



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits		Thorndon Park <i>Stone Age Day</i>	Geography fieldwork <i>Site survey, local visit to the park</i>		Colchester Zoo <i>Investigating animals and their habitats</i> Geography fieldwork <i>Sketch map of the school site</i>	Egyptian Workshop Basildon Sculpture Tour	Geography fieldwork <i>Weather survey on school site</i>
Productions and Performances		Harvest Festival	Christmas Carol Concert	Young Voices at the O2 <i>KS2 Choir children only</i>			Junior Music Festival <i>KS2 Choir children only</i>
Texts studied		The Boy Who Grew Dragons <i>Andy Shepherd</i>	Charlie and the Chocolate Factory <i>Roald Dahl</i>	The Thames and Tide Club: The Secret City <i>Katya Balen</i>		The Pied Piper of Hamelin <i>Michael Morpurgo</i>	Rumaysa: A Fairytale <i>Radiya Hafiza</i>
Text types taught in writing	Wk 1	<i>4 days</i> The Boy Who Grew Dragons <i>Non-chronological report</i>	<i>4 days</i> Charlie and the Chocolate Factory <i>Narrative – stories with a familiar setting</i>	The Thames and Tide Club: The Secret City <i>Diary entry</i>	The Thames and Tide Club: The Secret City <i>Letter of advice</i>	<i>4 days</i> The Pied Piper of Hamelin <i>Narrative</i>	Rumaysa: A Fairytale <i>Non-chronological report</i>
	Wk 2	The Boy Who Grew Dragons <i>Non-chronological report</i>	Charlie and the Chocolate Factory <i>Narrative – stories with a familiar setting</i>	The Thames and Tide Club: The Secret City <i>Diary entry</i>	The Thames and Tide Club: The Secret City <i>Letter of advice</i>	The Pied Piper of Hamelin <i>Narrative</i>	Rumaysa: A Fairytale <i>Non-chronological report</i>
	Wk 3	The Boy Who Grew Dragons <i>Non-chronological report</i>	Charlie and the Chocolate Factory <i>Narrative – stories with a familiar setting</i>	The Thames and Tide Club: The Secret City <i>Diary entry</i>	The Thames and Tide Club: The Secret City <i>Letter of advice</i>	<i>4 days</i> The Pied Piper of Hamelin <i>Newspaper report</i>	Rumaysa: A Fairytale <i>Non-chronological report</i>
	Wk 4	The Boy Who Grew Dragons <i>Non-chronological report</i>	Charlie and the Chocolate Factory <i>Persuasive letter – why we should go to the chocolate factory</i>	The Thames and Tide Club: The Secret City <i>Poetry</i>	The Thames and Tide Club: The Secret City <i>Narrative</i>	The Pied Piper of Hamelin <i>Newspaper report</i>	Rumaysa: A Fairytale <i>Playscripts into drama</i>
	Wk 5	The Boy Who Grew Dragons <i>Instructions – how to care for a dragon</i>	Charlie and the Chocolate Factory <i>Persuasive letter – why we should go to the chocolate factory</i>	The Thames and Tide Club: The Secret City <i>Poetry</i>	The Thames and Tide Club: The Secret City <i>Narrative</i>	<i>2 days</i> The Pied Piper of Hamelin <i>Newspaper report</i>	Rumaysa: A Fairytale <i>Playscripts into drama</i>
	Wk 6	The Boy Who Grew Dragons <i>Instructions – how to care for a dragon</i>	Charlie and the Chocolate Factory <i>Persuasive letter – why we should go to the chocolate factory</i>	The Thames and Tide Club: The Secret City <i>Poetry</i>	The Thames and Tide Club: The Secret City <i>Narrative</i>		Rumaysa: A Fairytale <i>Playscripts into drama</i>
	Wk 7	The Boy Who Grew Dragons <i>Instructions – how to care for a dragon</i>					Rumaysa: A Fairytale <i>Playscripts into drama</i>
	Wk 8	Poetry <i>Halloween cinquains</i>					<i>2 days</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught	<p>The Boy Who Grew Dragons Non-chronological report</p> <p>Writing to inform Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-] Create a range of multi-clause sentences using a wide range of conjunctions Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>	<p>Charlie and the Chocolate Factory Narrative – stories with a familiar setting</p> <p>Writing to describe action Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell] Use adverbial phrases to identify place, time, manner and frequency Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Introduction to paragraphs as a way to group related material Discuss and recording ideas Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]</p>	<p>The Thames and Tide Club: The Secret City Diary entry</p> <p>Writing to show strength of feeling Use of the forms a or an according to whether the next word begins with a consonant or a vowel Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] Introduction to paragraphs as a way to group related material Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]</p>	<p>The Thames and Tide Club: The Secret City Letter of advice</p> <p>Writing to encourage Use of the forms a or an according to whether the next word begins with a consonant or a vowel Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...] Introduction to paragraphs as a way to group related material Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation</p>	<p>The Pied Piper of Hamelin Narrative</p> <p>Writing to give a message or moral Create a range of multi-clause sentences using a wide range of conjunctions Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Introduction to paragraphs as a way to group related material Discuss and recording ideas Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]</p>	<p>Rumaysa: A Fairytale Non-chronological report</p> <p>Writing to inform Use of the forms a or an according to whether the next word begins with a consonant or a vowel Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell] Use adverbial phrases to identify place, time, manner and frequency Create a range of multi-clause sentences using a wide range of conjunctions Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Discuss and recording ideas Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>
	<p>The Boy Who Grew Dragons Instructions – how to care for a dragon</p> <p>Writing to inform Use of the forms a or an according to whether the next word begins with a consonant or a vowel Use adverbial phrases to identify place, time, manner and frequency Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation</p> <p>Poetry Halloween cinquains</p> <p>Writing to entertain Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell] Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>	<p>Charlie and the Chocolate Factory Persuasive letter – why we should go to the chocolate factory</p> <p>Writing to persuade Use adverbial phrases to identify place, time, manner and frequency Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...] Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>	<p>The Thames and Tide Club: The Secret City Poetry</p> <p>Writing to entertain Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation</p>	<p>The Thames and Tide Club: The Secret City Narrative</p> <p>Writing to create an atmosphere. Use of the forms a or an according to whether the next word begins with a consonant or a vowel Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-] Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] Introduction to paragraphs as a way to group related material Discuss and recording ideas Compose and rehearse sentences orally Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>The Pied Piper of Hamelin Newspaper report</p> <p>Writing to inform Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Discuss and recording ideas Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation</p>	<p>Rumaysa: A Fairytale Playscripts into drama</p> <p>Writing to entertain Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play] Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's] Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime] Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...] Discuss and recording ideas Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot Propose changes to grammar and vocabulary to improve consistency, e.g. word choice Read aloud their own writing, to a group or the whole class, using appropriate intonation</p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Wk 1 4 days Expectations week	4 days Year 2 content Practising joining to/from the letter i cian, sion, tion	Practising the diagonal join to a small letter ci, cir, cer, cen	Practising joining to the letter y ly, lly, iky, iny	4 days Practising spacing letters consistently ew, ev, ex	Practising the second join ch, che, cho, cha, chi
	Wk 2 Year 1 review Practising consistent size and height of small letters un, um, ur	Year 2 content Practising joining to/from the letter s less, ness				
	Wk 3	Year 2 content Practising joining from the letter e er, ier, est, iest	Practising the diagonal join to a tall letter mb, imb, umb, amb	Practising joining from the letter i ie, in, il, ill	4 days Practising joining to the letter e he, we, re	Practising the horizontal join ous, mous, ious
	Wk 4 Reception review Form letters at the correct height; trace and write digraphs e.g th, ch, igh	Year 3 content Forming descenders accurately sp, spr, pri, pru				
	Wk 5	Year 1 Review Practising break letters b, p, z, j, g, q, y	Forming ascenders accurately al, all, at	Practising writing the letter t at the correct height tí, tío, cti, ati	2 days Consolidate	Practising diagonal joins to the letter y ly, ky, ny
	Wk 6					
	Wk 7	Year 2 review Reviewing the four handwriting joins kn, mb, wr, wh				Practising joining from the letter w who, wha, whe, whi
	Wk 8	Consolidate				2 days Consolidate



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spellings	Wk 1 4 days Homophones and near homophones	4 days Word Endings Ones which sound like /ən spelt – cian	Sounds Words with the /ʃ/ sound spelt ch (mostly French in origin)	Sounds The /ʌ/ sound spelt ou	4 days Suffixes -ly	Sounds Initial 's' sound spelt with ci, ce and cy
	Wk 2 Homophones and near Homophones	Sounds The /ɪ/ sound spelt y elsewhere than at the end of words	Word endings Words with endings sounding like /ʒə/ or /tʃə/	Sounds Words with the /eɪ/ sound spelt ei, eigh, or ey	Suffixes -ly	Sounds 's' sound within word spelt with ce
	Wk 3 Sounds Words with the /eɪ/ sound spelt ei, eigh or ey	Statutory word list Year 3 and 4 words	Prefixes Super-	Word endings Words with endings which sound like /ən spelt – tion	4 days Statutory word list Year 3 and 4 words	Statutory word list Year 3 and 4 words
	Wk 4 Statutory word list Year 3 and 4 words	Statutory word list Year 3 and 4 words	Prefixes Im-	Word endings Words with endings which sound like /ən spelt –sion	Homophones and near homophones	Consolidation
	Wk 5 Statutory word list Year 3 and 4 words	Statutory word list Year 3 and 4 words	Word endings -sion	Prefixes Re-	2 days	Consolidation
	Wk 6 Statutory word list Year 3 and 4 words	Statutory word list Year 3 and 4 words	Statutory word list Year 3 and 4 words	Word endings Words with endings sounding like /ʒə/ or /tʃə/		Consolidation
	Wk 7 Statutory word list Year 3 and 4 words	Prefixes In-				Consolidation
	Wk 8 Sounds Words with the /ʃ/ sound spelt ch					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading skills taught	<p>Fluency <i>Continue to build up their fluency, stamina and confidence in word reading</i></p> <p>Understand <i>Check that the text makes sense to them, discuss their understanding and predict the meaning of new words</i></p> <p>Identify and Retrieve <i>Identify how language and structure contribute to meaning Retrieve and record information from non-fiction</i></p> <p>Inference <i>Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>	<p>Phonics, etymology and morphology <i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i></p> <p>Understanding Language <i>Discuss words and phrases that capture the reader's interest Use dictionaries to check the meaning of words that they have read</i></p> <p>Prediction <i>Predict what might happen from details stated</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>	<p>Summarising <i>Identify main ideas and summarise them</i></p> <p>Reading for pleasure <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>	<p>Structure <i>Read books that are structured in different ways</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>	<p>Explanation <i>Explain and discuss their understanding of what they have read through discussion, and written responses</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>	<p>Themes <i>Identify themes and conventions in some books</i></p> <p>Discussion <i>Ask questions to improve their understanding of a text Participate in discussion about books</i></p> <p>Poetry and Rhymes <i>Prepare poems and play scripts to read aloud and to perform, using intonation Recognise some different forms of poetry [e.g. free verse]</i></p> <p>The four main reading skills of fluency, inference, identify and retrieve and understand need to be revisited every half term as well as additional skills listed</p>
Oracy skills taught	<p>Physical <i>I can consider my position and posture when addressing an audience</i></p> <p>Linguistic <i>I am beginning to use specialist vocabulary</i></p> <p>Cognitive <i>I reflect on discussions and identify how I can improve</i></p> <p>Social and Emotional <i>I listen actively, questioning and responding to others</i></p>		<p>Physical <i>I experiment with adjusting my tone and volume for different audiences</i></p> <p>Linguistic <i>I am able to use specialist language to describe my own and others' talk</i></p> <p>Cognitive <i>I can reach a shared agreement in discussions</i></p> <p>Social and Emotional <i>I can speak with confidence in front of an audience</i></p>		<p>Physical <i>I experiment with adjusting tone, volume and pace for different audiences</i></p> <p>Linguistic <i>I am beginning to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice')</i></p> <p>Cognitive <i>I can offer opinions that aren't my own I am able to summarise a discussion</i></p> <p>Social and Emotional <i>I can adapt the content of my speech for a specific audience</i></p>	
Talk Tactics taught	<p>Talk tactics <i>Instigate Build Challenge</i></p>		<p>Talk tactics <i>Clarify</i></p>		<p>Talk tactics <i>Summarise</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose units taught	Wk 1 4 days	4 days Number Addition and subtraction	Number Multiplication and division	Number Fractions	4 days Number Fractions	Measurement Time
	Wk 2 Place Value	Number Addition and subtraction	Number Multiplication and division	Number Fractions	Number Fractions	Measurement Time
	Wk 3 Place Value	Number Multiplication and division	Number Multiplication and division	Number Fractions	4 days Measurement Money	Measurement Time
	Wk 4 Place Value	Number Multiplication and division	Measurement Length and perimeter	Measurement Mass and capacity	Measurement Money	Geometry Shape
	Wk 5 Addition and subtraction	Number Multiplication and division	Measurement Length and perimeter	Measurement Mass and capacity	2 days	Geometry Shape
	Wk 6 Addition and subtraction	Number Multiplication and division	Measurement Length and perimeter	Measurement Mass and capacity		Statistics
	Wk 7 Addition and subtraction	Number Multiplication and division				Statistics
	Wk 8 Addition and subtraction					2 days
Mental maths skills taught	Wk 1 4 days	4 days 5x tables	Identify 10 more or less than a given number Adding and subtracting	4x tables Including division facts	4 days Counting down in tenths	Identify 1, 10 and 100 more and less than a given number
	Wk 2 Counting up in 10s from any given number	5x tables Including division facts	Identify 100 more or less than a given number Adding and subtracting	8x tables	4x tables and 8x tables Including division facts	Identify 1, 10 and 100 more and less than a given number
	Wk 3 Double numbers up to 20	Number bonds to 100 Multiples of 10	Identify 100 more or less than a given number Adding and subtracting	8x tables Including division facts	4 days Partitioning numbers Addition number sentences	Doubling numbers of multiples of 10 to 100
	Wk 4 Halving numbers up to 20	Number bonds to 100 Any given number	3x tables	Counting in 100s to and from 1000	Multiplying 2-digit numbers by 10	Add near-doubles by doubling and adjusting e.g., 60 + 62 is double 60 add 2
	Wk 5 2x tables	Identify 1 more or less than a given number Adding and subtracting	3x tables Including division facts	Counting in 50s up to 1000	2 days Multiplying 2-digit numbers by 10	Halving numbers of multiples of 10 to 100
	Wk 6 2x tables Including division facts	Identify 1 more or less than a given number Adding and subtracting	4x tables	Counting backwards in 50s from 1000		Counting forwards in tenths
	Wk 7 10 x tables	Identify 10 more or less than a given number Adding and subtracting				Counting backwards in tenths
	Wk 8 10 x tables Including division facts					2 days



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science units and skills	Rocks <i>I can compare and group together different kinds of rocks based on their appearances and physical properties</i> <i>I can describe how fossils are formed in simple terms</i> <i>I can explain what soils are made from</i> <i>I can use my observations to identify differences and similarities, using a range of equipment</i> <i>I can use my observations to make predictions for the next set of results</i> <i>I can use my results to draw simple conclusions and report on these using speech and writing</i>	Light <i>I know that I need light in order to see things and that dark is the absence of light</i> <i>I notice that light is reflected from surfaces</i> <i>I can explain how light can be dangerous and know how to protect my eyes</i> <i>I can explain how shadows are formed</i> <i>I can find patterns in the ways that shadows change</i> <i>I am beginning to use standard units of measurement when recording data</i>	Forces and Magnets <i>I notice that some forces need contact between two objects, but magnetic forces can act at a distance</i> <i>I can observe how magnets can attract or repel each other, and how they interact with different materials</i> <i>I can make predictions if magnets will attract or repel, based on their poles</i> <i>With support, and with the equipment provided, I can set up a simple fair test</i> <i>I can recognise what a fair test is with support</i> <i>I can compare how things move on different surfaces</i>	Animals, Including Humans <i>I can discover that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food</i> <i>I can explain that humans and some other animals have skeletons and muscles for support, protection and movement</i> <i>I can use my observations to help identify, classify, find similarities and differences, and identify changes</i> <i>I am beginning to use relevant scientific language to discuss my ideas and communicate my findings</i> <i>I can use a variety of secondary sources to answer questions</i> <i>I can ask questions and use my observations to answer them</i>	TAPS Investigation How Much Water Do Plants Need? <i>With support, and with the equipment provided, I can set up a simple fair test</i> <i>I can recognise what a fair test is with support</i> <i>I am beginning to use standard units of measurement when recording data</i> <i>I can use results to draw simple conclusions and report on these using speech and writing</i> <i>I can help make decisions about how to analyse data</i> <i>With support, I can improve my own data analysis</i>	Plants <i>I can identify and describe the functions of different parts of flowering plants, including roots, stems/trunks, leaves and flowers</i> <i>I can describe how the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) can vary from plant to plant</i> <i>I can investigate the way in which water is transported within plants</i> <i>I can explain the role that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal</i> <i>I can suggest what observations to make</i> <i>I can ask questions and use my observations to answer them</i>
	PE units and skills	OAA <i>I am developing map-reading skills</i> <i>I can follow and give instructions</i> <i>I can listen to and am accepting of others' ideas</i> <i>I can plan and attempt to apply strategies to solve problems</i> <i>I can reflect on when and why I was successful at solving challenges and am beginning to understand why</i> <i>I can work collaboratively with a partner and a small group</i> Ball Skills <i>I can catch different sized objects with increasing consistency with two hands</i> <i>I can dribble a ball with control</i> <i>I can persevere when learning a new skill</i> <i>I can provide feedback using key words</i> <i>I can show a variety of throwing techniques</i> <i>I can throw with accuracy and increasing consistency to a target</i> <i>I can track the path of a ball that is not sent directly to me</i>	Yoga <i>I can copy and link yoga poses together to create a short flow</i> <i>I can describe how yoga makes me feel</i> <i>I can move from one pose to another in time with my breath</i> <i>I can provide feedback using key words</i> <i>I can work with others to create a flow including a number of poses</i> <i>I show some stability when holding my yoga poses</i> Football <i>I am beginning to use simple tactics</i> <i>I am learning the rules of the game and I am beginning to use them to play honestly and fairly</i> <i>I can dribble, pass, receive and shoot the ball with some control</i> <i>I can find space away from others and near to my goal</i> <i>I can provide feedback using key words</i> <i>I can track an opponent to slow them down</i> <i>I understand my role as an attacker and as a defender</i> <i>I work co-operatively with my group to self-manage games</i>	Tag Rugby <i>I am learning the rules of the game and I am beginning to use them to play honestly</i> <i>I can communicate with my team and move into space to help them</i> <i>I can defend an opponent and attempt to tag them</i> <i>I can move with a ball towards goal with increasing control</i> <i>I can pass and receive the ball with some control</i> <i>I can provide feedback using key words</i> <i>I understand my role as an attacker and as a defender</i> <i>I work cooperatively with my group to self-manage games</i> Gymnastics <i>I can adapt sequences to suit different types of apparatus</i> <i>I can choose actions that flow well into one another</i> <i>I can complete actions with increasing balance and control</i> <i>I can provide feedback using key words</i> <i>I can use matching and contrasting actions in a partner sequence</i> <i>I use a greater number of my own ideas for movements in response to a task</i> <i>With help, I can recognise how performances could be improved</i>	Swimming <i>I can swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>I can perform safe self-rescue in different water-based situations</i> <i>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> Athletics <i>I am developing jumping for distance</i> <i>I can identify when I was successful</i> <i>I can take part in a relay activity, remembering when to run and what to do</i> <i>I can throw a variety of objects, changing my action for accuracy and distance</i> <i>I can use different take off and landings when jumping</i> <i>I can use key points to help me to improve my sprinting technique</i> <i>I can work with a partner and in a small group, sharing ideas</i> <i>I show determination to achieve my personal best</i>	Dance <i>I am respectful of others when watching them perform</i> <i>I can provide feedback using key words</i> <i>I can repeat, remember and perform a dance phrase</i> <i>I can use counts to keep in time with a partner and group</i> <i>I can use dynamic and expressive qualities in relation to an idea</i> <i>I can work with a partner and in a small group, sharing ideas</i> <i>I create short dance phrases that communicate the idea</i> Fitness <i>I can collect and record my scores, recognising my strengths</i> <i>I can complete exercises with control</i> <i>I can persevere when I find a challenge hard</i> <i>I can provide feedback using key words</i> <i>I can use key points to help me to improve my sprinting technique</i> <i>I can work safely with others</i> <i>I show balance when changing direction</i> <i>I understand that there are different areas of fitness</i>
<p>Children will have one hour of swimming per week in Spring 2 Fitness, Yoga and Tag Rugby will be taught by Mr Kilner and the class teachers across both Spring half terms</p>						



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History units and skills	<p>Stone Age How did the lives of Ancient Britons change during the stone age?</p> <p><i>I am starting to realise that there are sometimes different versions of what has happened</i> <i>I can explain how the past can be interpreted to inform opinions</i> <i>I can share my ideas about historical changes, including causes and effects</i> <i>I can explain how life changed throughout the Stone Age</i> <i>I can disprove some common misconceptions about the Stone Age</i> <i>I can explain how archaeologists have built a picture of the past</i></p>		<p>Bronze Age What is the secret of the standing stones?</p> <p><i>I can start to frame questions and answers in historically valid ways</i> <i>I can describe connections over time</i> <i>I can spot connections across and within periods I am learning about and ones I have learnt about before</i> <i>I know why and how and when the Stone Age came to an end in Britain</i> <i>I can make links between the behaviour of ancient peoples and modern society</i> <i>I can suggest reasons why Bronze Age Britons built monuments</i></p>		<p>Ancient Egypt (inc. an overview of when and where the first civilisations appeared) Why did the Egyptians build pyramids?</p> <p><i>I can explain the difference between primary and secondary sources</i> <i>I can choose the sources I need to answer my questions</i> <i>I can start to identify themes within topics</i> <i>I can describe some key features of Ancient Egyptian society</i> <i>I can explain how and why the Ancient Egyptians built pyramids and other monuments</i> <i>I know when and where the key ancient civilisations were</i></p>	
Geography units, skills and knowledge		<p>North America</p> <p><i>I can start to measure distance on Digimaps</i> <i>I can annotate digital maps with text and labels</i> <i>I can use sketch maps, tables, jotted diagrams, lists, etc.</i> <i>I can identify countries within North America and states in the USA</i> <i>I can describe the physical geography of the Rocky Mountains</i> <i>I can say how the physical geography has impacted a local area</i></p>		<p>South America and Rio de Janeiro</p> <p><i>I can create a sketch map</i> <i>I can start to ask geographically valid questions</i> <i>I can select the information I need according to relevance</i> <i>I can locate countries in South America</i> <i>I can use photographs and information texts to describe what daily life is like in Rio</i> <i>I can explain how my life is linked to Rio and Brazil</i></p>		<p>Climate Zones</p> <p><i>I can use maps, atlases and globes and start to describe the features I can see</i> <i>I can locate different climate zones on a world map</i> <i>I can say how temperate and tropical climates are different</i> <i>I can describe the key features of climate zones</i> <i>I identify different lines of latitude</i> <i>I can link latitude to climate zones</i></p>
Geography fieldwork activities		<p>Site Survey</p> <p><i>Children will have a sketch map of the school and will have to complete a data table</i> <i>They will need to create a jotted diagram of a specific thing, and also list what they see on their journey</i></p>		<p>Creating Sketch Maps</p> <p><i>Children will need to create their own sketch maps of a part of, or the whole, school site</i></p>		<p>Weather Survey</p> <p><i>Children will measure the weather conditions over a period of weeks</i> <i>Children will compare their data to somewhere from a different climate zone</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design units and skills	<p>Painting</p> <p><i>I can make a plan for how I would like my art to look</i></p> <p><i>I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)</i></p> <p><i>I understand, and can explain how, paint acts differently on different surfaces (for example different types and colours of paper, wood, plastic, foil, fabric)</i></p> <p><i>I can mix colour, shades and tones</i></p> <p><i>I can use light and dark within painting and begin to explore using complementary colours</i></p> <p><i>I can start to make links between my own art work and the work of other artists</i></p>		<p>Drawing</p> <p><i>I can start using shading, line direction, mixing and patterns to change the value, intensity and texture</i></p> <p><i>I can develop intricate patterns with a variety of media</i></p> <p><i>My drawings start to show scale and perspective</i></p> <p><i>I can practice observational drawing</i></p> <p><i>I can show a willingness to edit and rework my art after feedback</i></p> <p><i>I can describe artwork using artistic language</i></p>		<p>Sculpture</p> <p><i>I can use a variety of materials to make my work and use the appropriate tools and techniques to create my artwork</i></p> <p><i>I can join materials together</i></p> <p><i>I can generate more than one idea and then choose one to make</i></p> <p><i>I can make a 3-dimensional object from my 2-dimensional design</i></p> <p><i>I can explain an overview of my planned artwork before I start, using some art vocabulary (examples could be shapes, colours or decoration)</i></p> <p><i>I can verbalise what I enjoyed and what I have found difficult, what works well and how my work can be improved</i></p>	
Artists studied	Herve Tullet Marc Chagall		Paul Klee Alma Thomas		Otobong Nkanga Andy Goldsworthy	
Design and Technology units and skills		<p>Food: Eating Seasonally</p> <p><i>I can convert between units</i></p> <p><i>I can make choices about following advice</i></p> <p><i>I can use a serrated knife with 'bridge' hold to cut onion (supervised)</i></p> <p><i>I can cut with precision (e.g. peppers with even size)</i></p> <p><i>I can cook food in an electric stockpot / slow cooker (with supervision)</i></p> <p><i>I can use a grater (e.g. cheese, carrots)</i></p>		<p>Structures: Constructing a Castle</p> <p><i>I can refer to my research when talking about my project</i></p> <p><i>I can draw sketches at different points of the design process</i></p> <p><i>I can politely discuss my peer's work</i></p> <p><i>I can measure to the nearest mm, nearest 10ml, and 45° for angles</i></p> <p><i>I know that a 'free-standing' structure is one which can stand on its own</i></p> <p><i>To understand the importance of strength and stiffness in structures</i></p>		<p>Textiles: Making Cushions</p> <p><i>I can show a willingness to change and/or restart my designs</i></p> <p><i>I can link my own and others' designs and products to their functions and purpose</i></p> <p><i>I can make and discuss annotated sketches and diagrams</i></p> <p><i>To know that when two pieces of fabric are joined together, it is called a seam</i></p> <p><i>To understand that some products are turned inside out after sewing so the stitching is hidden</i></p> <p><i>To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces</i></p>
Computing units taught	<p>Computing Systems and Networks</p> <p><i>I recognise that a network is two or more devices connected and its purpose and identify key components that make up the school's network</i></p> <p><i>I can explain the difference between wired and wireless connections</i></p> <p><i>I understand the role of the server in a network when requesting a website and recognise that files are saved on a server</i></p> <p><i>I can identify parts of a website's journey to reach my computer</i></p> <p><i>I recognise that routers connect to send information</i></p> <p><i>I understand that data is broken into packets</i></p>	<p>Computing Systems and Networks</p> <p><i>I can log in and out of email</i></p> <p><i>I can edit and send a simple email with a subject plus 'To' and 'From' in the body of the text</i></p> <p><i>I can type in the email address correctly and send the email</i></p> <p><i>I can add an attachment to an email</i></p> <p><i>I can write an email using positive language, with an awareness of how it will make the recipient feel</i></p> <p><i>I recognise when an email may be fake and explain how I know</i></p>	<p>Online Safety</p> <p><i>I can differentiate between fact, opinion and belief online</i></p> <p><i>I can explain how to deal with upsetting online content</i></p> <p><i>I know how to support others who may have encountered upsetting content</i></p> <p><i>I can recognise that digital devices communicate with each other to share personal information</i></p> <p><i>I can explain what social media platforms are used for</i></p> <p><i>I recognise why social media platforms are age-restricted</i></p>	<p>Creating Media</p> <p><i>I can describe the purpose of a trailer</i></p> <p><i>I can create a storyboard for a book trailer</i></p> <p><i>I consider camera angles when taking photos or videos</i></p> <p><i>I can import videos and photos into film editing software</i></p> <p><i>I can incorporate transitions between images including adding text to a video</i></p> <p><i>I can evaluate my own and others' trailers</i></p>	<p>Computing Systems and Networks</p> <p><i>I recognise inputs and outputs and that the computer sends and receives information</i></p> <p><i>I can explain that the parts of a laptop work together</i></p> <p><i>I can explain the purpose of each part of a computer</i></p> <p><i>I can explain what an algorithm is</i></p> <p><i>I can make suggestions as to what the memory inside a computer is for</i></p> <p><i>I can make comparisons between different types of computer</i></p>	<p>Programming</p> <p><i>I can explain what some of the blocks do in Scratch</i></p> <p><i>I can explain what a loop is and include one in my program</i></p> <p><i>I can suggest possible additions to an existing program by remixing code</i></p> <p><i>I recognise where something on screen is controlled by code</i></p> <p><i>I can use a systematic approach to find bugs</i></p> <p><i>I understand the definitions of decomposition and algorithm and how they are used to create accurate code</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE units and skills	First Aid <i>I understand that it is important to ensure the safety of myself and others in the event of an emergency</i> <i>I can assist in an emergency by correctly calling for help</i> <i>I can explain the information I need to give to emergency services if they are called to an incident</i> <i>I can identify a major and minor head injury (recap from year 2)</i> <i>I know to get help for a casualty who has a head injury (recap from year 2)</i> <i>I know how to give first aid to a casualty who has a head injury</i>		Healthy Bodies, Healthy Minds <i>I know how to maintain my physical and mental well-being through healthy eating, sleep and keeping calm</i>		Caring and Responsibility <i>I understand what my responsibilities towards others are</i> <i>I know ways we can care for and show respect to other people</i>	
	Rail Safety <i>I can explain rail safety rules and how to behave as I become more independent and responsible</i> <i>I can demonstrate that I understand rail safety signs and explain why they are there</i> <i>I can describe the warning signs at a level crossing and what to do if they appear</i> <i>I can describe other rail warning signs and reasons for these in different places</i> Note: Switched on for every journey lessons 1 and 2		Similarities and Differences <i>I respect and value differences</i> <i>I understand the shared values of communities</i>		Families and Committed Relationships <i>I know the different types of committed relationships</i> <i>I know the basic characteristics of committed relationships</i>	
	Coping with Change <i>I can identify some feelings that can be associated with change</i> <i>I know how to cope with feelings associated with change</i>		Money and Work <i>I know about some of the skills needed to do a job, such as teamwork and decision-making</i> <i>I know about jobs that people may have from different sectors e.g. teachers, business people, charity work</i> <i>I understand that people can have more than one job at once or over their lifetime</i> <i>I can challenge common myths and gender stereotypes related to work</i> <i>I am supported to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</i>		Money and Work <i>I can recognise my interests, skills and achievements and how these might link to future jobs</i> <i>I know how to set goals that I would like to achieve this (or next) year e.g. learn a new hobby</i>	
	Healthy and Happy Friendships <i>I know how to be a good friend</i> <i>I respect personal space</i> <i>I know strategies for resilience</i>					
MFL (Spanish) units and skills	Spanish Greetings <i>I can form short phrases to say hello and introduce myself</i> <i>I can follow a sequence of phonemes and begin to notice key phonemes in Spanish words</i> <i>I can recognise and respond to different greetings</i> <i>I can use actions to show my understanding of different feelings phrases</i> <i>I can join in with and perform a finger rhyme</i> <i>I am beginning to relate written captions to the words that I hear</i>	Spanish Numbers and Ages <i>I can count to 12 in Spanish, focussing on good pronunciation</i> <i>I can recognise and sound out phonemes for letters 'u' and 'z', 'ñ'</i> <i>I can identify the structure for saying how old I am, and modify the sentence using different number words</i> <i>I am beginning to recognise the verb have in first person present (Tengo)</i> <i>I can explain what a cognate is and suggest examples</i> <i>I can apply and describe different detective skills: using logic, context and knowledge of language</i>	Shapes and Colours <i>I can point to a colour that matches a spoken word</i> <i>I can say the names of some colours in Spanish</i> <i>I can read and recognise descriptive phrases and match them to an image</i> <i>I can identify shapes with my name and colour in Spanish, placing the colour adjective after the noun</i> <i>I can write or copy shape and colour names with accuracy</i> <i>I can recall and produce some key vocabulary from memory</i>	Classroom Objects <i>I can match spoken classroom instructions with a corresponding symbol; respond to most classroom instructions with an action</i> <i>I can name the seven classroom items in Spanish, usually remembering which article, un or una, is needed; sort classroom items into two groups of either masculine or feminine and understand how we might identify the gender of each noun</i> <i>I can speak in short sentences, starting with Tengo and including a plural noun phrase by choosing a number in Spanish to quantify and adding an 's' at the end of the noun</i> <i>I can answer a question in Spanish using the negative, No tengo... – I do not have..., followed by a classroom item</i> <i>I can read and understand short sentences in Spanish, including conjunctions, to match the labels with each rucksack picture with reasonable levels of success</i>	Where do you live in Spain? <i>I can attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v</i> <i>I can recognise different questions and select an appropriate phrase to answer them</i> <i>I can use a bilingual dictionary resource to research nouns</i> <i>I can listen and identify key information from a short text</i> <i>I can locate and read information within a known phrase structure</i> <i>I can create a short written paragraph using phrases adapted from a model</i>	Journey around Latin America <i>I can locate and name the Spanish-speaking countries of Latin America on my maps; identifying the regions of Mexico, Central America and South America</i> <i>I can ask the question ¿Adónde vas? – Where are you going?, with appropriate intonation; recognise the difference between voy a – I am going and vas a – you are going; speak in short sentences with reasonable accuracy to describe where I or a partner are going</i> <i>I can ask the question ¿Cómo vas? – How are you going?, with appropriate intonation; identify, say and begin to write several types of transport in Spanish; recognise the different usage of the prepositions en and a when describing travel</i> <i>I can repeat each of the seven days of the week in Spanish with accuracy; begin to build spoken sentences that start with a day of the week</i> <i>I can write a travel diary, with some support from available scaffolds, that describes where Oscar the bear is going and how he is getting there, with one entry for each day of the week</i> <i>I can use generally accurate pronunciation when speaking aloud; identify and use ways to improve a performance; use natural-sounding intonation; learning some lines by heart</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music units and skills	<p>Creative Tools: Rhythm Grids</p> <p>Understanding Music I can clap a rhythm I have made up by myself I can recognise some notes on a stave</p> <p>Composing I can understand that composition is when a composer writes down and records musical ideas</p> <p>Singing and Performing I can sing songs in unison with multiple parts with increasing confidence I can demonstrate and maintain good singing posture when rehearsing and performing</p> <p>Listening and Responding I can find the pulse of songs and music with confidence</p>		<p>Recorder</p> <p>Understanding Music I understand that rhythm and pitch can be represented by musical symbols written on a stave</p> <p>Composing I can perform my own composition using notes that I have chosen I know my composition has a beginning middle and an end</p> <p>Singing and Performing I can practise, rehearse and perform to an audience with confidence</p> <p>Listening and Responding I can communicate to others my thoughts and feelings about music I can express an opinion as to why I like or don't like a piece of music</p>		<p>More Musical Styles</p> <p>Understanding Music I can identify the position of notes on a stave I can use some specialist vocabulary in musical discussions</p> <p>Composing I can create simple rhythm patterns using notes and rests I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</p> <p>Singing and Performing I can sing a solo when required I can confidently follow the leader or conductor</p> <p>Listening and Responding I can talk about the musical features relating to a genre of music</p>	
RE units and skills	<p>Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>I can explain why Hindus celebrate Divali I can recount the key parts of the story of Rama and Sita I can describe some of the ways Hindus may celebrate Divali I can compare Divali celebrations in the UK and India I can say how celebrating Divali is similar and different to other religious festivals I have learnt about I can think of other stories where good has triumphed over evil, and compare these to the Divali story</p>	<p>Islam How special is Allah to Muslims?</p> <p>I can say how Muslims show respect to Allah I can say why the 99 names of Allah are important to Muslims I can say why some Muslims use calligraphy and calligrams in their art I can say if I think it is important to show respect to different religions and why I can describe how I can show respect to other people I can describe how I would feel if someone disrespected me or something important to me</p>	<p>Christianity Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>I can recount the key details of some key stories about Jesus' miracles I can explain what Christians can learn from the stories of Jesus' miracles I can explain the difference between believing something and knowing something I can explain why different people may interpret the same events in different ways I can think about if events can have more than one explanation and give reasons why I can decide if I think a religious source is reliable or not and give reasons for my answer</p>	<p>Christianity What is good about Good Friday?</p> <p>I can name the four Christian gospels and describe what they tell us about I can say what happens in the communion ceremony I can say what Christians are remembering during the communion ceremony I can say what Christians believe happened on the key days of Holy Week I can describe some key beliefs about the communion ceremony and how these can be different for different Christians I can explain why Good Friday is called 'good'</p>	<p>Hinduism Would visiting the River Ganges feel special to a non-Hindu?</p> <p>I can describe why the River Ganges is important to Hindus I can describe some of the ceremonies that take place at or near the river I can describe the similarities and differences between pilgrimages from other religions I can explain how Hindus who are not in India may celebrate the Ganges I can explain why the River Ganges is the way it is I can describe how I think the Ganges should be and explain why I think this</p>	<p>Sikhism Do Sikhs think it is important to share?</p> <p>I can describe the ways that Sikhs show their faith I can describe the lessons learnt from key Sikh stories I can say if Sikh teachings and beliefs are similar to other religions I have learnt about I can decide if sharing makes the world a better place or not I can talk about different ways people can help the less fortunate I can decide if being part of a religion can influence someone's actions</p>