



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engaging activities and visits		Thorndon Country Park <i>Iron age</i>		Habitats	Portals to the Past Workshop <i>Romans</i>	
Productions and Performances		Christmas Carol Concert	Young Voices at the O2 <i>KS2 choir club only</i>	Spring Production	KS2 Music Festival <i>KS2 Choir Children only</i>	
Texts studied	The Lion, the Witch and the Wardrobe <i>CS Lewis</i>	The Lion, the Witch and the Wardrobe <i>CS Lewis</i>	The Accidental Prime Minister <i>Tom McLaughlin</i>	Tamarind and the Star of Ishta <i>Jasbinder Bilan</i>	The Firework Maker's Daughter <i>Philip Pullman</i>	Matilda <i>Roald Dahl</i>
Text types taught in writing and objectives	<p><b>The Lion, the Witch and the Wardrobe</b> <i>Diary entry – one of the children</i></p> <p>Writing to provoke a feeling or emotion Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] Fronted adverbials [e.g. Later that day, I heard the bad news.] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>The Lion, the Witch and the Wardrobe</b> <i>Author study – CS Lewis biography</i></p> <p>Writing to inform Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done] Use of paragraphs to organise ideas around a theme Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>The Accidental Prime Minister</b> <i>Newspaper report – new law introduced</i></p> <p>Writing to inform The grammatical difference between plural and possessive –s Fronted adverbials [e.g. Later that day, I heard the bad news.] Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however] Use of commas after fronted adverbials Use inverted commas to punctuate quotes in non-fiction writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>Tamarind and the Star of Ishta</b> <i>Diary</i></p> <p>Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble] I can create noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials [e.g. Later that day, I heard the bad news.] I can develop my use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and understand when these can be used as prepositions or adverbs</p> <p>Use of commas after fronted adverbials I can use paragraphs to organise my ideas around a theme</p> <p>I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>The Firework Maker's Daughter</b> <i>Narrative – quest story</i></p> <p>Writing to build an atmosphere The grammatical difference between plural and possessive –s Apostrophes to mark plural possession [e.g. the girl's name, the girls' names] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>Matilda</b> <i>Non-chronological report – a fact file on own character with powers</i></p> <p>Writing to explain Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.] Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>



<p><b>Text types taught in writing and objectives</b></p>	<p><b>The Lion, the Witch and the Wardrobe</b> Narrative – portal story</p> <p><i>Writing to build excitement</i> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] Fronted adverbials [e.g. Later that day, I heard the bad news.] Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.] Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>The Lion, the Witch and the Wardrobe</b> Brochure – Narnia</p> <p><i>Writing to persuade</i> Fronted adverbials [e.g. Later that day, I heard the bad news.] Use of the simple future tense [e.g. we will learn about Vikings] Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>The Accidental Prime Minister</b> A 'how-to' guided linked to history or science</p> <p><i>Writing to explain</i> The grammatical difference between plural and possessive –s Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and subheadings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><b>Tamarind and the Star of Ishta</b> Story</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] Fronted adverbials [e.g. Later that day, I heard the bad news.] Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.] I can develop my use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and understand when these can be used as prepositions or adverbs</p> <p>Use of commas after fronted adverbials Use inverted commas to punctuate speech correctly. I can use paragraphs to organise my ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p><b>Poetry – tanka</b> Season</p> <p><i>Writing to create a mood</i> Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Handwriting skills taught</b>	<p><b>Practising joining from the letter e</b> <i>eat, eac, ead</i></p> <p><b>Practising joining to and from the letter s</b> <i>ask, asp, ast</i></p> <p><b>Practising writing letters at the correct size and height</b> <i>ried, ries, rief</i></p> <p><b>Consolidate</b></p>	<p><b>Practising writing double letters</b> <i>tt, ll, rr, ee</i></p> <p><b>Practising consistency in spacing</b> <i>sce, sca, scí</i></p> <p><b>Practising using a diagonal join</b> <i>un, unn, inn, imm</i></p> <p><b>Consolidate</b></p>	<p><b>Practising using a diagonal join</b> <i>un, unn, inn, imm</i></p> <p><b>Practising the horizontal join</b> <i>rep, rem, rea, reo</i></p> <p><b>More practice joining to the letter y</b> <i>ly, ily, ity, ify</i></p> <p><b>Consolidate</b></p>	<p><b>Practising the size and height of letters</b> <i>ous, ious, eous</i></p> <p><b>Practising joining to and from the letter w</b> <i>owf, owb, owm, owd</i></p> <p><b>Practising joining from the letter m</b> <i>circumnavigate, circumstance, circumvent, circumference</i></p> <p><b>Practising joining to the letter a from the letter w</b> <i>wan, was, wav, wax</i></p> <p><b>Practising using a diagonal joining line</b> <i>ship, ment, ness, less</i></p>	<p><b>Practising joining from the letter i</b> <i>lig, rig, tig, mig</i></p> <p><b>Practise the diagonal join to ascenders</b> <i>al, all, alt, afl</i></p> <p><b>Practising joining to and from the letter f</b> <i>ff, lfs, lfe, ife</i></p> <p><b>Consolidate</b></p>	<p><b>Practising joining to and from the letter e</b> <i>rec, red, ved, ves</i></p> <p><b>Practising consistency in forming and joining letters</b> <i>ear, are, rew, new</i></p> <p><b>Practising joining to and from the letter v</b> <i>live, tive, sive, five</i></p> <p><b>Practising break letters</b> <i>bl, pl, gl</i></p> <p><b>Consolidate</b></p>
<b>Spellings</b>	<p><b>Expectations week</b></p> <p><b>Pixl Yr 3 Spelling tracker therapies</b> <b>/ll/ ending</b> <i>Spelling tracker rule 12</i></p> <p><b>Suffixes after a ‘y’</b> <i>Spelling tracker rule 14</i></p> <p><b>-ly suffix</b> <i>Spelling tracker rule 16</i></p> <p><b>Statutory words</b> <i>Clued spelling</i></p>	<p><b>-sion/-tion</b> <i>Spelling tracker rule 17</i></p> <p><b>Prefixes</b> <i>Spelling tracker rule 18</i></p> <p><b>Homophones</b> <i>Spelling in writing package</i></p> <p><b>Statutory words</b> <i>Clued spelling</i></p>	<p><b>/N sound spelt ‘ou’</b> <i>Links to Clued Spelling</i></p> <p><b>Words with the /k/ sound spelt ch</b> <i>Links to Clued Spelling</i></p> <p><b>Homophones</b> <i>Spelling in writing package</i></p> <p><b>Statutory words</b> <i>Clued spelling</i></p>	<p><b>Homophones</b> <i>Spelling in writing package</i></p> <p><b>Statutory words</b> <i>Clued spelling</i></p> <p><b>Pixl Yr 4 Spelling tracker therapies</b> <b>-sure/-ture</b> <i>Spelling tracker rule 19</i></p> <p><b>The /i/ sound spelt ‘y’ other than at the end of words</b> <i>Links to Clued Spelling</i></p>	<p><b>The /i/ sound spelt ‘y’ other than at the end of words</b> <i>Links to Clued Spelling</i></p> <p><b>-ous/-ious</b> <i>Spelling tracker rule 20</i></p> <p><b>-cian/-ssion</b> <i>Spelling tracker rule 22</i></p>	<p><b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</b> <i>Links to Clued Spelling</i></p> <p><b>Homophones</b></p> <p><b>Assessment</b></p> <p><b>Statutory words</b> <i>Clued spelling</i></p> <p><b>Editing</b> <i>Spelling in writing package</i></p>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reading skills taught</b>	<p><b>Fluency</b> <i>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</i></p> <p><b>Understand</b> <i>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</i></p> <p><b>Identify and retrieve</b> <i>Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</i></p> <p><b>Inference</b> <i>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</i></p> <p><b>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</b></p>	<p><b>Phonics, etymology and morphology</b> <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><b>Understanding Language</b> <i>Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read</i></p> <p><b>Prediction</b> <i>Predict what might happen from details stated and implied</i></p> <p><b>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</b></p>	<p><b>Summarising</b> <i>Identify main ideas drawn from more than one paragraph and summarise them</i></p> <p><b>Reading for Pleasure</b> <i>Listen to, discuss and express views about a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends</i></p> <p><b>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</b></p>	<p><b>Structure</b> <i>Read a wider range of books that are structured in different ways and read for a range of purposes</i></p> <p><b>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</b></p>	<p><b>Explanation</b> <i>Explain and discuss their understanding of what they have read through discussion, reading journals and written responses</i></p> <p><b>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</b></p>	<p><b>Themes</b> <i>Identify themes and conventions in a wide range of books</i></p> <p><b>Discussion</b> <i>Ask questions to improve their understanding of a text Participate in discussion about books, taking turns and listening to what others say</i></p> <p><b>Poetry and Rhymes</b> <i>Prepare poems and play scripts to read aloud and perform, using intonation, tone and action Recognise some different forms of poetry [e.g. narrative poetry]</i></p> <p><b>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</b></p>
<b>Oracy skills taught</b>	<p><b>Physical</b> <i>I can consider how tone, volume and pace influence meaning</i></p> <p><b>Linguistic</b> <i>I can use specialist vocabulary when discussing a known topic</i></p> <p><b>Cognitive</b> <i>I am able to reflect on my own oracy skills</i></p> <p><b>Social and Emotional</b> <i>I am developing an awareness of my audience</i></p>	<p><b>Physical</b> <i>I consider my movement when addressing an audience</i></p> <p><b>Linguistic</b> <i>I carefully consider the words and phrasing I use to express my ideas</i></p> <p><b>Cognitive</b> <i>I reflect on my own oracy skills and identify areas of strength and areas to improve</i></p> <p><b>Social and Emotional</b> <i>I use more natural and subtle prompts when turn taking</i></p>	<p><b>Physical</b> <i>I consider my movement when addressing an audience</i></p> <p><b>Linguistic</b> <i>I carefully consider the words and phrasing I use to express my ideas</i></p> <p><b>Cognitive</b> <i>I reflect on my own oracy skills and identify areas of strength and areas to improve</i></p> <p><b>Social and Emotional</b> <i>I use more natural and subtle prompts when turn taking</i></p>	<p><b>Physical</b> <i>I consider my movement when addressing an audience</i></p> <p><b>Linguistic</b> <i>I carefully consider the words and phrasing I use to express my ideas and how this supports the purpose of talk</i></p> <p><b>Cognitive</b> <i>I am able to give supporting evidence e.g. citing a text, a previous example or a historical event</i></p> <p><b>Social and Emotional</b> <i>I consider the impact of my words on others when giving feedback</i></p>		
<b>Talk Tactics taught</b>	<p><b>Instigate</b></p> <p><b>Build</b></p> <p><b>Challenge</b></p>	<p><b>Clarify</b></p>	<p><b>Summarise</b></p>			



Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>White Rose units taught</b>		<b>Place Value</b> <b>Addition and Subtraction</b>	<b>Area</b> <b>Multiplication and Division</b>	<b>Multiplication and Division</b> <b>Length and Perimeter</b>	<b>Fractions</b> <b>Decimals</b>	<b>Decimals</b> <b>Money</b> <b>Time</b>	<b>Time</b> <b>Shape</b> <b>Statistics</b> <b>Position and Direction</b>
<b>Number sense Units taught</b>	<b>Wk 1</b>	4 days <b>Recap of prior learning</b>	4 days <b>7 times table</b>	<b>8 times table</b>	<b>More Squares</b>	<b>12 times table</b>	<b>Multiplication Tables Check</b> <i>Test window</i>
	<b>Wk 2</b>	<b>Recap of prior learning</b>	<b>7 times table</b>	<b>8 times table</b>	<b>More Squares</b>	<b>12 times table</b>	<b>Multiplication Tables Check</b> <i>Test window</i>
	<b>Wk 3</b>	<b>Recap of prior learning</b>	<b>7 times table</b>	<b>9 times table</b>	<b>More Squares</b>	<b>12 times table</b>	<b>Consolidation</b>
	<b>Wk 4</b>	<b>6 times table</b>	<b>7 times table</b>	<b>9 times table</b>	<b>10 &amp; 11 times table</b>	4 days <b>12 times table</b>	<b>Consolidation</b>
	<b>Wk 5</b>	<b>6 times table</b>	<b>7 times table</b>	<b>9 times table</b>	<b>10 &amp; 11 times table</b>	<b>MTC Preparation</b>	<b>Consolidation</b>
	<b>Wk 6</b>	<b>6 times table</b>	<b>8 times table</b>	<b>9 times table</b>		2 days <b>MTC Preparation</b>	<b>Consolidation</b>
	<b>Wk 7</b>	<b>6 times table</b>	<b>8 times table</b>				<b>Consolidation</b>
	<b>Wk 8</b>	<b>6 times table</b>					<i>1 day</i>
<b>Science units and skills</b>		<b>Electricity</b> <i>I can construct a simple circuit and names its parts I can say if a lamp in a circuit will light up or not and explain why I can explain the role of a switch in a circuit I can recognise common conductors and insulators I can use my results to make predictions for my next set of results I can suggest improvements to a test and further questions to ask</i>	<b>Animals, Including Humans</b> <i>I can describe the simple functions of the basic parts of the human digestive system I can explain how diet and exercise can affect the human digestive system I can identify different types of human teeth and their simple functions I can construct and interpret a variety of food chains and identify producers, predators and prey I can use key scientific vocabulary when making predictions I can use relevant scientific vocabulary to communicate my findings in ways that are appropriate for different audiences</i>	<b>States of Matter</b> <i>I can compare and group materials together according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled I can research or measure the temperature at which some changes of state happen I can identify the parts played by evaporation and condensation in the water cycle and link this to temperature I can make careful and systematic observations using a range of equipment I can use my observations identify differences, similarities and changes related to simple scientific ideas and processes</i>	<b>Living Things and Their Habitats</b> <i>I know that living things can be grouped in a variety of ways I can explore and use classification keys to name living things in the local, and wider, environment I recognise that environments can change and the dangers this can pose to living things I can identify and sort animals into mammals, amphibians, insects and birds I can explain how some animals have adapted to their environments (adapted from Yr 6 statutory – Evolution and Inheritance) I can report my results using detailed written or oral explanations</i>	<b>TAPS Investigation Measuring Temperature</b> <i>I can set up my own practical enquiries, comparative tests, and fair tests I can use different types of scientific enquiries and evidence to support my findings I can use my data to help me think of new questions to ask I can suggest what observations to make, how long to make them for, and what equipment to use to make them I can make decisions about how to record data I can record data using standard units of measurements</i>	<b>Sound</b> <i>I can explain how sounds are made I can describe how sounds travel through a medium to my ear I can find patterns between the pitch of a sound and the object that produced the sound I can find patterns between the volume of a sound and the strength of vibrations I can explain how sounds change as the distance from the object increases I can ask questions and use different types of scientific enquiries and evidence to answer them</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
PE units and skills	<p><b>Fitness</b>  <i>I can collect and record my scores and identify areas I need to improve</i>  <i>I can use key points to help me to improve my sprinting technique</i>  <i>I share ideas and work with others to manage activities</i>  <i>I show balance when changing direction at speed.</i>  <i>I show control when completing activities to improve balance</i>  <i>I show determination to continue working over a period of time</i>  <i>I understand there are different areas of fitness and that each area challenges my body differently</i></p> <p><b>Gymnastics</b>  <i>I can explain what happens to my body when I exercise and how this helps to make me healthy</i>  <i>I can plan and perform sequences with a partner that include a change of level and shape</i>  <i>I can provide feedback using appropriate language relating to the lesson</i>  <i>I can safely perform balances individually and with a partner</i>  <i>I can watch, describe and suggest possible improvements to others' performances and my own</i>  <i>I understand how body tension can improve the control and quality of my movements</i></p> <p><b>Hockey</b>  <i>I can delay an opponent and help to prevent the other team from scoring</i>  <i>I can dribble, pass, receive and shoot the ball with increasing control</i>  <i>I can move to space to help my team to keep possession and score goals</i>  <i>I can provide feedback using key terminology and understand what I need to do to improve</i>  <i>I can use simple tactics to help my team score or gain possession</i>  <i>I share ideas and work with others to manage our game</i>  <i>I understand the rules of the game and I can use them often and honestly</i></p>		<p><b>Dance</b>  <i>I can choose actions and dynamics to convey a character or idea</i>  <i>I can copy and remember set choreography</i>  <i>I can provide feedback using appropriate language relating to the lesson</i>  <i>I can respond imaginatively to a range of stimuli relating to character and narrative</i>  <i>I can use changes in timing and spacing to develop a dance</i>  <i>I can use counts to keep in time with others and the music</i>  <i>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group</i>  <i>I show respect for others when working as a group and watching others perform</i></p> <p><b>Netball</b>  <i>I can defend one on one and know when to win the ball</i>  <i>I can explain what happens to my body when I exercise and how this helps to make me healthy</i>  <i>I can move to space to help my team to keep possession and score goals</i>  <i>I can pass, receive and shoot the ball with increasing control</i>  <i>I can provide feedback using key terminology and understand what I need to do to improve</i>  <i>I can use simple tactics to help my team score or gain possession</i>  <i>I share ideas and work with others to manage our game</i>  <i>I understand the rules of the game and I can use them often and honestly</i></p>		<p><b>Cricket</b>  <i>I am able to bowl a ball with some accuracy and consistency</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 communicate with my teammates to apply simple tactics</i>  <i>I can persevere when learning a new skill.</i>  <i>I can provide feedback using key terminology and understand what I need to do to improve</i>  <i>I can strike a bowled ball after a bounce.</i>  <i>I can use overarm and underarm throwing, and catching skills with increasing accuracy</i>  <i>I share ideas and work with others to manage our game</i></p> <p><b>Swimming</b>  <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></p> <p><b>Athletics</b>  <i>I can demonstrate the difference in sprinting and jogging techniques</i>  <i>I can explain what happens in my body when I warm up</i>  <i>I can identify when I was successful and what I need to do to improve</i>  <i>I can jump for distance with balance and control</i>  <i>I can throw with some accuracy and power to a target area</i>  <i>I show determination to improve my personal best</i>  <i>I support and encourage others to work to their best</i></p>		
	History units and skills	<p><b>Ancient Greeks</b>  <b>The story of the Trojan Horse: historical fact, legend, or classical myth?</b>  <i>I can ask and answer historically valid questions</i>  <i>I can comment on cause and effect</i>  <i>I can start to critique other people's opinions about the past</i>  <i>I can explain the different ways historians use to learn about the Ancient Greeks</i>  <i>I can explain if I believe in the story of the Trojan Horse and give reasons for my answers</i>  <i>I can describe some key ways in which the Ancient Greeks have influenced Western civilisation</i></p>	<p><b>Iron Age</b>  <b>How do artefacts help us understand the lives of people in Iron Age Britain?</b>  <i>I can spot connections, contrasts and trends over time, and also across places and cultures</i>  <i>I can comment on continuity and change</i>  <i>I can identify themes within and between topics</i>  <i>I can describe what daily life was like in Iron Age Britain</i>  <i>I can explain how life in Britain was similar and different to life in earlier periods</i>  <i>I can examine artefacts and speculate about their purposes</i></p>			<p><b>Romans in Britain</b>  <b>How did the arrival of the Romans change Britain?</b>  <i>I can select and use sources to form my own opinions about the past</i>  <i>I can start to explain the usefulness and reliability of different sources</i>  <i>I know that historical 'facts' can change depending on the source, and I can explain possible reasons for this</i>  <i>I can explain why the Romans wanted to conquer Britain</i>  <i>I can explain why we cannot be sure about all the facts of Boudicca's rebellion</i>  <i>I can describe how life in Britain changed when the Romans were in charge</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Geography units, skills and knowledge</b>			<b>Rainforests</b> <i>I can use the contents and index of an atlas</i> <i>I can ask and answer geographically valid questions</i> <i>I can locate the world's rainforests on a map</i> <i>I can describe the different layers of a rainforest</i> <i>I can explain the impact of deforestation</i> <i>I can explain the importance of rainforests</i>	<b>Rivers</b> <i>I can use oblique and aerial views</i> <i>I can use a scale to reasonably estimate distances</i> <i>I can accurately measure distances on digital maps</i> <i>I can describe the key features and stages of a river</i> <i>I can describe how human activity affects rivers</i> <i>I can locate and describe the key features of the world's longest rivers</i>		<b>South America and the Amazon Basin</b> <i>I can use complex keys to build my knowledge</i> <i>I can use digital maps for a purpose</i> <i>I can recognize that geographical 'facts' can vary by source and suggest reasons for this</i> <i>I can locate the physical features of South America</i> <i>I can find out if the Amazon River is the world's longest</i> <i>I can describe the key characteristics of the Amazon Basin</i>
<b>Geography fieldwork activities</b>		<b>Measuring with maps</b>  <i>Children will look at maps of the local area and use scales to help them find distances; they will then check these using a variety of equipment</i>	<b>Woodland Visit</b>  <i>Children will visit a wooded area and learn about the different plants and animals at each layer, before comparing to the layers in a tropical rainforest</i>			
<b>Art and Design units and skills</b>		<b>Print making</b> <i>I can demonstrate experience at impressed printing</i> <i>I can combine techniques to explore both mono printing and relief printing</i> <i>I can generate ideas in my sketchbook and choose one to develop</i> <i>I can demonstrate overprinting</i> <i>I can explain my planned artwork in detail, and in writing, making reference to technique and materials</i> <i>I can start to think critically by suggesting improvements to other people's work</i>		<b>Drawing</b> <i>I understand the different grades of pencil and I can experiment with these and other implements to achieve variations in tone (charcoal/chalk/ink)</i> <i>I can create a range of tone using a variety of drawing techniques such as hatching, cross hatching, stippling and other forms of mark making</i> <i>I can use shading, line direction, mixing, pattern to change the value, intensity and texture</i> <i>My drawings show scale (something closer appears bigger than something far away)</i> <i>My drawings show perspective and depth</i> <i>I can use an artistic vocabulary to describe my work and techniques I have used</i>	<b>Painting</b> <i>I can use watercolour paint to produce washes for backgrounds and then add detail either with paint or another medium</i> <i>I can mix colours effectively for a purpose and justify my choices</i> <i>I can describe how artists have used colour in their work</i> <i>I can use light and dark within painting and show an understanding of complimentary colours (for example using blue shadows on a bowl of oranges)</i> <i>I can make a plan for how I would like my art to look</i> <i>I can express what works well and how my work can be improved</i>	
<b>Artists studied</b>		<b>Andrea Lauren</b>		<b>Giuseppe Archiboldo</b> <b>Freida Kahlo</b>	<b>Georgia O'Keefe</b>	
<b>Design and Technology units and skills</b>	<b>Electrical Systems: Torches</b> <i>I can explain my plans for design or cooking in some detail and, in writing, make reference to techniques, materials, or ingredients</i> <i>I can draw simple diagrams without much guidance</i> <i>I can request materials or ingredients that have not been supplied</i> <i>I know the features of a torch: case, contacts, batteries, switch, reflector, lamp, and lens</i> <i>I know that a switch can be used to complete and break an electrical circuit</i> <i>I know that an electrical circuit must be complete for electricity to flow</i>		<b>Structures: Pavilions</b> <i>I can start suggesting improvements to others' designs</i> <i>I can use research to justify the appeal of my product and the innovativeness of my design</i> <i>I can draw a plan or sketch from a description</i> <i>I can create clear projections of common 3D shapes</i> <i>I can show a desire to alter and/or restart my designs</i> <i>To understand what a frame structure is</i>			<b>Mechanical Systems: Making a Slingshot Car</b> <i>I can verbalise others' opinions politely and consider following their advice</i> <i>I can make and discuss cross-sectional and exploded diagrams</i> <i>I can make reasonable estimations of length and distance; start to estimate mass, capacity and angles</i> <i>To understand that kinetic energy is the energy that something (object/person) has by being in motion</i> <i>I know that air resistance is the level of drag on an object as it is forced through the air</i> <i>To understand that the shape of a moving object will affect how it moves due to air resistance</i>



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing units taught</b>	<p><b>Programming</b>  <i>I understand what the different code blocks do</i>  <i>I understand the terms pattern recognition and abstraction, and how they help to solve a problem</i>  <i>I can create a Scratch program which draws a square and at least one other shape</i>  <i>I understand how computational thinking can help to solve problems</i>  <i>I can apply computational thinking to problems I face</i>  <i>I can create a simple game</i></p>	<p><b>Programming</b>  <i>I understand what the different code blocks do</i>  <i>I understand the terms pattern recognition and abstraction, and how they help to solve a problem</i>  <i>I can create a Scratch program which draws a square and at least one other shape</i>  <i>I understand how computational thinking can help to solve problems</i>  <i>I can apply computational thinking to problems I face</i>  <i>I can create a simple game</i></p>	<p><b>Online Safety</b>  <i>I can describe how to search over multiple platforms and be aware of the accuracy of the results presented</i>  <i>I can describe some of the methods used to persuade people to buy online</i>  <i>I can explain the difference between fact, opinion and belief and recognise these online</i>  <i>I can explain what a bot is and give examples of different bots</i>  <i>I can explain some positive and negative distractions of using technology</i>  <i>I can suggest small strategies for reducing the time spent on technology</i></p>	<p><b>Data Handling</b>  <i>I can search the web efficiently to find temperatures of different cities and record this accurately</i>  <i>I can design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use</i>  <i>I can design an automated machine that uses selection to respond to sensor data</i>  <i>I can search for and record weather forecast information in a spreadsheet</i>  <i>I can explain how my data has been collected</i>  <i>I can create a video which includes weather forecast information</i></p>	<p><b>Creating Media</b>  <i>I can create a Sway with a title, image and a completed first header section</i>  <i>I can create a clear plan for my web page and begin to create it</i>  <i>I can create a professional-looking web page with useful information and a clear style</i>  <i>I can create a webpage which is easy for the user to read and find information from</i>  <i>I can refer back to my checklist to ensure I include a range of features</i>  <i>I can create a web page with clear sections and with a range of features in</i></p>	<p><b>Computing Systems and Networks</b>  <i>I understand the need to be thoughtful when working on a collaborative document</i>  <i>I can use comments to suggest changes to a document</i>  <i>I understand how to resolve conflicts when disagreements arise</i>  <i>I can plan a survey for Microsoft Form with a range of different questions types that will provide different types of answer</i>  <i>I can create a Microsoft Form with a range of different question types that will provide different types of answer, e.g., text, multiple choice or numerical values</i>  <i>I can export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers</i></p>
<b>PSHE units and skills</b>	<p><b>Rail Safety</b>  <i>I can recognise and talk about wider rail safety risks and dangers</i>  <i>I can explain some consequences of taking risks or unsafe behaviour around railways</i>  <i>I can follow rules for keeping safe in and around trains and railways</i>                      Note: Switched on for every journey lesson 4</p> <p><b>First Aid</b>  <i>I am able to identify when a casualty is having an allergic reaction to a bite or sting</i>  <i>I am able to provide first aid treatment for a casualty who has been bitten or stung</i>  <i>I am able to comfort and reassure a casualty who has been bitten or stung</i>  <i>I am able to seek medical help if required</i>  <i>I am able to identify a casualty who is having an asthma attack</i>  <i>I am able to assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma</i>  <i>I am able to seek medical help, if required, for someone who is having an asthma attack</i></p> <p><b>Caring and Responsibility</b>  <i>I understand my rights and responsibilities in wider society</i>  <i>I understand how the UN Convention of Rights of the Child affects me</i></p> <p><b>Money and Work</b>  <i>I know how people make different spending decisions based on my budget, values and needs</i>  <i>I know how to keep track of money and why it is important to know how much is being spent</i></p>		<p><b>Healthy and Happy Friendships</b>  <i>I know how solve friendship difficulties</i>  <i>I know how to act if someone invades my privacy or personal boundaries</i></p> <p><b>Healthy Bodies, Healthy Minds</b>  <i>I know about different influences on my health and well-being, including family, friends and the media</i>  <i>I know how different influences can affect my personal health choices</i></p> <p><b>Money and Work</b>  <i>I know about different ways to pay for things such as cash, cards, e-payment and the reasons for using me</i>  <i>I can explain how people spend money can have positive or negative effects on others e.g. charities, single use plastics</i></p>		<p><b>Similarities and Differences</b>  <i>I understand the issues around identity and diversity</i>  <i>I can see issues from different perspectives</i>  <i>I know not to make judgements based on appearance</i></p> <p><b>Families and Committed Relationships</b>  <i>I know about the range of relationships that I experience in my everyday life</i>  <i>I can understand the differences between the different types of relationships I encounter</i></p> <p><b>Coping with Change</b>  <i>I know how human bodies change during puberty</i>  <i>I understand the process of menstruation</i>  <i>I understand that hygiene needs change as I get older</i></p>	



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foreign Language (Spanish) units and skills</b>	<b>Dates</b> <i>I can identify and say the numbers 13 to 31</i> <i>I can identify and say the months of the year</i> <i>I can identify and say dates</i> <i>I can identify key information on a calendar</i> <i>I can recognise and answer the question, ¿Cuándo es el día de ...? I can when is ... day? by giving the day and date of a particular event</i> <i>I can complete a birthday invitation using familiar phrases</i>	<b>Pets</b> <i>I can ask and answer the question, ¿Tienes una mascota? – Do you have a pet? using the correct pronunciation</i> <i>I can identify some animal names</i> <i>I can identify a noun’s gender by looking at the preceding indefinite article</i> <i>I can choose suitable adjectives to describe an animal’s characteristics</i> <i>I can show understanding of a story by making plausible predictions</i> <i>I can read aloud using accurate pronunciation</i>	<b>Café</b> <i>I can form sentences to express what I want using quiero</i> <i>I can ask others what I want using the question ¿Qué quieres ...?</i> <i>I can use por favor – please and gracias – thank you when making polite requests</i> <i>I can use greetings and courtesy phrases such as ¿Qué tal? – How are you? as part of a natural conversation</i> <i>I can write and perform a typical café conversation</i> <i>I can use accurate pronunciation when speaking aloud</i>	<b>Spanish celebrations</b> <i>I can identify the meaning of festival-related vocabulary</i> <i>I can use a bilingual dictionary to translate some verbs into Spanish</i> <i>I can express what I like and dislike to do</i> <i>I can listen to spoken language and identify meaning</i> <i>I can identify appropriate nouns to give more detail about a particular action</i> <i>I can rrite paragraphs describing what I like and dislike to do at specific celebrations</i>	<b>Weather</b> <i>I can pronounce the seven weather types on the spinner with a good level of accuracy; select hace or está to begin each weather phrase, mostly accurately</i> <i>I can ask and answer the question ¿Qué tiempo hace...? – What is the weather like...?, with mainly accurate pronunciation, using some visual prompts as a reminder</i> <i>I can name and identify the four compass points in Spanish; labelling a map of Spain with weather symbols based on information extracted from the comprehension text</i> <i>I can follow a written Spanish text while listening, keeping up with the pace of the audio</i> <i>I can write a weather forecast that includes the majority of the success criteria, alongside a labelled map of Spain with weather symbols</i> <i>I can use accurate pronunciation when speaking aloud; identify some cities on a map of Spain</i>	<b>Amazon rainforest</b> <i>I can build sentences about Peru using the model hay/no hay + [plural noun]</i> <i>I can repeat animal names with increasing accuracy</i> <i>I can apply an understanding of nouns to create the plural form</i> <i>I can create original, written sentences adapted from a model, including some vocabulary from memory</i> <i>I can form adjectives to agree with the gender of the noun that I describe</i> <i>I can speak complete, descriptive phrases with clear pronunciation</i>
	<b>Music units and skills</b>	<b>Glockenspiel 1 and 2</b> <i>I can find and accentuate the first beat in a bar</i> <i>I have an understanding of the importance of a musical introduction</i> <i>I can use a simple structure when composing</i> <i>I can rehearse a song and learn it from memory both aurally and visually</i> <i>I can evaluate my performance and consider what was good and what can be improved</i> <i>I can talk about the words of a song and explain why it was written</i>		<b>Feelings Through Music</b> <i>I can understand written notation including crotchets, minims, quavers and rests</i> <i>I can copy back and improvise a more complex rhythm using varied note lengths</i> <i>I can use simple dynamics and tempo to express Loud and Quiet and Fast and Slow</i> <i>I can compose a basic song accompaniment using pulse and rhythm on tuned or untuned instruments</i> <i>I can sing in pitch and in time adjusting for accuracy when needed</i> <i>I can identify the difference between a fast, steady and slow tempo</i>		<b>Creative Tools Music Notepad</b> <i>I can copy back complex patterns as a call and response exercise, both aurally and visually</i> <i>I can use specialist music vocabulary, often appropriately</i> <i>I can use the Music Notepad to compose structured melodies of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense</i> <i>I have an understanding of the various styles of singing used in correlation to the style of song I can express how my performance affected me emotionally</i> <i>I can evaluate my performance and consider what was good and what can be improved</i> <i>I can recognise and discuss sections of music from various styles and genres</i>
<b>RE units and skills</b>	<b>Judaism</b> <b>How special is the relationship Jews have with God?</b> <i>I can recount the key events of the story of Abraham</i> <i>I can say the key lessons that people can learn from the story of Abraham</i> <i>I can explain why the ten commandments were important to Jewish people in the time of Moses</i> <i>I can say how modern Jewish people interpret the ten commandments</i> <i>I can say if I think rules are important</i> <i>I can decide if rules should always be followed and explain my reasoning</i>	<b>Buddhism</b> <b>Is it possible for everyone to be happy?</b> <i>I can recount the key parts of the Buddha’s life story</i> <i>I can say what Buddhists can learn from the Buddha’s life story</i> <i>I can describe what Buddhists think about key moral issues</i> <i>I can explain why Buddhists try not to be materialistic</i> <i>I can explain if I agree or disagree with religious ideas and say why</i> <i>I can think about what I believe the meaning of life is</i>	<b>Islam</b> <b>How important is the prophet Muhammad to Muslims?</b> <i>I can talk about some key events from the life of Muhammad</i> <i>I know how Islam began</i> <i>I can say what the 5 pillars of Islam are</i> <i>I can say why different groups in Islam started after Muhammad died</i> <i>I can explain why Muslims respect Muhammad and why he is important to them</i> <i>I can compare Muhammad to important people from other religions</i>	<b>Christianity</b> <b>Is forgiveness always possible for Christians?</b> <i>I can describe what happened when Jesus visited the temple in Jerusalem</i> <i>I can explain why Jesus’ actions in the temple were unusual</i> <i>I can explain what Christians believe about forgiveness</i> <i>I can explain what I think forgiveness means and compare my ideas to that of a Christian</i> <i>I can explain if I think if forgiveness should always be given or not and why I think this</i> <i>I can think of times I have forgiven others or been forgiven by others</i>	<b>Buddhism</b> <b>Could the Buddha’s teachings make the world a better place?</b> <i>I can describe the key parts of the Eightfold Path</i> <i>I can say how being a Buddhist affects people’s daily life</i> <i>I can explain if I think following a set of teachings makes someone a better person</i> <i>I can describe the type of world I would like to live in</i> <i>I can explain Buddhist views about the nature of suffering and existence</i> <i>I can explain why looking after the environment is important to Buddhists</i>	<b>Islam</b> <b>How does the Qur’an influence Muslims today?</b> <i>I can explain why the Qur’an is important to Muslims</i> <i>I can explain how Muslims show respect for the Qur’an</i> <i>I can explain how Muslim beliefs and practices affect their daily lives in Britain today</i> <i>I can explain some of the lessons that Muslims can learn from the Qur’an</i> <i>I can explain the differences between the Qur’an and the hadith</i> <i>I can explain why some objects are treated with great respect</i>