



Key Stage 2 Unit: Curriculum Overview 2024-25

Curriculum Overview 2024-25

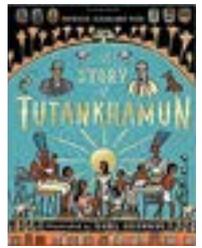
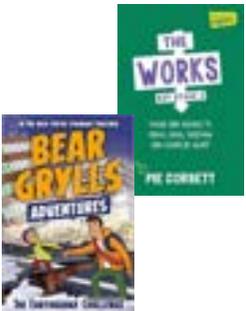
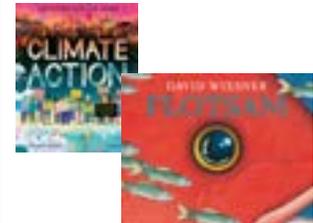
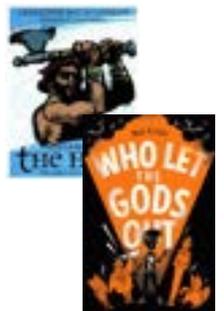
Cycle: 1

Cohort: Key Stage 2 Unit

Partnership schools: Berwick St Mary's CE First School and Norham St Ceolwulf CE First School
Curriculum Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:	Curriculum Overview:
The Coast Do we like to be beside the seaside?	Ancient Egyptians How did the discoveries at the Valley of the Kings change history forever?	Our World Where on Earth are we?	Anglo-Saxons Why did the Anglo-Saxons invade Bamburgh?	Local History Should we preserve our locality?	Climate and Weather Why is climate important?
Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:	Christian Core Value:
Endurance	Service	Friendship	Compassion	Justice	Celebration
CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:	CCV Experience:
<ul style="list-style-type: none"> Blessing for the school year. Harvest Service. 	<ul style="list-style-type: none"> All Saints Day. Advent Service. Christmas Nativity. 	<ul style="list-style-type: none"> Epiphany Service Lent Service 	<ul style="list-style-type: none"> Easter Service. Mothering Sunday Service. 	<ul style="list-style-type: none"> Pentecost 	<ul style="list-style-type: none"> Celebration Service.
Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:	Biblical Text:
The Widow Who Never Gave Up (Luke 18:1-8)	Queen Esther Serves her People (Book of Esther)	Jesus Heals the Leper (Mark 2:1-12)	The Good Samaritan (Luke 10:29-37)	Jonah and the Whale (Book of Jonah)	Philippians 4:13-14
British Value:	British Value:	British Value:	British Value:	British Value:	British Value:
Individual Liberty	Democracy	Tolerance	Mutual Respect	Democracy	Rule of Law
British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:	British Value Text:
					

Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:	Advocacy Experience:
MacMillan Coffee Morning	Samaritans Operation Christmas Child Carol Service at the Care Home	Comic Relief (Red Nose Day)	Recycling Uniform Event	Race for Life	BARK Fundraising Day

Literacy					
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts	Supplementary Texts
					

Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:	Texts to be shared from Reading Spine:
Bill's New Frock Charlotte's Web	Voices in the Park Farther	The Firework Maker's Daughter The Snow Walker's Son Why the Whales Came	Perry's Angel Suitcase The Wolves of Willoughby Chase	Street Child Varjak Paw The Midnight Fox	Wolf Brother Tom's Midnight Garden
Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term	Author of the Half Term
Jeff Kinney	Dick King Smith	Bear Grylls	Michael Morpurgo	JK Rowling	Valerie Bloom
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
Persuasive Letter Organisation and structure of non-fiction (letter) Paragraphs on theme Narrative Extract - Focus on setting	Newspaper Report (T4W) Further structure and sequence of non-fiction Direct/Reported Speech in non-fiction Playscript Focus on characterisation and dialogue	Recount Write about a real event - Secure non-fiction and past tense Poetry Poetic/language techniques	Myths and Legends (T4W) Focus on dilemma and description characters Narrative (T4W) Opening - build up - dilemma - reaction - resolution	Stories with Historical Setting (T4W) Opening - build up - dilemma - events - resolution - ending Debate/Argumentative Revisit persuasive techniques and language	Stories which raise issues or dilemmas Opening - build up - dilemma - events - resolution - ending (Application of previously taught) Poetry Appreciation Poetic techniques of one poet in different poems
SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:.
Persuasive Letter To use the first two or three letters of a word to check its spelling in a dictionary To organise paragraphs around a theme (as a way to group related material) To assess the effectiveness of their own writing and suggest improvements after a discussion. To use pronouns accurately in sentences.	Newspaper Report To spell words where ou is pronounced /ʌ/ e.g. young To add suffixes beginning with vowel letters to words with more than one syllable e.g. forgetting. To build muscle strength, enabling writing at length. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Recount To spell words ending in – sion -tion, -ssion To spell the Year 3 spelling list words (selected from the Y3/4 statutory word list) To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing	Myths and Legends To spell words where y is pronounced /i/ e.g. myth To spell words that are often misspelt (English Appendix 1) To increase the legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and	Stories with Historical Setting To spell words where ch is pronounced /k/ e.g. scheme, /sh/ e.g. chef To form and use the four basic handwriting joins consistently. To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors in own and others' writing.	Stories which raise issues or dilemmas To spell further homophones. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To improve writing from self and peer assessment. To explore, identify and create complex sentences using a range of conjunctions

<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>To express time, place and cause using prepositions (For example, before, after, during, in, because of)</p> <p>Narrative</p> <p>To know the grammatical difference between plural and possessive –s.</p> <p>To know what is meant by homophones.</p> <p>To discuss and record ideas for planning using a range of formats e.g. story maps, flow charts etc</p> <p>To use and recognise nouns, adjectives and adjectival phrases</p>	<p>To compose and rehearse sentences orally (including dialogue).</p> <p>To recognise and use simple & compound sentences.</p> <p>To express time, place and cause using conjunctions (for example, when, before, after, while, so, because)</p> <p>To use and punctuate direct speech with inverted commas</p> <p>To put new speech on a new line</p> <p>Playscript</p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>To form nouns using a range of prefixes (for example super-, anti-, auto)</p> <p>To use powerful verbs.</p> <p>To select, generate and effectively use adverbs.</p>	<p>range of sentence structures (English Appendix 2)</p> <p>To know how words are related in form and meaning (word families) for example, solve, solution, solver, dissolve, insoluble.</p> <p>To express time, place and cause using adverbs (for example, then, next, soon, therefore)</p> <p>Poetry</p> <p>To spell words ending in -sure</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p>descenders of letters do not touch].</p> <p>To create settings, characters and plot in narrative writing.</p> <p>To begin to use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done) was/were</p> <p>Narrative</p> <p>To use further prefixes and suffixes and understand how to add them (See English Appendix 1 for list) e.g. -ation, -ous, -ssion, -sion, -ly</p> <p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To read aloud 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>To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play.</p> <p>Debate/Argumentative</p> <p>To spell words ending in gue, pronounced /g/ e.g. league and que pronounced /k/ e.g. unique</p> <p>To spell words where sc is pronounced /s/ e.g. science</p> <p>To spell words with ei, eigh and ey</p> <p>To recognise and use simple & compound sentences and beginning to use complex sentences.</p> <p>To explore and identify main and subordinate clauses in complex sentences</p> <p>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</p>	<p>Poetry Appreciation</p> <p>To use knowledge of root words to apply prefixes and suffixes.</p>
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<p>Persuasive Letter</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To organise paragraphs around a theme in non-fiction texts.</p> <p>To use fronted adverbials.</p> <p>To create sentences with fronted adverbials to express when e.g. As the clock struck twelve, the soldiers sprang into action and for where e.g. In the distance, a lone wolf howled</p> <p>To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: The strict maths teacher with curly hair)</p> <p>Narrative</p> <p>To know the grammatical difference between plural and possessive – s including irregular words, e.g. child – children.</p> <p>To continue to build muscle strength, enabling</p>	<p>Newspaper Report</p> <p>To use further prefixes and suffixes and understand how to add them (English Appendix 1) e.g. mis-, sub-, inter-, anti-, auto-</p> <p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To use inverted commas & 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>To use commas after fronted adverbials.</p> <p>Playscript</p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>To use adverbs to modify verbs.</p>	<p>Recount</p> <p>To spell words ending in -ture</p> <p>To spell the Year 4 spelling list words (selected from the Y3/4 statutory word list)</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>Poetry</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To assess the effectiveness of their own and others and suggest improvements.</p> <p>To use the possessive pronouns, yours, mine, theirs, ours, hers, its</p>	<p>Myths and Legends</p> <p>To spell words that are often misspelt (English Appendix 1)</p> <p>To create characters, setting and plot in narrative writing.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling errors.</p> <p>To use Standard English forms for verb inflections instead of local spoken forms (For example, we were instead of we was, or I did instead of I done)</p> <p>To create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Narrative</p> <p>To spell words ending in –sion and –cian</p> <p>To develop my own handwriting style.</p> <p>To read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear with increasing confidence.</p> <p>To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Stories with Historical Setting</p> <p>To use further prefixes and suffixes and understand how to add them (English Appendix 1) e.g. mis-, sub-, inter-, -ture, -cian, -ir-, -ally, anti-, auto-</p> <p>To use commas to mark clauses in complex sentences.</p> <p>To understand that writing can be third or first person.</p> <p>To choose nouns or pronouns appropriately (within and across sentences) for clarity and cohesion and to avoid repetition.</p> <p>Debate/ Argumentative</p> <p>To use a joined style throughout my independent writing.</p> <p>To discuss and record ideas e.g. story mountain, text map</p> <p>To use simple organisational devices [for example, headings and sub-headings] in non-narrative material.</p>	<p>Stories which raise issues or dilemmas</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>To spell further homophones.</p> <p>Poetry Appreciation / Transition</p> <p>To use knowledge of root words to apply prefixes and suffixes to make a greater range of words.</p>
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comfortable writing at length. To discuss and record ideas e.g. story mountain, text map To organise paragraphs around a theme in fiction and non-fiction texts.	To assess the effectiveness of their own writing and suggesting improvements. To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.		proof-read for spelling and punctuation errors.		
Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:	Reading Focus:
<p>Word Reading - At this stage, teaching comprehension skills should be taking precedence over teaching word reading. Any focus on word reading should support the development of vocabulary.</p> <p>Comprehension (Positive attitudes and love of reading) – To develop positive attitudes to reading, and an understanding of what they read</p> <p>Comprehension (Accuracy, fluency and understanding) – To understand what they read, in books they can read independently</p>					
<p>Word Reading To use the context of sentences to help with reading unfamiliar words.</p> <p>Comprehension (Positive attitudes and love of reading) To retell and write about a range of familiar stories.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>Comprehension (accuracy, fluency and understanding) To self-correct where a text does not make sense.</p> <p>To ask and write questions to improve own understanding of a text.</p> <p>Comprehension (discussion, retrieval and analysis) To retrieve and record information from non-fiction</p>	<p>Word Reading To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list).</p> <p>To begin to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p>To apply a growing knowledge of root words, prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, re-</p> <p>Comprehension (Positive attitudes and love of reading) To read books that are structured in different ways.</p>	<p>Word Reading To read aloud fluently.</p> <p>To read aloud to the punctuation.</p> <p>Comprehension (Positive attitudes and love of reading) To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Comprehension (accuracy, fluency and understanding)</p>	<p>Word Reading To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y3 list, moving to Y4 when ready)</p> <p>To read aloud using intonation and volume.</p> <p>To apply a growing knowledge of root words, suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ation, -ous, -ssion, -sion</p> <p>Comprehension (Positive attitudes and love of reading) To read books that are structured in different ways and read for a range of purposes.</p> <p>To discuss, explain and write about the meaning of words that I have read in my book.</p>	<p>Word Reading To read aloud fluently and confidently.</p> <p>Comprehension (Positive attitudes and love of reading) To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>Comprehension (accuracy, fluency and understanding) To identify main ideas drawn from more than 1 paragraph and summarise these</p> <p>To justify predictions with evidence (details stated and implied) from the text both verbally and in written form.</p> <p>Comprehension (discussion, retrieval and analysis)</p>	<p>Word Reading To read aloud using intonation, tone and volume.</p> <p>To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. dis, mis, sub-, super-, pre-, anti-, auto-, sure-, in-, il-, im-, -ation, -ous, -ssion, -sion, re-</p> <p>Comprehension (Positive attitudes and love of reading) To read, perform and write about a range of different forms of poems shape, calligrams, narrative</p> <p>To evaluate verbally and write about specific texts with reference to text types.</p> <p>Comprehension (discussion, retrieval and analysis) To comment on and write about on the choice of language to</p>

	<p>To identify and write about the features of different text types.</p> <p>To start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.</p> <p>Comprehension (accuracy, fluency and understanding) To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.</p> <p>To justify predictions with evidence (details stated) from the text both verbally and in written form.</p> <p>Comprehension (discussion, retrieval and analysis) To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To use alphabetically ordered texts to find information.</p>	<p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.</p> <p>To empathise with a character, inferring on characters thoughts and feelings justifying with some evidence both verbally and in written form.</p> <p>Comprehension (discussion, retrieval and analysis)</p> <p>To discuss and write words and phrases that capture the reader's interest and imagination.</p>	<p>Comprehension (accuracy, fluency and understanding) To justify inferences with evidence from the text verbally and in written form.</p> <p>To empathise with a character, inferring on characters thoughts and feelings.</p> <p>Comprehension (discussion, retrieval and analysis)</p> <p>To understand what the writer might be thinking, for example, 'he thinks they are being mean.'</p> <p>To make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class</p> <p>To explain and discuss their understanding of what they have read, including through discussion.</p>	<p>To justify own responses to a text by using evidence.</p> <p>To begin to identify and comment verbally and in written form on the different points of view in the text.</p> <p>To use a range of organisational features to locate information such as, labels, diagrams and charts</p> <p>To prepare for research by identifying what they already know about the subject and writing key questions to structure the task (find answers)</p>	<p>create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught.</p> <p>To explain and discuss their understanding of what they have read, including through discussion and beginning to debate.</p>
<p>Word Reading To read books that are appropriate for age and interest level.</p> <p>Comprehension (Positive attitudes and love of reading) To use dictionaries to check the meaning of words that they have read.</p>	<p>Word Reading To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y4 list)</p> <p>To apply a growing knowledge of root words, prefixes (etymology and morphology) both to read aloud and to understand the</p>	<p>Word Reading To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. -ture, -cian, -ally</p> <p>To begin to understand and use punctuation to determine</p>	<p>Word Reading To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Y4 list, moving to Y5 when ready)</p> <p>Comprehension (Positive attitudes and love of reading) To read a variety of books for enjoyment.</p>	<p>Word Reading To use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Comprehension (Positive attitudes and love of reading) To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or</p>	<p>Word Reading To apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words. e.g. inter-, -ture, -cian, -ir-, -ally,</p> <p>Comprehension (Positive attitudes and love of reading)</p>

<p>To discuss, explain and write about the meaning of key vocabulary within the context of the text.</p> <p>Comprehension (accuracy, fluency and understanding) To check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.</p> <p>To self-correct where a text does not make sense.</p> <p>To ask questions to improve their understanding of a text.</p> <p>Comprehension (discussion, retrieval and analysis) To participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To retrieve and record information from non-fiction</p> <p>To navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.</p>	<p>meaning of new words. e.g. inter-, ir-</p> <p>Comprehension (Positive attitudes and love of reading) To read books that are structured in different ways and read for a range of purposes.</p> <p>To recognise the use and effect of patterned language in text both verbally and in written form.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To perform a range of poems to an audience, through the use of tone and expression.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>Comprehension (accuracy, fluency and understanding) To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers</p> <p>Comprehension (discussion, retrieval and analysis) To locate information using skimming, scanning and text marking including dates, numbers and names.</p>	<p>intonation and expression when reading aloud.</p> <p>Comprehension (Positive attitudes and love of reading) To increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.</p> <p>Comprehension (accuracy, fluency and understanding) To identify how language, structure, and presentation contribute to meaning using texts at an appropriate level for the year group.</p> <p>To make predictions with evidence (details stated and implied) from the text and with knowledge of wider reading, both verbally and in written form.</p> <p>Comprehension (discussion, retrieval and analysis) To provide reasoned justifications for opinions</p> <p>To know how suspense is built up in a story, including the development of the plot both verbally and in written form.</p>	<p>To identify features of different fiction genres verbally and in written form.</p> <p>Comprehension (accuracy, fluency and understanding) To empathise with a character, inferring on characters thoughts, feelings, motives from their actions and justify with secure evidence. (Locate and evidence) verbally and in written form.</p> <p>To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions.</p> <p>Comprehension (discussion, retrieval and analysis) To understand how the author wants the reader to respond both verbally and in written form.</p>	<p>textbooks at an appropriate level for the year group.</p> <p>Comprehension (accuracy, fluency and understanding) To identify main ideas drawn from more than 1 paragraph and summarise these e.g. the character is evil because ..1/2/3 reasons verbally and in written form.</p> <p>To pull together clues from action, dialogue and description to infer meaning verbally and in written form.</p> <p>Comprehension (discussion, retrieval and analysis) To explain and discuss their understanding of what they have read, including through discussion and debates.</p>	<p>To identify themes and conventions in a wide range of books</p> <p>Comprehension (accuracy, fluency and understanding) To demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.</p> <p>Comprehension (discussion, retrieval and analysis) To find, comment on and write about examples of how authors express different moods, feelings and attitudes.</p> <p>To make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures.</p>
Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:

<p>Revision of the alphabetic code (Phonics)</p> <p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Revision of Suffixes. Revision from Y2, <i>ing, ed, er, est and plurals (-s and -es)</i></p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>The /u/ sound spelt <i>ou</i></p> <p>Prefixes <i>mis- dis-</i></p> <p>More prefixes <i>re- sub- tele-</i></p> <p>More prefixes <i>super- auto- pre-</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>The suffix <i>-ation</i></p> <p>The suffix <i>-ly</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>The suffix <i>-ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Endings which sound like /ʒen/ <i>-sion</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>More prefixes <i>re- sub- tele-</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Words with the /k/ sound spelt ch (Greek in origin) / Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>Common words from key stage 1 and setting non negotiables</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate</p> <p>Review and assessment of spelling taught this half term.</p>
<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Revision of suffix <i>-ly</i>.</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Prefixes and More Prefixes <i>in-</i></p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>The Suffix <i>-ation</i></p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Endings which sound like /ʒen/</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Words with the</p>	<p>Common Words – Words children are expected to spell correctly at all times.</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p>

<p>The /ɪ/ sound spelt y elsewhere than at the end of words.</p> <p>The /u/ sound spelt ou.</p> <p>Suffix <i>-ation</i>.</p> <p>Review and assessment of spelling taught this half term.</p>	<p><i>im-</i> <i>il-</i></p> <p>More Prefixes <i>ir-</i> <i>sub-</i></p> <p>More Prefixes <i>dis-</i> <i>mis-</i></p> <p>Suffix <i>-ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p>The Suffix <i>-ation</i></p> <p>Words with endings sounding like /ʒə/ or /tʃə/ <i>-ure</i></p> <p>The Suffix <i>-ous</i></p> <p>Review and assessment of spelling taught this half term.</p>	<p><i>-sion</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>Endings which sound like /ʃən/, spelt <i>-tion, -sion, -ssion, -cian</i></p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words.</p> <p>Review and assessment of spelling taught this half term.</p>	<p>/k/ sound spelt ch (Greek in origin) /</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Review and assessment of spelling taught this half term.</p>	<p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>Homophones and near homophones</p> <p>Statutory word list and adding prefixes and suffixes to these where appropriate.</p> <p>Review and assessment of spelling taught this half term.</p>
Maths:	Maths:	Maths:	Maths:	Maths:	Maths:
<p>Place Value Numbers to 1000. 100s, 10s & 1s Partitioning 10, 100 more/less Compare and order numbers to 1000.</p> <p>Addition & Subtraction Add, subtract multiples 100. Add and subtract a 3-digit number and 1s, 10s, 100s. Add/subtract 3-digit to/from</p>	<p>Measurement (Length) Measure cm, mm Equivalent lengths Compare lengths.</p> <p>Statistics Interpret and present data in tables and pictograms.. Solve one-step & two-step questions.</p> <p>Measurement</p>	<p>Place Value Multiples 4,8, 50 Partition in different ways Number lines to 1000.</p> <p>Addition & Subtraction Add and subtract 3-digit to/from 2-digit with 2 exchanges, columnar method</p> <p>Multiplication & Division Related facts.</p>	<p>Measurement (Time) Tell the time to the nearest minute, including Roman Numerals. Using am & pm. 12 hour and 24 hour clocks.</p> <p>Statistics Interpret and present data in tables and bar charts. Solve one-step & two-step questions.</p>	<p>Place Value Partition in different ways Solve number problems and practical problems.</p> <p>Addition & Subtraction Add and subtract 3-digit to/from 3-digit with exchanges from all columns, columnar method.</p> <p>Multiplication & Division</p>	<p>Statistics Interpret and present data in tables, pictograms, bar charts.. Solve one-step & two-step questions.</p> <p>Measurement (Time) 24 hr clock Duration</p> <p>Fractions</p>

<p>2-digit columnar method.</p> <p>Multiplication & Division Equal groups. Multiply and divide by 4. Solve problems including missing number problems.</p> <p>Fractions Unit and non-unit fractions Making the whole</p> <p>Geometry (Position & direction) Turns Angles: right, acute, obtuse</p>	<p>(Money) Pounds and pence. Convert pounds and pence. Add and subtract amounts.</p> <p>Multiplication & Division Count in 8s. Multiply and divide by 8. Solve problems including missing number problems.</p> <p>Measurement (Time) Compare time, seconds, minutes, hours. Tell the time to the nearest 5 minutes. Tell the time to the nearest minute.</p> <p>Properties of shape Horizontal & vertical Parallel & perpendicular Describe 2D shapes</p>	<p>Multiply a teen number by a 1-digit number by partitioning.</p> <p>Fractions Tenths Tenths as decimals</p> <p>Properties of shape Draw 2D shapes Properties of 2D shapes</p> <p>Measurement (Length) Add and subtract length. Measure and calculate perimeter of simple shapes.</p>	<p>Addition & Subtraction Add and subtract 3-digit to/from 3-digit with more than 1 exchange, columnar method.</p> <p>Measurement (Money) Add and subtract money</p> <p>Properties of shape Recognise, describe and make 3D shapes. Classify 3D shapes.</p> <p>Multiplication & Division Multiply a teen number by a 1-digit number formal method. Divide a 2-digit number by a 1-digit number by partitioning alongside formal method.</p>	<p>Multiply and divide a 2-digit number by a 1-digit number, formal written method. Dividing with a remainder.</p> <p>Fractions Equivalent fractions Compare, order fractions Add & subtract fractions.</p> <p>Properties of shape Describe, visualise 3D shapes. Classify 3D shapes.</p> <p>Measurement (Mass, Capacity) Measure and compare mass. Add and subtract mass. Measure and compare capacity. Add and subtract capacity.</p>	<p>Add and subtract fractions. Solve problems involving fractions.</p> <p>Addition & Subtraction Efficient calculations. Estimate answers. Checking strategies. Context of money.</p> <p>Multiplication & Division Multiply a 2-digit number by a 1-digit number with exchanging. Divide a 2-digit number by a 1-digit number. Scaling and correspondence problems.</p>
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<p>Place Value Numbers to 10,000. 1000s, 100s, 10s & 1s Partitioning 10, 100, 1000 more/less Compare/order numbers to 10,000. Round to the nearest 10.</p> <p>Addition & Subtraction Add and subtract a 4-digit number and 1s, 10s, 100s, 1000s. Add/subtract two, 4-digit number to/from 3-digit number with one exchange, columnar method.</p> <p>Multiplication & Division Multiply and divide by 1 & 0. Count in 6 & 9s. Multiply and divide by 6 & 9.</p> <p>Fractions Unit and non-unit fractions. Fractions greater than 1.</p> <p>Geometry (Properties of shape) Identify angles. Compare and order angles. Compare and classify triangles.</p>	<p>Measurement (Length) Convert different units of measure, include km. Interpret intervals and divisions on partially numbered scales. Perimeter of rectilinear shapes.</p> <p>Statistics Interpret and construct tables, pictograms and bar charts.</p> <p>Fractions Equivalent fractions Add & subtract fractions.</p> <p>Multiplication & Division Multiply and divide by 7, 11, 12. Multiply 3 numbers.</p> <p>Measurement (Time) Convert hours, minutes, seconds. Convert years, months, weeks, days. Read, write, convert time between analogue and digital time, 12 hr clocks.</p> <p>Geometry (Position and direction) Co-ordinates in the first quadrant. Co-ordinates - plot specified points.</p>	<p>Place Value Count in 25s. Negative numbers Roman Numerals to 100. Partition in different ways. Round to the nearest 100.</p> <p>Addition & Subtraction Add and subtract two 4-digit numbers two exchanges, columnar method.</p> <p>Multiplication & Division Factor pairs. Multiply and divide by 10 & 100. Multiply and divide a 2-digit number by a 1-digit number, formal method.</p> <p>Fractions & decimals Tenths, hundredths. Tenths, hundredths as decimals. Recognise decimal equivalents $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.</p> <p>Geometry (Properties of shape) Compare and classify quadrilaterals. Lines of symmetry</p> <p>Measurement (Length) Measure and calculate perimeter of rectilinear shapes. Area.</p>	<p>Measurement (Time) Analogue to digital 12 hr</p> <p>Statistics Interpret and present discrete data. Comparison, sum and difference problems.</p> <p>Fraction & Decimals Multiply and divide 1 & 2-digits by 10 & 100. Compare decimal numbers up to 2 decimal places.</p> <p>Geometry (Position and direction) Co-ordinates – plot specified points. Translations. Plot specified points to draw polygon.</p> <p>Multiplication & Division Multiply and divide 2-digit numbers and 3-digit numbers by a 1-digit number, formal method.</p>	<p>Place Value Blank number lines to 10,000 Round to the nearest 1000. Solve number problems and practical problems.</p> <p>Addition & Subtraction Addition/subtraction 2-step problems. Efficient calculation strategies.</p> <p>Multiplication & Division Multiply and divide a 2-digit number and 3-digit numbers by a 1-digit number with exchanging, remainder, formal method. Estimate and use inverse operations.</p> <p>Fraction & Decimals Add and subtract fractions. Compare and order decimals. Round decimals.</p> <p>Geometry (Properties of shape) Complete a symmetric figure . Identify, use patterns and relationships, properties to investigate shapes.</p> <p>Measurement Area. Solve 1 and 2-step problems involving measures (length, mass, capacity).</p>	<p>Statistics Interpret and present discrete and continuous data. Solve comparison, sum and difference problems.</p> <p>Measurement (Time) Read and convert between analogue and digital 12 hr and 24 hr clocks. Solve 1 and 2-step problems.</p> <p>Measurement (Money) Estimate, compare and calculate money in pounds and pence.</p> <p>Addition & Subtraction Efficient calculation Estimate answers Checking strategies</p> <p>Multiplication & Division Solve problems including integer scaling and correspondence problems.</p>
Science:	Science:	Science:	Science:	Science:	Science:
The Science curriculum follows a 2-year rolling program. Support and challenge through differentiation.					
Working Scientifically					

Autumn: Ask relevant questions and use different types of scientific enquiries to answer them. Gather, record, classify and present data in a variety of ways to help in answering questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.

Spring: Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

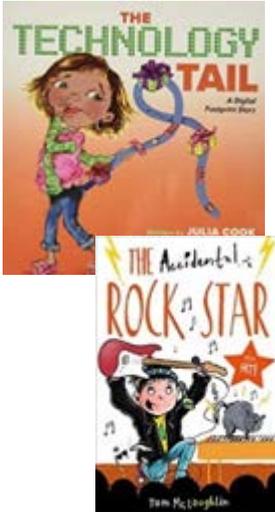
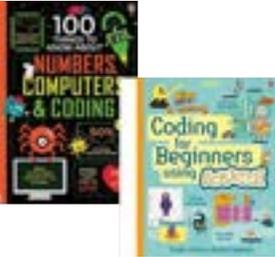
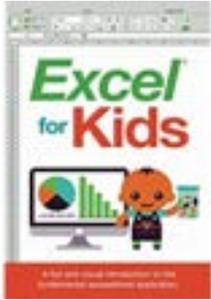
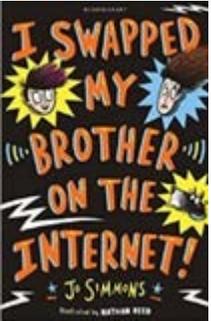
Summer: Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

<u>Living Things and Their Habitats</u>	<u>Light</u>	<u>Forces and Magnets</u>	<u>Animals including Humans (Focus - human skeletons)</u>	<u>Sound</u>	<u>States of Matter</u>
<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Find patterns in the way that the sizes of shadows change.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p>
Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:

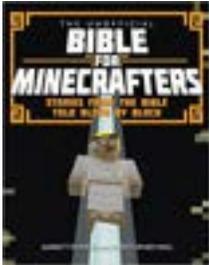
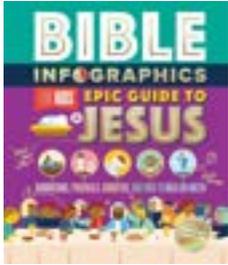
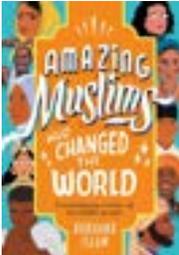
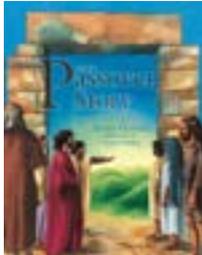
					
Computing:	Computing:	Computing:	Computing:	Computing:	Computing:
<p style="text-align: center;">Evolve (E-Safety) to be revisited each lesson.</p> <p style="text-align: center;">Computing skills to support working independently and safely:</p> <ul style="list-style-type: none"> • To design my own digital device. • To create a stop motion animation, using Flipbook. • To use Scratch, coding with blocks. • To edit and change a Scratch Project. • To make a branching database (physical and on-screen). • To use desktop publishing (e.g. Canva, J2e, Adobe). • To fix bugs in my program (more than one). • To design and create my own program in Scratch. 					
<p>E-Safety/Computing Systems and Networks – Connecting Computers</p> <p>Explain the need to keep personal information and password private.</p> <p>Summarise the dangers of social media with a focus on current platforms (e.g. TikTok,</p>	<p>Creating Media – Stop Motion</p> <p>Explain that animation is a sequence of drawings or photographs.</p> <p>Relate animated movement with a sequence of images.</p>	<p>Programming – Sequencing Sounds</p> <p>Explore a new programming environment.</p> <p>Identify that commands have an outcome.</p> <p>Explain that a program has a start.</p>	<p>Data and Information – Branching Database</p> <p>Create questions with yes/no answers.</p> <p>Identify the attributes needed to collect data about an object.</p> <p>Create a branching database.</p>	<p>Creating Media – Desktop Publishing</p> <p>Recognise how text and images convey information.</p> <p>Recognise that text and layout can be edited (RE – Gospel).</p> <p>Choose appropriate page settings.</p>	<p>Programming – Events and Actions</p> <p>Explain how a sprite moves in an existing project.</p> <p>Create a program to move a sprite in four directions.</p> <p>Adapt a program to a new context.</p>

<p>Snapchat, Facebook, ROBLOX etc).</p> <p>Summarise what personal information is and how to respond if asked for personal information or feel unsafe about the content of a message (e.g. trusted adult, report, save messages, block).</p> <p>Explain how digital devices function.</p> <p>Identify input and output devices.</p> <p>Synthesise how digital devices can change the way we work.</p> <p>Explain how a computer network can be used to share connection.</p> <p>Summarise how digital devices can be connected.</p> <p>Recognise the physical components of a network.</p>	<p>Plan an animation (History – Ancient Egypt).</p> <p>Identify the need to work consistently and carefully.</p> <p>Review and improve an animation.</p> <p>Evaluate the impact of adding other media to an animation.</p>	<p>Recognise that a sequence of commands have an order.</p> <p>Change that appearance of my project.</p> <p>Create a project from a task description (Geography – Our World).</p>	<p>Explain why it is helpful for a database to be well structured.</p> <p>Plan the structure of a branching database (Science – Animals Including Humans).</p> <p>Independently create an identification tool.</p>	<p>Add content to a desktop publishing publication,</p> <p>Consider how different layouts can suit different purposes.</p> <p>Consider the benefits of desktop publishing.</p>	<p>Develop my program by adding features.</p> <p>Identify and fix bugs in a program.</p> <p>Design and create a maze-based challenge (Geography – Climate and Weather).</p>
<p>Demonstrate understanding of the benefits of developing a nickname for online username.</p> <p>Explain the dangers of communicating via a variety of devices such as Xbox live, PSP, phones etc.</p> <p>Reach informed conclusions about how social networking sites carry risk and explain</p>	<p>Explain that animation is a sequence of drawings or photographs.</p> <p>Relate animated movement with a sequence of images.</p> <p>Demonstrate an understanding of how to plan an animation (History – Ancient Egypt).</p>	<p>Explore a new programming environment.</p> <p>Identify that commands have an outcome.</p> <p>Explain that a program has a start.</p> <p>Recognise that a sequence of commands have an order.</p>	<p>Create questions with yes/no answers.</p> <p>Identify the attributes needed to collect data about an object.</p> <p>Explain how to create a branching database.</p> <p>Explain why it is helpful for a database to be well structured.</p>	<p>Explain how text and images convey information.</p> <p>Explain that text and layout can be edited (RE – Gospel).</p> <p>Demonstrate an understanding of how to choose appropriate page settings.</p>	<p>Explain how a sprite moves in an existing project.</p> <p>Create a program to move a sprite in four directions.</p> <p>Adapt a program to a new context.</p> <p>Develop my program by adding features.</p>

<p>these risks with a focus on current platforms (e.g. TikTok, Snapchat, Facebook, ROBLOX etc)</p> <p>Reach informed conclusions that information on the internet may not be complete, accurate or reliable through evaluation (e.g. thedogisland.com, pacific north west tree octopus).</p> <p>Explain how digital devices function.</p> <p>Identify input and output devices.</p> <p>Demonstrate an understanding of how digital devices can change the way we work. Explain how a computer network can be used to share connection.</p> <p>Reach informed conclusions of how digital devices can be connected.</p> <p>Recognise the physical components of a network.</p>	<p>Identify the need to work consistently and carefully.</p> <p>Review and improve an animation.</p> <p>Evaluate the impact of adding other media to an animation.</p>	<p>Demonstrate an understand of how to change the appearance of my project.</p> <p>Create a project from a task description (Geography – Our World).</p>	<p>Plan the structure of a branching database (Science – Animals Including Humans).</p> <p>Demonstrate an understanding of how to independently create an identification tool.</p>	<p>Add content to a desktop publishing publication,</p> <p>Consider how different layouts can suit different purposes.</p> <p>Consider the benefits of desktop publishing.</p>	<p>Demonstrate an understanding of how to fix bugs in a program.</p> <p>Explain how to design and create a maze-based challenge (Geography – Climate and Weather).</p>
Computing Texts:	Computing Texts	Computing Texts	Computing Texts	Computing Texts	Computing Texts

					
RE:	RE:	RE:	RE:	RE:	RE:
Skills to explore religions, worldviews and beliefs:					
<p>Autumn:</p> <ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied describe how people show their beliefs in how they worship and in the way they live make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly <p>Spring:</p> <ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied make simple links between stories, teachings and concepts studied and how people live, individually and in communities raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live <p>Summer:</p> <ul style="list-style-type: none"> offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers identify some differences in how people put their beliefs into action give good reasons for the views they have and the connections they make 					
<p>Christians (Creation) – What do Christians learn from the Creation story ?</p>	<p>Christians (Incarnation/God) = What is the 'Trinity' and why is it important for</p>	<p>Muslims – How do festivals and worship show what matters to a Muslim ?</p>	<p>Jews – How do festivals and family life show what matters to Jews?</p>	<p>Christians (Gospel) – What kind of a world did Jesus want ?</p>	<p>Thematic – How and why do people try to make the world a better place?</p>

<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Summarise clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Explain what Christians do because they believe God is Creator. (e.g. follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and speculate answers about what might be important in the creation story for Christians living today and for people who are not Christians.</p>	<p>Christians?</p> <p>Summarise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Speculate about what texts about baptism and Trinity mean</p> <p>Explain how Christians show their beliefs about God the Trinity in worship in different ways (e.g. in baptism and prayer)</p> <p>Synthesise links between some Bible texts studied and the idea of God in Christianity, beginning to explain ideas of their own about what Christians believe God is like.</p>	<p>Summarise some beliefs about God in Islam, expressed in Surah 1.</p> <p>Explain examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Synthesise links between Muslim beliefs about God and a way in which Muslims worship (e.g. in prayer and fasting Night of Power and Ramadan).</p> <p>Speculate links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p>	<p>Summarise some Jewish beliefs about God, sin and forgiveness.</p> <p>Explain links between the story of the Exodus and Jewish beliefs about God.</p> <p>Explain examples of how Jews show their beliefs through worship in festivals, both at home and in wider communities (e.g. Pesach/Passover).</p> <p>Ask questions about whether it is good for Jews to remember the past and look forward to the future.</p> <p>Speculate links with Jewish beliefs and the value of seeking freedom and justice in the world today.</p>	<p>Explain that a 'Gospel' tells the story of the life and teaching of Jesus.</p> <p>Summarise links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Synthesise suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Reason and make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Summarise using examples how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>Summarise links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Speculate some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Explain some examples of how people try to live (e.g. individuals - Malala Yousafazi, The Queen and organisations - Christian Aid)</p> <p>Synthesise how people put their beliefs into action (e.g. speaking out for equal education for all, Christmas address)</p> <p>Ask questions about why the world is not always a good place.</p> <p>Speculate ways of making the world a better place.</p> <p>Synthesise links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.</p>
<p>Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</p> <p>Reach informed conclusions about what the story of Adam and Eve might show about human nature and how to act.</p> <p>Explain how and why Christians might pray to God,</p>	<p>Explain what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Reach informed conclusions about what texts about baptism and Trinity mean to some Christians today</p> <p>Demonstrate an understanding of how Christians show their beliefs about God the Trinity in</p>	<p>Reach informed conclusions about beliefs about God in Islam, expressed in Surah 1</p> <p>Demonstrate an understanding of the clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>Empathise links between Muslim beliefs about God and</p>	<p>Explain some Jewish beliefs about God, sin and forgiveness.</p> <p>Reach informed conclusions about clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p>	<p>Explain distinguishing features of a parable.</p> <p>Demonstrate an understanding of clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Empathise and offer some ideas about the meaning of the Good Samaritan story to Christians.</p>	<p>Empathise links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Demonstrate an understanding of the links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</p>

<p>say sorry, forgive and ask for forgiveness.</p> <p>Demonstrate an understanding of the links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p>	<p>worship in different ways (e.g. in baptism and prayer) and in the way they live</p> <p>Reach informed conclusions about the links between some Bible texts studied and the idea of God in Christianity</p> <p>Empathise what Christians believe God is like.</p>	<p>a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and reach informed conclusions about the value of submission and self-control to Muslims</p> <p>Explain whether there are benefits of the value of submission and self-control for people who are not Muslims.</p> <p>Reach informed conclusions about the links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p>Empathise suggestions about the meaning of the Exodus story for Jews today</p> <p>Reach informed conclusions about links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals like Pesach)</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Reach informed conclusions about the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Reach informed conclusions about the links between the Good Samaritan story and the importance of charity in Christian life.</p> <p>Empathise with how Christians act to show that they are following Jesus.</p> <p>Reach informed conclusions of the links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Reach informed conclusions about differences in how people put their beliefs into action (e.g. Malala Yousafazi, The King)</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.</p> <p>Reach informed conclusions about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>
<p>RE Texts:</p>	<p>RE Texts:</p>	<p>RE Texts:</p>	<p>RE Texts:</p>	<p>RE Texts:</p>	<p>RE Texts:</p>
<p>Genesis 1:1–2:3</p> 	<p>Matthew 3:13–17</p> 	<p>Surah 1</p> 	<p>Story of Exodus</p> 	<p>Matthew 4:18–22</p> <p>Luke 10:25–37</p> 	

History:	History:	History:	History:	History:	History:
	<p><u>Ancient Civilisations</u> How did the discoveries at the Valley of the Kings change history forever?</p> <p>Use a timeline to locate Ancient Egypt and other ancient civilisations.</p> <p>Summarise why the Nile was so important to the Egyptians.</p> <p>Synthesise sources of evidence about Ancient Egyptian life (e.g. hieroglyphs, Valley of the Kings, Howard Carter diary).</p> <p>Reason why some of this evidence can be found in Britain and other countries.</p> <p>Summarise reasons why the Egyptians built the pyramids.</p> <p>Synthesise and place the different roles in a hierarchy of importance.</p> <p>Use sources including artefacts and images to find out about Egyptian religion (e.g. mummification) Explain why one achievement of the Egyptians may be greater than another (impact).</p>		<p><u>Interpreting sources</u> Who were the people buried in a Bowl Hole?</p> <p>Explain the concept of archaeology and the role of archaeologists in helping to interpret, and understand, History.</p> <p>Summarise how archaeologists use historical evidence, such as maps, to determine where they might excavate in Bamburgh.</p> <p>Reason why archaeologists chose to dig at Bowl Hole.</p> <p>Synthesise evidence about how the archaeologists decided they had found a Christian burial site.</p> <p>Summarise how and why St Aidan brought Christianity to the Northumbria and established a monastery on Lindisfarne.</p>	<p><u>Local History</u> Why should we preserve our locality?</p> <p>Explain why some of the buildings in my area are special (Bamburgh Castle).</p> <p>Synthesise evidence to make links between a building and the history of the locality (or country).</p> <p>Summarise why different sites may be preserved.</p> <p>Reason why a site should or should not be preserved.</p> <p>Synthesise research about a site with historical significance (e.g. Bamburgh Castle - Keep, West Ward, Battery Terrace, Inner Ward)</p> <p>Summarise and present my viewpoint on whether a building should be saved.</p> <p>Explain why we should preserve our locality.</p>	

	<p>Explain reasons why the Ancient Egyptians were so successful (e.g. shadufs & irrigation, engineering).</p> <p>Demonstrate understanding about Ancient Egyptian life from looking at historical evidence e.g. excavations, canopic jar photographs, newspaper reports</p> <p>Reach informed conclusions about the Ancient Egyptian people through studying the pyramids.</p> <p>Demonstrate understanding of important details about Egyptian religion including importance of sarcophaguses.</p> <p>Reach informed conclusions about the achievements made by the Ancient Egyptians compared to those of other societies.</p>		<p>Empathise with the difficulties archaeologists have in interpreting and understanding History (e.g. condition of the Bowl Hole Skeletons and Sutton Hoo)</p> <p>Reach informed conclusions about archaeological findings using a range of sources e.g. using enamel from teeth holding traces of minerals to find how old, when and where Bowl Hole skeletons lived</p> <p>Evaluate others historical conclusions and give reasons.</p> <p>Demonstrate an understanding of how Christianity came to the kingdom of Northumbria and how this affected Anglo Saxon life (e.g. burials for the afterlife).</p> <p>Explain the importance of St Aidan as a northern saint and legacy on Britain.</p>	<p>Demonstrate an understanding of why people might want to preserve or build on areas of historical significance.</p> <p>Explain the differing viewpoints as to whether a site should be preserved.</p> <p>Empathise with others about why a local historical site should be preserved or not.</p> <p>Demonstrate an understanding of the heritage of specific parts of Bamburgh Castle e.g. St Peter's basilica for worship, armoury as historical source about siege.</p> <p>Reach informed conclusions about the impact and lasting significance of a local historical landmark e.g. heritage.</p>	
Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:
					

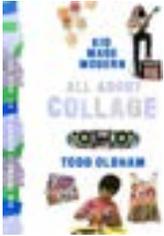
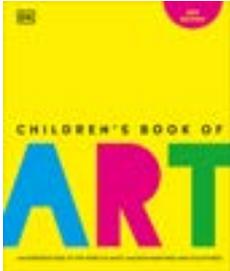
	Courageous Advocate - Rosa Parks:		Courageous Advocate - Emmeline Pankhurst:	Courageous Advocate - Nelson Mandela:	
					
Geography:	Geography:	Geography:	Geography:	Geography:	Geography:
<p><u>The Coast</u> Do we like to be beside the seaside?</p> <p>Locate and summarise information about a coastal environment in the UK (e.g. Berwick upon Tweed)</p> <p>Use appropriate geographical vocabulary to recall significant human and physical coastal features (e.g. coastline, resort)</p> <p>Synthesise about how coasts change through rising sea levels and human impact.</p> <p>Reason why humans do certain activities at the coast (leisure and tourism).</p>		<p><u>Our World (Location)</u> Where on Earth are we?</p> <p>Explain and summarise the relationship between globes and world maps.</p> <p>Locate the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, North and South Poles, and Arctic and Antarctic Circles on world maps and globes</p> <p>In explanations use key vocabulary correctly e.g. International Date Line, Axis, Pacific Ocean.</p>			<p><u>Climate and Weather (Climate Zones)</u> Why is climate important?</p> <p>Indicate the tropical and polar climate zones on a globe or map.</p> <p>Summarise the characteristics of these zones using appropriate vocabulary.</p> <p>Synthesise information and explain what a biome is.</p>

<p>Locate, describe and compare several coastal environments in the UK and elsewhere</p> <p>Explain why and how the physical features of coasts change</p> <p>Demonstrate Understanding and explain how coastal economic activities have changed</p> <p>Reach informed conclusions about some coastal hazards and how we can respond to them now and should in the future.</p>		<p>Explain the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian.</p> <p>Locate the International Date Line on a globe.</p> <p>Demonstrate understanding of day and night.</p> <p>Describe and explain time zones.</p> <p>Correctly use key vocabulary in informed conclusions e.g. International Date Line, Time Zones, Day-light saving</p>			<p>Locate most climate zones on a map or globe e.g. arid, Mediterranean, temperate</p> <p>Summarise the characteristics of each zone.</p> <p>Reach an informed conclusion about why there is a relationship between climate and biome using appropriate vocabulary.</p>
Geographical Texts:	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts	Geographical Texts
					
Courageous Advocate - David Attenborough		Courageous Advocate - Zac Efron			Courageous Advocate - Greta Thunberg

					
<p>Art & Design:</p>	<p>Art & Design:</p>	<p>Art & Design:</p>	<p>Art & Design:</p>	<p>Art & Design:</p>	<p>Art & Design:</p>
<p><u>Drawing/Painting -</u> LS Lowry (compare with Turner) Art movement: Naïve Art Link to 'Lowry and the Sea' exhibition</p> <p>Drawing: Build on skills of tonal shading in their drawings.</p> <p>Use sketches to plan final art work.</p> <p>Sketch lightly before painting/adding colour.</p> <p>Painting Further explore tints/shades, e.g. when painting the sky, foreground, background.</p> <p>Use different brushes for different techniques to create shapes, textures, patterns and lines.</p> <p>Identify the techniques used by other artists.</p> <p>Understand the concept of still life and landscape painting.</p>		<p><u>Collage</u> Samira Eskandarfar, Rosemary Karuga, Joe Webb Art movement: Neo-Figurative Art</p> <p>Collage: Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and to represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Think carefully about composition</p> <p>Knowledge: Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Compare the work of different artists and begin to include</p>		<p><u>Printing</u> Eric Gaskell, Elizabeth Catlett Art movement:</p> <p>Drawing: Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Use different grades of pencils to show tones and textures through hatching and cross hatching. (Use shading to show light and shadow.)</p> <p>Build on skills of tonal shading in their drawings.</p> <p>Use sketches to plan final art work.</p> <p>Sketch lightly before painting/adding colour.</p> <p>Printing: Create printing blocks using a relief or impressed method.</p> <p>Create more complex repeating patterns.</p>	

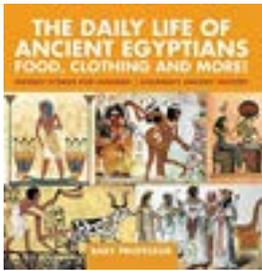
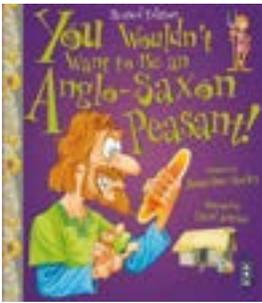
<p>Knowledge: Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Replicate some of the techniques with increasing skill.</p> <p>Compare the work of different artists and begin to include elements of other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>		<p>elements of other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>		<p>Knowledge: Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with.</p> <p>Replicate some of the techniques with increasing skill.</p> <p>Compare the work of different artists and begin to include elements of other artists work in their own.</p> <p>Evaluate their own work and that of others.</p>	
<p>Drawing: Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use research to inspire drawings.</p> <p>Begin to use shading to create mood and feeling.</p> <p>Explore composition.</p> <p>Painting Identify and use complementary and contrasting colours.</p>		<p>Collage: Select colours and materials to create effects, giving reasons for their choices.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>Knowledge: Keep notes about the purpose of work, to be used to complete and contrast ideas.</p>		<p>Drawing: Make informed choices about media.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Represent figures and forms in movement.</p> <p>Use research to inspire drawings.</p> <p>Begin to use shading to create mood and feeling.</p> <p>Explore composition.</p>	

<p>Use colour to represent/reflect mood/feeling.</p> <p>Experiment with styles used by other artists.</p> <p>Knowledge: Keep notes about the purpose of work, to be used to complete and contrast ideas.</p> <p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Present own artwork and reflect upon inspirations and intentions.</p>		<p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Reach informed conclusions about own artwork and reflect upon inspirations and intentions.</p>		<p>Begin to show scale and proportion.</p> <p>Show reflections.</p> <p>Printing: Print using more than one colour to layer in a print.</p> <p>Create repeated patterns with precision.</p> <p>Knowledge: Keep notes about the purpose of work, to be used to complete and contrast ideas.</p> <p>Use sketches to express likes and dislikes in relation to artwork.</p> <p>Demonstrate an understanding of how tools and techniques can be used effectively for a purpose.</p> <p>Begin to have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Reach informed conclusions about own artwork and reflect upon inspirations and intentions.</p>	
Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:

					
Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:
	<p><u>Textiles -</u> How did the Egyptians dress? (Azza Fahmy)</p> <p><u>Design:</u> Summarise research and develop design criteria to inform the design of functional products that are fit for purpose (e.g. a particular type of jewellery.i.e necklaces).</p> <p>Speculate which material would be most appropriate (considering historical limitations) e.g. replica materials.</p> <p>Generate ideas through discussion and annotated sketches.</p> <p>Reason and explain the suitability of initial designs after creating a prototype (e.g. does it reflect Egyptian designs with a local twist?)</p>		<p><u>Cooking and Nutrition -</u> What food is eaten in Europe? (Paul Hollywood)</p> <p><u>Design:</u> Summarise research and develop design criteria to inform the design of functional, appealing products that are fit for purpose (taste), aimed at particular individuals.</p> <p>Summarise what it means to have a balanced diet.</p> <p>Reason how seasonality and food availability affect diets in the past and present (e.g. supermarkets, transportation)</p> <p>Speculate how a Anglo-Saxon diet varies from our diet today, and why (e.g. foraging, farming)</p> <p>Generate and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p>		<p><u>Mechanisms -</u> How do mechanics help clean our oceans? (Boyan Slat)</p> <p><u>Design:</u> Synthesise research and develop design criteria to inform the design of innovative, functional products that are fit for purpose, with a particular purpose (i.e. cleaning the ocean).</p> <p>Generate, model and communicate their ideas through annotated sketches, prototypes, pattern pieces and computer-aided design (J2Mix).</p> <p>Speculate and research which materials will be durable in water.</p> <p><u>Make:</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately.</p>

	<p><u>Make:</u> Reason and explain why tools have been chosen and used from a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Summarise the selection from and use of a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities e.g. aesthetically pleasing, 'fake' gems instead of real.</p> <p>Apply understanding of how to connect pieces (e.g. are connections/joining methods secure?)</p> <p>Synthesise how to use mechanisms to fasten/unfasten jewellery.</p> <p><u>Evaluate:</u> Summarise a range of 'products' from the Egyptian era and contemporary designs.</p> <p>Evaluate and explain their ideas and products against their own design criteria to improve their work.</p> <p>Explain how current trends in design and fashion are reflected in contemporary designs.</p>		<p><u>Make:</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately. Reason and explain why ingredients have been chosen and used from a range of ingredients, according to their functional properties and aesthetic qualities e.g. flavour, nutritional value, appearance</p> <p>Summarise the cooking process and add in your ingredients.</p> <p><u>Evaluate:</u> Summarise a range of existing products and recipes.</p> <p>Speculate the success or failure of recipes (taste and ease of recreating).</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		<p>Explain why a range of materials and components, including construction materials, have been used according to their functional properties. Construct a prototype robotic arm using an appropriate mechanism (pulley).</p> <p><u>Evaluate:</u> Investigate and analyse existing products.</p> <p>Explain how and why robotics are used to contribute to ocean clean up.</p> <p>Evaluate their ideas (design and process) and products against their own design criteria and consider the views of others (including initial brief) to improve their work.</p> <p>Explain how individuals in design and technology have helped shape the world.</p>
	<p><u>Design:</u> Explain research and develop design criteria to inform the design of functional products</p>		<p><u>Design:</u> Use a range of research to reach informed conclusions and develop design criteria to inform the design of innovative,</p>		<p><u>Design:</u> Reach informed conclusions using research and develop design criteria to inform the design of innovative, functional</p>

	<p>that are fit for purpose (e.g. particular type of jewellery, i.e. necklaces) aimed at particular groups.</p> <p>Reach informed conclusions about which material and technique would be most appropriate (considering historical limitations of materials) e.g. replica materials.</p> <p>Generate, develop and communicate ideas through discussion and annotated sketches.</p> <p>Explain the suitability of initial designs after creating a prototype (e.g. does it reflect Egyptian designs with a local twist?)</p> <p><u>Make:</u> Explain why tools have been chosen and used from wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Reach informed conclusions about the use of a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities e.g. aesthetically pleasing, 'fake' gems instead of real.</p> <p>Apply understanding of how to connect pieces securely and adapt if needed (e.g. are</p>		<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups (e.g. products chosen by children or parents). Explain what it means to have a balanced diet.</p> <p>Empathise with how an Anglo-Saxon diet varies from our diet today, and why (e.g. seasonality, food availability, components, mass production).</p> <p>Develop, modify and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p><u>Make:</u> Demonstrate an understanding of the use of a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately.</p> <p>Reason and explain why tools and ingredients have been chosen and used from a range, according to their functional properties and aesthetic qualities.</p> <p>Demonstrate an understanding of the cooking processes and how they have changed since the past e.g. hot stones, ovens</p> <p><u>Evaluate:</u> Reach informed conclusions about a range of existing</p>		<p>products that are fit for purpose, with a particular purpose (i.e. cleaning the ocean).</p> <p>Generate, develop, model and communicate their ideas to selves and others through annotated sketches, prototypes, pattern pieces and computer-aided design (J2Mix).</p> <p>After research, demonstrate an understanding of which materials will be durable in water.</p> <p><u>Make:</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately.</p> <p>Explain why a range of materials and components, including construction materials, have been used according to their functional properties.</p> <p>Demonstrate an understanding of the use of a wider range of tools and equipment to perform practical tasks [for example, cutting and shaping], accurately.</p> <p>Reason and explain why tools and ingredients have been chosen and used from a range, according to their functional properties and aesthetic qualities.</p>
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	<p>connections/joining methods secure?)</p> <p>Demonstrate an understanding of how to use mechanisms to fasten/unfasten jewellery.</p> <p><u>Evaluate:</u> Summarise a range of 'products' from the Egyptian era and contemporary designs.</p> <p>Evaluate and explain their ideas and products against their own design criteria and begin to consider the views of others to improve their work.</p> <p>Demonstrate an understanding how current trends in design and fashion are reflected in contemporary designs.</p>		<p>products and recipes to inform design criteria.</p> <p>Explain the success or failure of recipes (taste and ease of recreating).</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		<p>Construct a prototype robotic arm using an appropriate mechanism (pulley).</p> <p><u>Evaluate:</u> Investigate and analyse a range of existing products.</p> <p>Reach informed conclusions why robotics are used to contribute to ocean clean up.</p> <p>Evaluate and reach an informed conclusion about their product (design and process) against design criteria and considering the views of others (including initial brief and an 'expert') to improve their work.</p> <p>Understand how individuals and events in design and technology have helped shape the world.</p>
D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:	D&T Texts:
					<p>https://theoceancleanup.com/oceans/</p> 
Music:	Music:	Music:	Music:	Music:	Music:

<p><u>Developing Notation Skills</u></p> <p>Play and Perform Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Create and Compose Create simple rhythmical patterns that use a small range of notes.</p> <p>Respond and Review Explore and comment on the ways sounds can be used expressively.</p> <p>Listen and Apply Begin to recognise simple notations to represent music, including pitch and volume.</p>	<p><u>Enjoying Improvisation</u></p> <p>Play and Perform Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Think about others while performing.</p> <p>Create and Compose Create simple rhythmical patterns that use a small range of notes.</p> <p>Respond and Review Explore and comment on the ways sounds can be used expressively.</p> <p>Listen and Apply Begin to understand how different musical elements are combined and used to create an effect.</p>	<p><u>Composing Using Your Imagination</u></p> <p>Play and Perform Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Think about others while performing.</p> <p>Create and Compose Begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p> <p>Respond and Review Comment on the effectiveness of own work, identifying and making improvements.</p> <p>Listen and Apply Listen with attention and begin to recall sounds.</p> <p>Begin to understand how different musical elements are combined and used to create an effect.</p>	<p><u>Sharing Musical Experiences</u></p> <p>Play and Perform Sing in unison becoming aware of pitch.</p> <p>Create and Compose Begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p> <p>Respond and Review Explore and comment on the ways sounds can be used expressively.</p> <p>Listen and Apply Listen with attention and begin to recall sounds.</p> <p>Listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p><u>Learning More about Musical Styles</u></p> <p>Create and Compose Create simple rhythmical patterns that use a small range of notes.</p> <p>Begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p> <p>Respond and Review Explore and comment on the ways sounds can be used expressively.</p> <p>Listen and Apply Listen with attention and begin to recall sounds.</p> <p>Begin to understand how different musical elements are combined and used to create an effect.</p> <p>Listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p><u>Recognising Different Sounds</u></p> <p>Play and Perform Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>Think about others while performing.</p> <p>Create and Compose Begin to join simple layers of sound e.g. a background rhythm and a solo melody.</p> <p>Respond and Review Comment on the effectiveness of own work, identifying and making improvements.</p> <p>Listen and Apply Listen with attention and begin to recall sounds.</p> <p>Begin to understand how different musical elements are combined and used to create an effect.</p> <p>Listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>
<p><u>Developing Notation Skills</u></p> <p>Play and Perform Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Think about others while performing.</p>	<p><u>Enjoying Improvisation</u></p> <p>Play and Perform Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Think about others while performing.</p>	<p><u>Composing Using Your Imagination</u></p> <p>Play and Perform Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Think about others while performing.</p>	<p><u>Sharing Musical Experiences</u></p> <p>Play and Perform Sing in unison maintaining the correct pitch and using increasing expression.</p> <p>Play and perform parts with an increasing number of notes, beginning to show musical</p>	<p><u>Learning More about Musical Styles</u></p> <p>Create and Compose Create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p><u>Recognising Different Sounds</u></p> <p>Play and Perform Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Think about others while performing.</p>

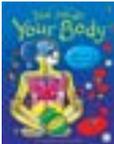
<p>Create and Compose Create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Listen and Apply Listen to and recall patterns of sounds with increasing accuracy.</p>	<p>Create and Compose Create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> <p>Listen and Apply Understand and begin to use established and invented musical notations to represent music.</p>	<p>Create and Compose Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> <p>Listen and Apply Listen to and recall patterns of sounds with increasing accuracy.</p> <p>Understand how different musical elements are combined and used expressively.</p>	<p>expression by changing dynamics.</p> <p>Think about others while performing.</p> <p>Create and Compose Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Listen and Apply Listen to and recall patterns of sounds with increasing accuracy.</p> <p>Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>Respond and Review Recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Listen and Apply Listen to and recall patterns of sounds with increasing accuracy.</p> <p>Understand how different musical elements are combined and used expressively.</p> <p>Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>Create and Compose Join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>Respond and Review Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> <p>Listen and Apply Listen to and recall patterns of sounds with increasing accuracy.</p> <p>Understand how different musical elements are combined and used expressively.</p> <p>Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>
PE:	PE:	PE:	PE:	PE:	PE:
<p>Sportsmanship/Well-being: Reason how to manage getting annoyed or frustrated in sports Synthesise how to follow rules and play fairly</p>					
<p>Health & Fitness: Explain which muscle groups are used in gymnastic activities. Summarise why warming up is important.</p>					
<p>Invasion Games Large Ball skills Throwing and catching Send and receive balls using appropriate techniques with increasing accuracy.</p>	<p>Gymnastics Perform the forward roll with increased control. Explain how to use tension to improve body shapes.</p>	<p>Dance * Use dynamics effectively to express an idea. Demonstrate sensitivity to music in their performance.</p>	<p>Invasion Games Football * Send and receive balls using appropriate techniques with increasing accuracy.</p>	<p>Striking Games Kwik Cricket Develop bowling techniques and fielding skills.</p>	<p>Invasion Games Tag Rugby Send and receive balls using appropriate techniques with increasing accuracy.</p>

<p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p style="text-align: center;">Swimming</p> <p>Develop techniques for specific strokes including breast stroke, back stroke and front crawl.</p> <p>Begin to develop front crawl breathing technique.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Summarise the performance of self and team highlighting areas of good and poor performance.</p>	<p>Transition smoothly from one movement phrase/balance to another.</p> <p>Can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>Create, repeat and improve a sequence with at least three phases, with a partner.</p> <p style="text-align: center;">Swimming (1st half)</p> <p>Explore techniques for personal survival to include survival strokes such as sculling and treading water.</p> <p>Swim 15m.</p> <p style="text-align: center;">Dance (2nd half)</p> <p>Create actions in response to a stimulus to communicate an idea.</p> <p>Use dynamics effectively to express an idea.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Summarise the performance of self and team highlighting areas of good and poor performance.</p>	<p>Perform short, self-choreographed phrases individually and in groups showing an awareness of timing.</p> <p style="text-align: center;">Striking Games Quicksticks</p> <p>Develop fielding skills.</p> <p>Strike a ball with different equipment.</p> <p>Synthesise that using tactics will help their team achieve an outcome.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Synthesise how my work is similar and different from that of others.</p> <p style="text-align: center; color: red;">*Norham - swap Spr 1 & 2</p>	<p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p style="text-align: center;">Gymnastics</p> <p>Transition smoothly from one movement phrase/balance to another.</p> <p>Can adapt sequences to suit different types of apparatus and their partner's ability.</p> <p>Create, repeat and improve a sequence with at least three phases, with a partner.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Synthesise how my work is similar and different from that of others.</p> <p style="text-align: center; color: red;">*Norham - swap Spr 1 & 2</p>	<p>Use overarm throwing for longer distances and underarm throwing for shorter distances.</p> <p>Strike a ball after a bounce with different equipment.</p> <p>Synthesise that using tactics will help their team achieve an outcome.</p> <p style="text-align: center;">Outdoor Activities</p> <p>Move from one location to another following a map.</p> <p>Use tactics to respond to increasing pressures and time limits.</p> <p>Communicate and collaborate with a partner.</p> <p>Synthesise ideas communicating and working co-operatively as a team to solve a problem.</p> <p>Use logic and mathematical reasoning to solve a problem.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Explain how they will use their comparison to improve my work.</p>	<p>Explain their role as an attacker or defender.</p> <p>Move to find a space when they are not in possession during a game.</p> <p>Be aware of space and use it to support teammates and cause problems for the opposition.</p> <p style="text-align: center;">Athletics</p> <p>Develop techniques for sprinting and running over a longer distance.</p> <p>Develop jumping techniques for distance and height.</p> <p>Can link running and jumping activities with some fluency, control and consistency.</p> <p>Can throw a variety of objects, changing my action for accuracy and distance.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Explain how they will use their comparison to improve my work.</p>
<p>Sportsmanship/Well-being:</p> <p>Reach informed conclusions about how to show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands).</p>					
<p>Health & fitness: Reach informed conclusions about why warming up is important.</p> <p>Explain why keeping fit is good for my health. Demonstrate an understanding of what effect exercise has on my body.</p> <p>Demonstrate the ability to work for longer periods of time</p>					
<p>Invasion Games Ball skills</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Invasion Games Football</p>	<p>Striking Games Kwik Cricket</p>	<p>Invasion Games Tag Rugby</p>

<p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p style="text-align: center;">Swimming</p> <p>Demonstrate understanding of an improved breathing technique in front crawl.</p> <p>Use back stroke.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Explain how my work is similar and different from that of others.</p>	<p>Demonstrate control in performing and landing in rotation jumps.</p> <p>Demonstrate control and fluency in individual and paired balances.</p> <p>Demonstrate understanding of how to include a change of speed, direction and shapes to improve their sequence.</p> <p>Can follow a set of 'rules' to produce a sequence.</p> <p style="text-align: center;">Swimming (1st half)</p> <p>Tread water for at least 30 seconds.</p> <p>Explain potential dangers when swimming 20m.</p> <p style="text-align: center;">Dance (2nd half)</p> <p>Movements are fluent and controlled.</p> <p>Reach informed conclusions about which actions or dynamics are suited to a certain character, mood or idea.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Explain how my work is similar and different from that of others.</p>	<p>Reach informed conclusions about how to refine movements.</p> <p>Perform more complex self-choreographed dances, responding imaginatively to a range of stimuli related to the character or narrative.</p> <p style="text-align: center;">Striking Games Quicksticks Hockey</p> <p>Develop consistency in fielding skills.</p> <p>Develop batting techniques with different equipment.</p> <p>Reach informed conclusions for choosing the best tactics for attacking and defending.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Reach informed conclusions of how to work with others to organise.</p> <p style="text-align: center; color: red;">*Norham - swap Spr 1 & 2</p>	<p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p style="text-align: center;">Gymnastics</p> <p>Demonstrate understanding of how to include a change of speed, direction and shapes to improve their sequence.</p> <p>Can follow a set of 'rules' to produce a sequence.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Reach informed conclusions of how to work with others to organise.</p> <p style="text-align: center; color: red;">*Norham - swap Spr 1 & 2</p>	<p>Develop consistency bowling technique and in fielding skills.</p> <p>Demonstrate understanding of when to use an overarm or underarm throw.</p> <p>Develop batting techniques with different equipment.</p> <p>Reach informed conclusions for choosing the best tactics for attacking and defending.</p> <p style="text-align: center;">Outdoor Activities</p> <p>Empathise with others when negotiating problems and obstacles.</p> <p>Demonstrate understanding to keep a map orientated and how to 'thumb the map'.</p> <p>Reach informed conclusions when discussing ideas, communicating effectively and working co-operatively as a team to solve a problem.</p> <p>Explain the use of logic and mathematical reasoning to solve a problem.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Reach informed conclusions of how to work with others to organise and keep the game going.</p>	<p>Send and receive balls with accuracy and control.</p> <p>Demonstrate understanding of when to pass ball and when to score.</p> <p>Develop defending one on one and begin to intercept.</p> <p>Demonstrate understanding of how to vary tactics and adapt skills according to what is happening.</p> <p style="text-align: center;">Athletics</p> <p>Develop jumping techniques for distance and height.</p> <p>Can link running and jumping activities with some fluency, control and consistency.</p> <p>Can throw a variety of objects, changing my action for accuracy and distance.</p> <p>Develop techniques for sprinting and running over a longer distance.</p> <p style="text-align: center;">Evaluation & Improvement</p> <p>Reach informed conclusions of how to work with others to organise and keep the game going.</p>
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:

Feelings and Emotions	Being Responsible	Computer Safety	Keeping/Staying Healthy	Money and Work	Keeping/Staying Safe
<p>Recognise our thoughts, feelings and emotions and identify the differences between those that feel good and those that feel not so good.</p> <p>Describe how we can support others who feel lonely, jealous or upset.</p> <p>Recognise that we can choose how we can act on our emotions and understand that our choices and actions can affect ourselves and other people.</p> <p>Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant.</p> <p>Explain how feelings can be communicated with or without words.</p> <p>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and others people.</p>	<p>Recognise the importance of behaving in a responsible manner in a range of situations.</p> <p>Describe a range of situations where being on time is important.</p> <p>Explain the importance of having rules in the home.</p> <p>Describe ways that behaviour can be seen to be sensible and responsible.</p> <p>Recognise why we should take action when someone is being unkind.</p> <p>Describe caring and considerate behaviour, including the importance of looking out for others.</p> <p>Demonstrate why it is important to behave in an appropriate and responsible way.</p> <p>Identify how making some choices can impact others' lives in a negative way.</p> <p>Explain what consent means.</p> <p>Recognise the importance of being honest and not stealing.</p> <p>Explain why it is important to have a trusting relationship between friends and family.</p>	<p>Recognise the key values that are important in positive online relationships.</p> <p>Identify the feelings and emotions that may arise from online bullying.</p> <p>List reasons for sharing images online. Identify rules to follow when sharing images online.</p> <p>List the key applications that we may use now and in the future.</p> <p>Know and understand why some applications have age restrictions.</p>	<p>Explain what is meant by a balanced diet and plan a balanced meal.</p> <p>Describe different ways to maintain a healthy lifestyle.</p> <p>Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older.</p> <p>Understand nutritional information on packaged food and explain what it means.</p>	<p>Know that the choices they make about spending and saving their money can be influenced by, and have an impact on, other people.</p> <p>Know that manufacturers and shops advertise to persuade them to spend their money.</p> <p>Understand why people might use a bank account. Know some of the risks associated with spending money online.</p> <p>Understand the role of a bank.</p> <p>Describe different jobs that they might do to earn money.</p> <p>Understand that some jobs pay more than others and that money is one factor in choosing a job.</p> <p>Understand the importance of planning and keeping track of spending and saving.</p>	<p>Identify strategies we can use to keep ourselves and others safe.</p> <p>Recognise the impact and possible consequences of an accident or incident.</p> <p>Create a set of rules for and identify ways of keeping safe.</p> <p>Identify a range of danger signs.</p>

	Identify how making some choices can impact others' lives in a negative way.				
<p>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.</p> <p>Recognise our thoughts, feelings and emotions.</p> <p>Identify how we can reduce our feeling of worry.</p>	<p>Growing and Changing</p> <p>Identify the different types of relationships we can have and describe how these can change as we grow explain how our families support us and how we can support our families.</p> <p>Identify how relationships can be healthy or unhealthy.</p> <p>Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</p> <p>Explain what puberty means.</p> <p>Describe the changes that boys and girls may go through during puberty.</p> <p>Identify why our bodies go through puberty.</p> <p>Develop coping strategies to help with the different stages of puberty.</p> <p>Identify who and what can help us during puberty.</p> <p>Explain the terms 'conception' and 'reproduction'.</p> <p>Describe the function of the female and male reproductive systems.</p> <p>Identify the various ways adults can have a child.</p>	<p>Develop coping strategies to use if we or someone we know is being bullied online.</p> <p>Describe the positive and negative consequences of sharing images online.</p> <p>Recognise possible influences and pressures to share images online.</p> <p>Identify ways to keep yourself and others safe in a range of situations online and offline.</p> <p>Recognise that people may not always be who they say they are online.</p>	<p>Explain some of the risks associated with smoking (physical, social and legal) and name the addictive ingredient found in cigarettes, e-cigs etc.</p> <p>Describe how smoking can affect your immediate and future health and well-being.</p> <p>Give reasons why someone might start and continue to smoke.</p> <p>Identify and use skills and strategies to resist any pressure to smoke.</p> <p>Identify the risks associated with alcohol.</p> <p>Describe how alcohol can affect your immediate and future health.</p>	<p>Know that the choices they make about spending and saving their money can be influenced by, and have an impact on, other people.</p> <p>Know that manufacturers and shops advertise to persuade them to spend their money.</p> <p>Understand why people might use a bank account.</p> <p>Know some of the risks associated with spending money online.</p> <p>Understand the role of a bank.</p> <p>Describe different jobs that they might do to earn money.</p> <p>Understand that some jobs pay more than others and that money is one factor in choosing a job.</p> <p>Understand the importance of planning and keeping track of spending and saving</p>	<p>Identify strategies we can use to keep ourselves and others safe.</p> <p>Recognise ways to manage peer pressure.</p> <p>Explain the potential outcomes that may happen when we take risks.</p>

	Explain various different stages of pregnancy (Science). Identify the laws around consent				
	First Aid - Gain a deeper understanding of basic first aid (linked to Asthma and Anaphylactic Shock & Basic Life Support)		Sleep Factor - Understand ways our behaviour, actions and diet can affect sleep Describe changes to sleep that occur during puberty		
PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:
					RNLI Emergency Instructions
MFL:	MFL:	MFL:	MFL:	MFL:	MFL:
<u>Core Vocabulary & Phonetics / I'm Learning Spanish</u> Listening Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words. Reading Read familiar words and short phrases accurately by applying	<u>Animals</u> Listening Listen to and enjoy nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words. Reading Read familiar words and short	<u>I can...</u> Listening Listen to and enjoy nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases. Reading	<u>Fruits</u> Listening Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases.	<u>Presenting Myself</u> Listening Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases.	<u>Family</u> Listening Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases.

<p>knowledge from 'Phonics Lesson 1'.</p>	<p>phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Writing Write familiar words using a model or vocabulary list.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Writing Write familiar words & short phrases using a model or vocabulary list e.g. I play the piano.</p>	<p>Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Writing Write familiar words & short phrases using a model or vocabulary list e.g. I play the piano.</p>	<p>Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Writing Write familiar words & short phrases using a model or vocabulary list e.g. I play the piano.</p>	<p>Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand the meaning in English of short words I read in the foreign language.</p> <p>Writing Write familiar words & short phrases using a model or vocabulary list e.g. I play the piano.</p>
<p><u>Core Vocabulary & Phonetics / I'm Learning Spanish</u></p> <p>Listening Listen to longer passages by picking out key words covered in current units.</p> <p>Speaking Learn to ask and answer questions based on the language covered in the units.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p>	<p><u>Animals</u></p> <p>Listening Listen to longer passages by picking out key words covered in current and previous units.</p> <p>Speaking Learn to ask and answer questions based on the language covered in the units.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p> <p>Writing Write some short phrases based on familiar topics.</p>	<p><u>I can...</u></p> <p>Listening Listen to longer passages and understand more of what we hear by picking out key words and short phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence.</p> <p>Learn to ask and answer questions based on the language covered in the units.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand some of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use</p>	<p><u>Fruits</u></p> <p>Listening Listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand some of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases</p>	<p><u>Presenting Myself</u></p> <p>Listening Listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing</p>	<p><u>Family</u></p> <p>Listening Listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge from 'Phonics Lesson 1'.</p> <p>Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing</p>

		connectives/conjunctions e.g. My name, where I live and my age.	based on familiar topics and begin to use connectives/conjunctions e.g. My name, where I live and my age.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g. My name, where I live and my age.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g. My name, where I live and my age.
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:
Visit to art exhibition, 'Lowry and the Sea' at the Granary Gallery	Church - celebrating Christmas		Synagogue (Links to RE and British Values) Bamburgh - Bowl Hole/Bamburgh Castle Church - celebrating Easter	Hopes and Aspirations Week (Links to PSHE)	