sustainable fashion by working in a team to plan a clothes swap or upcycling project.	History: Who should go on the banknote? *Explain the significance of people on banknotes. *Explore what makes a monarch historically significant. Was Alfred the Great or Elizabeth I the more significant monarch? *Evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources. *Investigate why William Tuke is historically significant. *Research historically significant sporting figures. Why are Lily Parr and Betty Snowball historically significant? *Evaluate the significance of different historical figures by applying criteria. Who will be the face of the new £10 note?	Geography: Can I carry out an independent fieldwork enquiry? *Develop an enquiry question. *Determine the most effective data collection methods for fieldwork. *Plan a route for a fieldwork trip. *Collect the data to answer the enquiry question. *Determine an answer to the enquiry question. *Present findings.
Science	Living things: Classifying big and small *Explain how organisms are classified using the Linnaean system. *Classify the cold-blooded vertebrate groups using their common characteristics. *Use a classification key to classify frog species. *Classify the warm-blooded vertebrate groups using their common characteristics. *Classify invertebrates using their characteristics. *Describe how the plant kingdom is organised (based on shared characteristics). *Produce a working classification key. *Describe and classify micro-organisms.	Materials: Properties and changes *Determine the hardness of materials and link to their uses. *Evaluate the hardness test to determine the degree of trust in the results. *Determine the transparency of different materials and link this to their uses. *Plan and draw a table of results. *Determine the conductivity of different materials and link this to their uses. *Write a detailed, organised methos that is easy to follow. *Demonstrate reversible changes.	Energy: Circuits, batteries and switches *Use recognised symbols for electrical components. *Predict and present results for electrical circuits. *Use standardised symbols when drawing diagrams. *Recognise a link between the number of components and resistance. *Explain results using scientific knowledge. *Identify ways to change voltage within an electrical circuit. *Design a results table. *Investigate how voltage affects bulb brightness. *Plan an enquiry. *Apply knowledge of circuits and components to a practical situation. *Recognise that scientific knowledge can solve a problem.	Living things: Life cycles and reproduction *Describe the life of a plant, including the reproductive stage. *Observe and compare equivalent parts in different flowers. *Describe the life cycle of a mammal. *Research the life cycles of different mammals. *Describe the life cycle of a bird and compare it with that of a mammal. *Pose questions to compare the life cycles of different birds. *Describe the life cycle of an amphibian. *Suggest how temperature may affect egg hatching.	Animals: Human timeline *Describe how humans change from babies through to old age. *Use a line graph to identify patterns in height and predict values. *Identify changes in males and females as a result of puberty. *Explore the gestation periods of humans and other animals. *Plot data on a scatter graph.	Making connections: How reflective are space blankets? *Revise the units Earth and Space and Properties and changes. Plan a fair test. *Revise the unit Circulation and health. Gather and record data. *Revise the unit Light and Shadows. Conclude and evaluate the investigation. *Revise the unit Mixtures and separation. Pose and investigate new questions. *Revise key concepts. Report on my findings using persuasive writing.

		*Write a prediction using prior knowledge of the states of matter. *Demonstrate irreversible changes. *Analyse observations about rusting and use them to support a conclusion. *Measure the circumference of a balloon accurately.		*Describe the life cycle of an insect and compare it with that of an amphibian. *Use data to describe a a relationship and make predictions. *Describe asexual reproduction in plants. *Represent root growth over time on a line graph.		
PE **Sports coaches**	Tag Rugby *Coordination, control and cooperation *Cooperation with teammates to pass and move *Attacking and tagging *Defending *Circuit – skills and tactics *Competition Sports coach: Basketball/Netball *Introduction *Ball control – dribbling *Passing *Attacking play – shooting *Defensive play *Practise	Fitness *Lower body circuits *Aerobic circuits *Upper body circuits *Boxercise *Core circuits *Full body circuits Sports coach: Multi-skills *Introduction *Running *Throwing *Circuits *Practise skills	Dance *Finding the beat *Coordination and cooperation *Tutting *Dancing in unison *Group choreography *Performance Sports coach: Gymnastics *Travelling *Individual balances *Rolls *Jumps *Sequences *Hand apparatus and performance	Orienteering *Problem solving *Teamwork *Line orienteering *Indoor mapping *Single control event *Control plotting Sports coach: Tennis *Introduction *Cooperative rallies *Court targets *Simple games *Competitive mini games *Practise	Cricket *Introduction *Bowling 0 at a target *Fielding – tactics *Batting – tactics *Tournament *Practise Sports coach: Striking and fielding games *Introduction *Fielding tactics *Bowling *Batting -tactics *Tournament *Practise	Swimming Knowledge: *Strokes: understand that making my body streamlined helps me to glide through the water. *Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. *Water safety: know which survival technique to use for the situation. *Rules: understand that different environments have different rules to keep us safe around water. Skills: *Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. *Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. *Water safety: perform a variety of survival techniques. Sports coach: Athletics *Introduction *Run for speed *Throwing for distance *Jump for distance *Mini Olympics

						*Practise
Art/ DT	Sculpture & 3D: How can wire be used to create sculptures? *Explore wire as a medium for sculptures and experiment with wire techniques. *Use aluminium wire to create sculptures. *Shape, form, model and construct using wire. *Use tools safely. *Understand the properties of different types of wire. *Know techniques to create sculptures out of wire. *Explore and experiment with other forms of sculpture. *Know about the life of Anthony Gormley. Use vocabulary: bend, twist, shape, braid, join, create. Artist Enquiries: Antony Gormley, Alexander Calder	Textiles: Bags *Explore how pattern pieces are used to design and make fabric items. *Use pattern piece templates to shape, cut and stitch fabric. *Design a bag and create prototype pattern pieces. *Create a prototype bag from a design sketch. *Add features to a bag.	Structure: Playgrounds *Design a playground with a variety of structures. *Build a range of structures. *Improve and add detail to structures. *Create a surrounding landscape.	Painting: How do you create moods in painting? *Try out different media, materials and mixing different colours to create different moods. *Use appropriate painting tools accurately to apply a range of different paint types to a surface. *Demonstrate a knowledge of primary, secondary, complementary, warm and cold and contrasting colours. Use vocabulary: Complementary colours, warm colours, cool colours, inspiration. Artistic enquiries: Davis Hockney, Pablo Picasso & Painting & Printing – Pop Art *Consider different pieces of art and whether they can be characterised as pop art. *Experiment using different colours, lines and space. *Use block colour with repeated images. *Draw accurately and in detail, controlling the pencil. *Use printing and printer inks to print repeated and overlapping pattern. Use vocabulary: block printing, blotted line, cold colours, complimentary colours, composition, medium, pop art, printing, popular culture, repeated, self-portrait, style, warm colours. Artistic enquiries: Andy Warhol	Digital world: Navigating the world. *Write a design brief and criteria based on a client request. *Write a program to include multiple functions as part of a navigation device. *Develop a sustainable product concept. *Develop 3D CAD skills to produce a virtual model. *Present a pitch to 'sell' the product to a specified client.	Textiles: Batik *Appreciate and discuss the work of batik artists. *Explore roles and purposes of artists from different cultures. *Collect visual inspiration to help develop ideas in sketchbooks. *Use sketchbooks to design a batik. *Name batik tools and use them safely. Artistic Enquiries: Ko Chuan Huang, Chuah Thean Teng. & Silk screen printing *Explore the life and work of Andy Warhol. *Use sketchbooks to design a print. *Examine how artists and designers used colours, shapes and lines to create prints. *Create a print for purpose. *Discuss and evaluate own work and that of others. *Work as a group to create screen print. *Use vocabulary: Squeegee, screen printing ink, stencil. Artistic enquiries: Andy Warhol

Music	What shall we do with the drunken sailor? Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. *Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. •Sing a sea shanty expressively, with accurate pitch and a strong beat. •Play bass notes, chords, or rhythms to accompany singing. •Sing in unison while playing an instrumental beat (untuned). •Keep the beat playing a 'cup' game. •Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Why we sing Focus: Gospel music, instruments, structure, texture, vocal decoration. Introduction to song writing * Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. •Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. •Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).	Madina Tun Nabi Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2. *Improvise freely over a drone. •Sing a song in two parts with expression and an understanding of its origins. •Sing a round and accompany themselves with a beat. •Play a drone and chords to accompany singing. •Listen and copy back simple rhythmic and melodic patterns.	Building a groove Focus: Beat, rhythm, basslines, riffs. *Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. •Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Época Focus: Texture, articulation, rhythm, tango. *Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. •Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. •Demonstrate an understanding of the history of Argentine Tango.	Balinese Gamelan Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). *Compose a kecak piece as part of a group. •Sing/chant a part within a kecak performance. •Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. •Listen and match vocal and instrumental sounds to each other, and to notation. Composing in ternary form Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. *Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. •Notate ideas to form a simple score to play from. •Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. •Understand and recognise ternary form.	Kisne Banaaya Focus: : A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. *Compose a simple accompaniment using tuned instruments. •Create and perform their own class arrangement. •Sing and play the melody of Kisne banaaya. •Sing in a 4-part round accompanied with a pitched ostinato.
Computing	Computer Systems and Networks: Communication and Collaboration *Explain the importance of internet addresses. *Recognise how data is transferred across the internet. *Explain how sharing information online can help to work together.	Creating Media: Vector graphics *Identify that drawing tools can be used to produce different outcomes. *Create a vector drawing by combining shapes. **Use tools to achieve a desired effect. *Recognise that vector drawings consist of layers.	Programming A Variables in games *Define 'variable' as something that is changeable. *Explain why a variable is used in a program. *Choose how to improve a game by using variables. *Design a project that builds on a given example. *Use my design to create a project. *Evaluate my project.	Creating media: Webpage creation *Review an existing website and consider its structure. *Plan the features of a web page. *Consider the ownership and use of images (copyright) *Recognise the need to preview pages.	Data and Information: Spreadsheets *Create a data set in a spreadsheet. *Build a data set in a spreadsheet. *Explain that formulas can be used to produce calculated data. *Apply formulas to data. *Create a spreadsheet to plan an event.	Programming B: Sensing movement (variables) -Microbit *Create a program to run on a controllable device. *Explain that selection can control the flow of a program. *Update a variable with a user input.

	*Evaluate different ways of working together online. *Recognise how we communicate using technology. *Evaluate different methods of online communication. Online Safety -ELIM: I am kind and responsible	*Group objects to make them easier to work with. *Apply what I have learned about vector drawings. Online Safety -ELIM: I am kind and responsible	Online Safety – ELIM: I am safe and secure	*Outline the need for a navigation path. *Recognise the implications of linking to content owned by other people. Online Safety – ELIM: I am safe and secure	*Choose suitable ways to present data. Online Safety: - ELIM: I am healthy	*Use a conditional statement to compare a variable to a value. *Design a project that uses inputs and outputs on a controllable device. *Develop a program to use inputs and outputs on a controllable device. Online Safety: - ELIM: I am healthy
French	Year 5- Clothes Year 6- Weather	Year 5- Food Year 6- Pencil case items	Year 5- Numbers 31-69 Year 6- French play	Year 5- Café language Year 6- French play	Year 5- Shopping, Euros Year 6- Numbers 69-100	Year 5-Alphabet Year 6- Telling the time
RE	**<u>What do Hindus believe about Dharma, deity and Atman?</u>** **<u>How and why is Diwali celebrated by Hindus today?</u>** **Religion:** Hinduism **Concept:** Origins and expression **Discipline:** Theology *I can explain Hinduism as a diverse global religion and describe how Hindu identity varies across places. *I can explain Dharma in depth and give examples of how it guides Hindu behaviour. *I can describe Hindu beliefs about Deity and explain how different deities express aspects of Brahman. *I can interpret symbols used in Hindu imagery and worship. *I can explain Atman and describe how it connects to samsara and moksha. *I can evaluate how Dharma, Deity and Atman influence Hindu life today. *I can explain the key themes of Diwali and link them to Hindu beliefs. *I can retell the story of Rama and Sita and explain different interpretations of its message. *I can describe how Hindus prepare for Diwali and explain the symbolism behind these actions. *I can compare Diwali celebrations in different places and explain how celebration expresses identity. *I can explain what Diwali means to Hindus today and how it supports community and belonging. *I can use evidence from stories, practices and beliefs to explain how and why Diwali is celebrated today.		**<u>What do Jewish people believe about God and the covenant?</u>** **<u>What do Jewish people believe about the Torah?</u>** **Religion:** Judaism **Concept:** Origins and expression **Discipline:** Theology *I can describe Jewish beliefs about God as one, eternal, and creator. *I can explain what the covenant is and why it is important to Jewish people. *I can describe what the Torah is and why it is special. *I can explain how Jewish people use the Torah in worship and learning. *I can identify Jewish practices linked to the covenant and Torah. *I can explain how beliefs about God, the covenant, and the Torah shape Jewish identity and daily life.	**<u>What does Salvation mean to Christians?</u>** **Religion:** Christianity **Concept:** Origins and expression **Discipline:** Theology *I can explain how different Christian groups understand Salvation. *I can describe and compare theological ideas about sin, repentance, and atonement. *I can explain different Christian interpretations of the Crucifixion and Resurrection. *I can analyse how Salvation is expressed through Christian sacraments and rituals. *I can evaluate how Salvation influences Christian moral choices. *I can construct a clear theological explanation of Salvation using	**<u>How do people understand good and evil?</u>** **Religion:** Christianity, Judaism, Islam, Hinduism, Non-religion- Humanism **Concept:** Ethics and values **Discipline:** Philosophy, Theology, Social science *I can describe what good and evil mean and give examples. *I can explain how Christians and Jews use teachings and commandments to choose good. *I can explain how Muslims use kindness, fairness, and responsibility to choose good. *I can describe Hindu ideas about good and evil using stories or values. *I can explain how Humanists use reason, empathy, and consequences to decide what is good.	**<u>How does data help us to understand religion and worldviews in Somerset?</u>** **Religion:** All religions and non **Concept:** Personal and collective **Discipline:** Social sciences *I can explain what data is and how it helps us learn about groups of people. *I can describe what data shows about religion and worldviews in Somerset. *I can compare local and national data and identify similarities and differences. *I can identify religious communities in Somerset using data. *I can describe how people express their beliefs in Somerset. *I can explain how data helps us understand religion and worldviews

				evidence and vocabulary	*I can explain similarities and differences in how people understand good and evil and express my own ideas clearly.	in Somerset and express my own ideas clearly.
PSHE	**My healthy self: How can I support my mind and body as I grow?** Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	**Citizenship: How can we make a difference in our communities and beyond?** Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.	**Growing up: How can I manage the changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	**My healthy self: How do my choices today shape my future health?** Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	**Citizenship: How can we protect everyone's rights?** Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	**Sex education: How do people become parents and carers?** PARENTAL RIGHT TO WITHDRAW Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.