



Upper Key Stage 2 Unit: Curriculum Overview 2025-26

Curriculum Overview 2025-2026


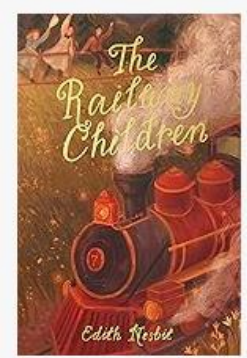

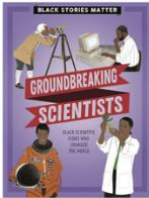
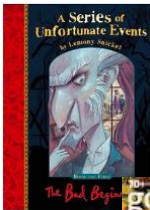


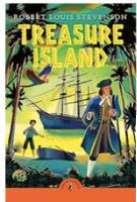

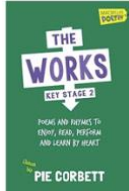
Cycle: 2

Cohort: Upper 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:
History of Trains How did the North Eastern Railway Company bring the Industrial revolution to Newcastle?	Local Geography Study Who are National Parks for?	Ancient Greece How did Ancient Greece help shape the modern world?	Comparison UK & Greece What are the similarities and differences between North East England and the South Aegean Region, Greece?	Ancient Maya Savages or civilised, what were the Ancient Maya really like?	Favelas to Skyscrapers (Rio to New York) Why do people settle?
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

English					
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:
The Wolves of Willoughby Chase Street Child	Tom's Midnight Garden FARTHER The Arrival Fireweed	The Midnight Fox Skellig	Varjak Paw Clockwork	Wolf Brother Holes	The Hobbit River Boy
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
Carolina Knight Ewing	JK Rowling	Dr Sheila Kanani	Rick Riordan	Katherine Rundell	Benjamin Zephaniah
Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:	Writing Focus:
Narrative Short Story - building tension (intro - build up - dilemma) Letter of application (job)	Historical Fiction (dilemma - resolution - ending) Explanation - Police Report	Narrative Poetry Biography	Story with a Moral Issue (application of narrative elements - focus on character) Discussion - Food critic review	Classic Narrative (application of narrative elements - character & setting) Persuasive Text - Political Speech	Poetry - Advertising Jingle Magazine Article
SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition:	SPAG/ Composition::
Narrative - Short Story To choose the writing	Historical Fiction To write fluently using a joined	Narrative Poetry To use knowledge of	Story with a Moral Issue To use carefully	Classic Narrative To describe settings,	Poetry - Jingle To propose changes to

<p>implement that is best suited for a task.</p> <p>To create and punctuate sentences using simile starters e.g. Like a fish out of water</p> <p>To use verb prefixes (for example, dis-, de-, mis-, over- and re-)</p> <p>To spell words with the endings —ible/ - able</p> <p>Letter of application</p> <p>To choose which shape of a letter to use when given choices and decide whether or not to join specific letters e.g. printing for labelling a scientific diagram or data</p> <p>To identify the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p>style as appropriate or independent writing.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To spell words containing 'ough' e.g. thought</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Explanation (Police Report)</p> <p>To write legibly, fluently and with increasing speed</p> <p>To use a thesaurus</p> <p>To use a wide range of devices to build cohesion within and across paragraphs e.g. firstly, then, presently, this, subsequently</p> <p>To use different sentence structures with increasing control</p> <p>To use devices to build cohesion within a paragraph (for example, then, after</p>	<p>morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>To accurately record dictated sentences including vocabulary and punctuation taught so far.</p> <p>To proof-read my writing for spelling and punctuation errors.</p> <p>To spell words with the endings – - ent/ -ence/-ency</p> <p>Biography</p> <p>To précis longer passages.</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>To link ideas across paragraphs using adverbials of time, place or numbers e.g. later, nearby, secondly</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To note and develop initial ideas, drawing on reading and research where necessary</p> <p>To spell unstressed vowels in polysyllabic words</p>	<p>considered vocabulary, using a thesaurus to extend range of words used.</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill</p> <p>To create and punctuate complex sentences using ed and ing opening clauses</p> <p>Discussion (Review)</p> <p>To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To link ideas across paragraphs using tense choices (for example, he had seen her before)</p> <p>To use brackets to indicate parenthesis e.g. in formal writing, Thecheetah (Acinonyx jubatus) inhabits the grasslands in Africa</p> <p>To continue to distinguish between homophones and other words which are</p>	<p>characters and atmosphere and integrating dialogue to convey character and advance the action in narrative writing.</p> <p>To use commas to clarify meaning or avoid ambiguity in writing e.g. "Let's eat Grandma." "Let's eat, Grandma."</p> <p>To spell words with the endings – -ant/ –ance/ –ancy</p> <p>Persuasive Text - Speech</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To indicate degrees of possibility using adverbs (for example, perhaps, surely)</p> <p>To indicate degrees of possibility using modal verbs (for example, might, should, will, must)</p> <p>To use dashes to indicate parenthesis e.g. in less formal writing The cake was lovely – delicious in fact, so I had another slice.</p>	<p>vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>To spell the Year 5 spelling list words (selected from the Y5/6 statutory word list)</p> <p>Magazine Article</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>To use commas to indicate parenthesis</p> <p>To spell words with the ending 'cious' and 'tious'</p> <p>To spell words with the endings –cial and -tial</p>
--	---	--	---	--	---

	<p>that, this, firstly)</p> <p>To propose changes to vocabulary and grammar to enhance effects and clarify meaning</p> <p>To add suffixes beginning with vowel letters to words ending in 'fer'.</p> <p>To spell words with the endings -ably/ibly</p>	<p>To convert nouns or adjectives into verbs using suffixes (for example –ate; -ise; -ify)</p>	<p>often confused e.g. dessert/desert stationary/stationery steel/steal advise/advice father/farther weary/wary affect/effect aisle/isle</p>		
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</p> <p>To read some of the Y5/6 words from the statutory spelling list.</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. inter-, -ture -ir-</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. (over-, -ible, -able)</p>	<p>Word Reading</p> <p>To read and respond to more sophisticated punctuation and maintain fluency and accuracy.</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. (over-, -ible, -able, -ibly, -ably)</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To increase familiarity with a wide range of books including fiction from our literary heritage and books from other cultures and traditions</p>	<p>Word Reading</p> <p>To maintain fluency and accuracy when reading books which are at an appropriate age and interest.</p> <p>To read at least half of the Y5/6 words from the statutory spelling list.</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. (over-, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious)</p> <p>Comprehension (Positive</p>	<p>Word Reading</p> <p>To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex clauses.</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. inter-, -ture, -cian, -ir-, -ally,</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays,</p>	<p>Word Reading</p> <p>To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading subordinate clauses.</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. (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious, -tial, -cial.)</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To read books that are</p>	<p>Word Reading</p> <p>To read and respond to more sophisticated punctuation and maintain fluency and accuracy when reading complex and subordinate clauses.</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. (over-, -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably, -cious, -tious, -tial, -cial.)</p> <p>Comprehension (Positive attitudes and love of reading)</p> <p>To increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our</p>

<p>Comprehension (Positive attitudes and love of reading) To maintain positive attitudes to reading and an understanding of what they read.</p> <p>Comprehension (accuracy, fluency and understanding) To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (through discussion, use of reading journals)</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text both verbally and in written form</p> <p>To ask questions to improve their understanding.</p> <p>Comprehension (discussion, retrieval and analysis) To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>To use a dictionary confidently to explore the meaning of words.</p> <p>To identify and discuss themes and conventions in writing</p> <p>Comprehension (accuracy, fluency and understanding) To understand what they read by drawing inferences such as inferring characters' feelings, thoughts & motives from my actions.</p> <p>Comprehension (discussion, retrieval and analysis) To provide reasoned justifications for my opinions and elaborate by referring to the text using point, evidence and explanation both verbally and in written form.</p> <p>To locate clues to support understanding through close reading of the text and by reading ahead.</p>	<p>attitudes and love of reading) To increase familiarity with a wide range of books, including myths, legends and traditional stories</p> <p>To recommend books that they have read to their peers, giving reasons for their choices (verbal and written)</p> <p>Comprehension (accuracy, fluency and understanding) To summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Comprehension (discussion, retrieval and analysis) To accurately retrieve information using contents pages and indexes, summarizing and recording information found in non-fiction texts.</p> <p>To distinguish between statements of fact and opinion.</p> <p>To explore, recognise and use the terms metaphor, simile, imagery both verbally and in written form</p>	<p>non-fiction and reference books or textbooks at an appropriate level for the year group.</p> <p>To discuss complex narrative plots</p> <p>To begin to explain the meaning of higher level vocabulary within the context of the text both verbally and in written form.</p> <p>To identify and discuss themes and conventions in and across a wide range of writing</p> <p>Comprehension (accuracy, fluency and understanding) To understand what they read by drawing inferences such as inferring characters' feelings, thoughts & motives from my actions, and justifying inferences with evidence both 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 formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To talk and write about the authors techniques for describing characters & actions</p>	<p>structured in different ways and read for a range of purposes</p> <p>To discuss and write about complex narrative plots</p> <p>To make comparisons within and across books.</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>Comprehension (discussion, retrieval and analysis) To talk and write about the authors techniques for describing characters, settings & actions</p>	<p>literary heritage, and books from other cultures and traditions</p> <p>To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Comprehension (discussion, retrieval and analysis) To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader verbally and in written form.</p>
---	---	--	--	---	--

Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:	Spelling Focus:
<p>Words with silent letter b</p> <p>Words ending -ible</p> <p>Words ending -able</p>	<p>Words that contain the letter string -ough</p> <p>Homophones</p> <p>Words with the silent letter t</p> <p>Words ending -ibly and -ably</p>	<p>Words ending -ent</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Words ending in -ence</p>	<p>The ee sound spelt ei</p> <p>Homophones and other words easily confused</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Homophones and other words easily confused</p>	<p>Words ending -ant, -ance and -ancy</p> <p>Words ending in /shus/ spelt -cious</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Special focus - Statutory Spellings (orange words)</p>	<p>Words ending in /shus/ spelt -tious</p> <p>Words ending in /shul/ spelt -cial and -tial</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Special focus - Statutory Spellings (orange words)</p>
<p>Suffixes - where we do not change the root words when a suffix beginning with a vowel is added</p> <p>Suffixes - to root words ending in a consonant plus -e</p> <p>Suffixes - to root words ending in -le or a consonant plus y</p>	<p>Words that contain the letter-string ough</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Suffixes - beginning with vowel letters to words of more than one syllable and ending in -fer</p> <p>Suffixes - adding -ed, -ing, -er and -est to a root word ending in y with a consonant before it.</p>	<p>The sh sound spelt ti or ci</p> <p>Homophones and other words easily confused</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>The sh sound spelt si or ssi</p>	<p>Words with 'silent' letters</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Homophones</p> <p>Special focus - Statutory Spellings (orange words)</p> <p>Special focus - Statutory Spellings (orange words)</p>	<p>The spellings ei and ie</p> <p>Words ending -ible and -able</p> <p>Hyphens</p> <p>Common mistakes</p>	<p>Plural nouns - Adding -es to nouns and verbs ending in -y</p> <p>Plural nouns</p> <p>Hyphens</p> <p>Homophones and other words that are easily confused</p>
Maths:	Maths:	Maths:	Maths:	Maths:	Maths:

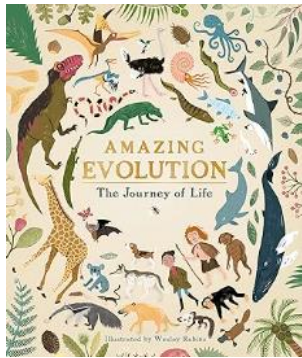
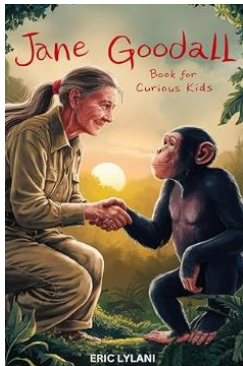
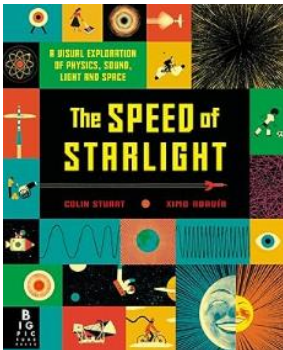
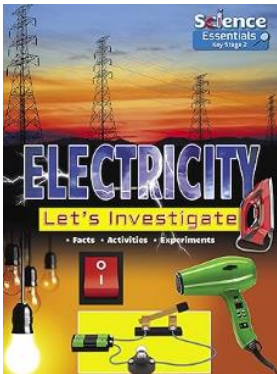
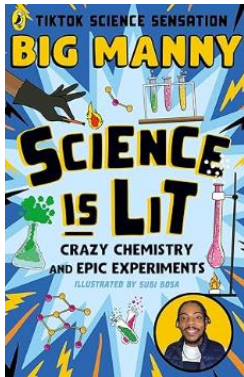
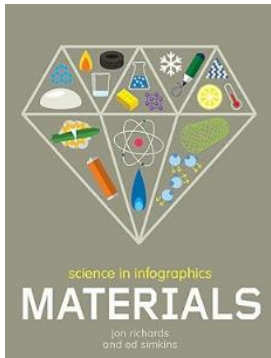
<p>Place Value</p> <p>Numbers to 100 000 Standard partitioning Compare and order numbers to 100, 000. Count in steps of powers of 10. Round numbers up to 100 000 to the nearest 10, 100.</p> <p>Addition & Subtraction Mental calculation strategies. Add/subtract whole numbers with more than 4 digits, columnar method. Solve multi-step problems.</p> <p>Multiplication & Division Identify multiples, common factors. Prime numbers up to 100. Solve multiplication & division problems using multiples and factors. Multiply and divide by 10, 100 & 1000. Square numbers and cubed numbers. Solve multiplication & division problems using square numbers and cubed numbers.</p> <p>Fractions Fractions of quantities. Linear number sequences – fractions. Compare and order fractions. Equivalent fractions.</p> <p>Geometry (Position & direction) Estimate & compare acute, obtuse, reflex angles.</p>	<p>Measurement (Length) Convert between metric units of measurement. Approximate equivalences between metric and imperial units. Measure and calculate composite rectilinear shapes in cm/m.</p> <p>Statistics Interpret information in tables. Line graphs.</p> <p>Fractions Convert between improper fractions and mixed numbers. Add and subtract fractions, include denominators with multiples of the same number.</p> <p>Multiplication & Division Square and cube numbers. Solve problems involving multiplication and division using knowledge of square/cube numbers.</p> <p>Measurement Solve problems involving converting between units of time Use four operations to solve problems involving measure.</p> <p>Geometry (Position & direction) Read and plot co-ordinates. Translation</p>	<p>Place Value Numbers to 1, 000 000 Partition, compare, order Linear number sequences fractions & decimals. Round numbers up to 1,000 000 to the nearest 10, 100, 1000, 10, 000.</p> <p>Addition & Subtraction Add/subtract whole numbers with more than 4 digits, columnar method. Use rounding to check answers. Inverse operations. Compare calculations Multi-step problems involving addition and subtraction.</p> <p>Multiplication & Division Multiply numbers up to 4-digits by 1-digit number, short multiplication. Divide numbers up to 4 -digits by 1 number using short division.</p> <p>Fractions Multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions [for example, 0.71 = 71/100]. Thousandths, relate them to tenths, hundredths and decimal equivalents.</p> <p>Geometry (Properties of shape) Use properties of rectangles to deduce related facts and find missing lengths and angles. Regular and irregular polygons based on reasoning about</p>	<p>Measurement Use all four operations to solve problems involving measure using decimal notation.</p> <p>Statistics. Interpret information in tables. Solve comparison, sum and difference problems of line graphs.</p> <p>Decimals Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Read, write, order, compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>Geometry (Position & direction) Translation with co-ordinates</p> <p>Multiplication & Division Multiply numbers up to 4 digits using long multiplication. Divide numbers up to 4 -digits by 1 number using formal method. Extend to include remainders. Solve problems involving addition, subtraction, multiplication and division.</p>	<p>Place Value Non-standard partitioning Linear number sequences fractions & decimals. Round numbers up to 1,000 000 to the nearest 10, 100, 1000, 10, 000, 100 000.</p> <p>Addition & Subtraction Column add/sub, round to check answers. Inverse operations. Compare calculations Multi-step problems involving addition and subtraction.</p> <p>Multiplication & Division Multiply numbers up to 4 digits using long multiplication. Divide numbers up to 4 -digits by 1 number using formal method with remainders. Solve problems involving addition, subtraction, multiplication and division.</p> <p>Decimals and percentages Percentages Fractions (hundredths) as a percentages. Solve problems including percentage & decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$ & fractions with a denominator of multiple of 10 or 25.</p> <p>Properties of shape Regular and irregular polygons based on reasoning about equal sides and angles. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Measurement (Area, volume, problem</p>	<p>Statistics Solve comparison, sum and difference problems of line graphs.</p> <p>Measurement (Time, length, mass, volume, money) Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p>Decimals and percentages Solve problems including percentage & decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$ & fractions with a denominator of multiple of 10 or 25.</p> <p>Addition/Subtraction & Multiplication/Division Solve problems involving a combination of addition, subtraction, multiplication and division. Solve problems, including scaling by simple fractions and problems involving simple rates.</p> <p>Geometry (Position & direction) Lines of symmetry. Reflection in horizontal and vertical lines.</p>
---	---	---	--	---	--

Draw and measure angles in degrees.		<p>equal sides and angles.</p> <p>Measurement (perimeter & area)</p> <p>Calculate and compare the area of rectangles (including squares), using standard units, (cm²) and (m²).</p> <p>Estimate the area of irregular shapes.</p> <p>Estimate volume and capacity using 1 cm³ blocks.</p>		<p>solving)</p> <p>Estimate the area of irregular shapes.</p>	
-------------------------------------	--	---	--	--	--

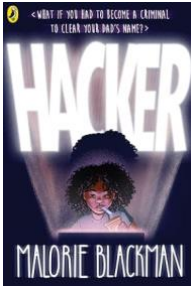
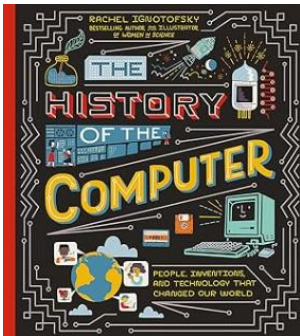
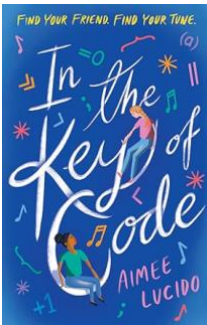
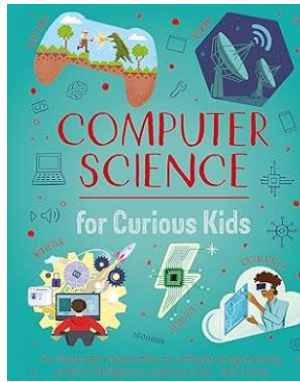
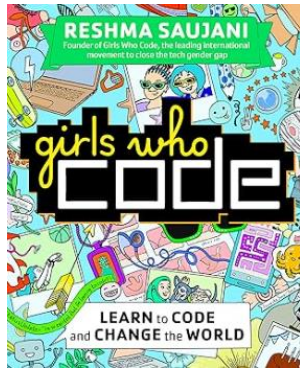

<p>Place Value Numbers to 1 000 000 then 10 000 000. Standard partitioning Compare and order numbers to 10 000 000. Count in steps of powers of 10. Round numbers up to 10 000 000 to the nearest 10, 100, 1000.</p> <p>Addition & Subtraction Mental calculations. Add and subtract integers with any number of digits. Solve addition and subtraction multi-step/operation problems. Use estimation to check accuracy.</p> <p>Multiplication & Division Identify common factors multiples and prime numbers up to 100. Square numbers and cubed numbers. Solve multiplication & division problems using square numbers and cubed numbers.</p> <p>Order of operations involving four operations. Multiply up to 4-digit numbers by a whole 2-digit number using long multiplication.</p> <p>Fractions Recall and use equivalences between simple fractions. Use common factors to simplify fractions. Compare and order fractions, including those > 1. Add and subtract fractions, with different denominators and mixed numbers.</p>	<p>Ratio & proportion Relationship between two numbers using addition or multiplication. Using ratio language, link to ratio symbol. Ratio and fractions. Scale factors. Solve problems, including where missing values can be found using integer multiplication & division facts. Solve problems involving the calculation of percentages and the use of percentages for comparison.</p> <p>Fractions Multiply simple pairs of proper fractions. Divide proper fractions by whole numbers. Associate fractions with division and calculate decimal fraction equivalents for a simple fraction. Equivalence between simple fractions, decimals and percentages.</p> <p>Multiplication & Division Divide 4-digit numbers by 1-digit number using short division, including remainders. Division using factors. Divide up to 4-digit numbers by 2-digit numbers using long Division, interpreting remainders as whole numbers, fractions or by rounding.</p> <p>Algebra Form algebraic expressions. Find values of expressions. Use simple formulae. Form equations. Express missing number</p>	<p>Place Value Numbers to 10 000 000. Partition, compare, order Position on number line. Negative numbers. Round numbers up to 10 000 000 to the nearest 10 000 1 000 000.</p> <p>Addition/Subtraction & Multiplication/Division Solve problems involving addition, subtraction, multiplication & division. Divide 4-digit numbers by 2-digit numbers using short division interpreting remainders according to the context.</p> <p>Fractions & decimals Identify the value of each digit in numbers up to three decimal places. Multiply and divide numbers by 10, 100 & 1000 with answers up to three decimal places. Multiply 1-digit numbers with up to two decimal places by whole numbers. Use written division methods where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Geometry (Properties of shape) Recognise, describe and build simple 3D shapes, including making nets.</p> <p>Measurement (perimeter & area) Calculate the area of parallelograms and triangles.</p>	<p>Ratio & proportion Solve problems involving similar shapes where the scale factor is known/can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Problem solving Teacher to identify focus – use Testbase to support.</p> <p>Decimals Multiply 1-digit numbers with up to two decimal places by whole numbers. Use written division methods where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Algebra Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p> <p>Addition/Subtraction & Multiplication/Division Knowledge of order of operations to carry out calculations involving four operations. Solve problems involving addition, subtraction, multiplication & division, include multi-step problems.</p>	<p>Consolidation Teacher to identify focus.</p> <p>SATs</p> <p>Consolidation Teacher to identify focus after assessment.</p> <p>Problem solving and themed projects.</p> <p>Links for transitional work.</p>	<p>Consolidation Teacher to identify focus after assessment.</p> <p>Problem solving and themed projects.</p> <p>Links for transitional work.</p>
---	--	---	--	---	---

<p>Geometry (Properties of shape) Measure and classify angles. Calculate angles. Angles in triangles, quadrilaterals and polygons, include missing angles. Draw 2-D shapes using given dimensions and angles. Circles – radius, diameter and circumference.</p> <p>Measurement (Length, perimeter) Convert units of measure using decimal notation up to three decimal places. Solve related problems. Use, read, write, convert between standard units, include length, mass, volume, and time, (up to three decimal places). Convert between miles and kilometres. Recognise that shapes with the same areas – different perimeters and vice versa.</p>	<p>problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average.</p> <p>Geometry (Position & direction) Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Possibility of using formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³, and extending to other units e.g. mm³ and km³.</p>			
Science:	Science:	Science:	Science:	Science:	Science:
The Science curriculum follows a 2-year rolling program. Support and challenge through differentiation.					
<p>Working Scientifically</p> <p>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.</p> <p>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.</p> <p>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.</p>					

<u>Evolution & Inheritance</u>	<u>Living animals & habitats</u>	<u>Light</u>	<u>Electricity</u>	<u>Properties of Materials</u>
<p>Name some inherited characteristics in living things.</p> <p>Name some ways in which offspring may vary from their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways.</p> <p>Understand that adaptation of plants and animals to suit their environment may lead to evolution.</p> <p>Recognise that living things have changed over time and that a number of factors can affect a species' evolution.</p> <p>Know how fossil evidence helps to explain the process of evolution.</p> <p>Understand how humans have evolved over time.</p> <p>Know that human behaviour can affect change in species over time.</p>	<p>Know the difference between sexual (where offspring inherit information from both parents) and asexual (by making a copy of a single parent) reproduction in plants.</p> <p>Understand that mammals use sexual reproduction to produce live young.</p> <p>Know how Jane Goodall raised the profile of endangered animals.</p> <p>Know that amphibians and insects use metamorphosis to transform from immaturity to an adult form.</p> <p>Know what a life cycle is and can compare plant and animal life cycles.</p>	<p>Know that light travels in a straight line (recap)</p> <p>Understand how shadows are formed (recap)</p> <p>Know that without light, we cannot see.</p> <p>Be able to name the parts of the eye.</p> <p>Describe what the main parts of the eye do to help us see.</p> <p>Understand how we see objects.</p> <p>Know that light travels from the source in a straight line, reflects off an object and then travels to our eye.</p> <p>Know what the word reflect means.</p> <p>Understand that the angle of incidence is equal to the angle of reflection.</p> <p>Be able to explain how a periscope allows you to see objects you would not usually be able to see.</p> <p>Know how light is refracted.</p> <p>Understand that white light can be split into a spectrum of seven colours</p> <p>Be able to name the seven colours that light can be split into.</p>	<p>Understand the difference between current and static electricity.</p> <p>Know the difference between a series and a parallel circuit.</p> <p>Know that a series circuit will not work if a lamp is broken or a wire is disconnected.</p> <p>Be able to draw a working circuit.</p> <p>Identify the conventional symbols used for drawing circuits.</p> <p>Be able to draw a circuit using symbols.</p> <p>Know that batteries are a store of energy and this energy pushes electricity around the circuit.</p> <p>Be able to explain the effects of differing volts in a circuit.</p> <p>Know that the brightness of the bulb in a circuit can be altered by changing the wires</p> <p>Be able to suggest questions to investigate, decide what to do and what equipment to use to test the question.</p> <p>Be able to draw conclusions from a set of results.</p> <p>Be able to build a working circuit for a particular purpose.</p>	<p>Compare materials based on their properties, including hardness, permeability, transparency, magnetism and flexibility.</p> <p>Investigate thermal conductors and insulators.</p> <p>Investigate which electrical conductors make a bulb shine brightest.</p> <p>Identify which materials dissolve to form a solution.</p> <p>Separate mixtures of materials using sieving, filtering, evaporating and magnetism.</p> <p>Identify irreversible chemical changes and understand that a new material is formed.</p>

Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:	Science Texts:
					
Computing:	Computing:	Computing:	Computing:	Computing:	Computing:
<p>Evolve (E-Safety) to be revisited each lesson.</p> <p>Computing skills to support working independently and safely:</p> <ul style="list-style-type: none"> To transfer data over the internet (text, image, video and audio). To create a webpage. To use Scratch, to create a game. To use Scratch, to create a step counter (micro:bit). To make and use spreadsheets to store data. To make my own 3D models (Tinkercad). To add variables independently. To evaluate other projects, considering improvements and things they like 					
<p>E-Safety/Computing Systems and Networks – Systems & Searching</p> <p>Explain that once an online message has been sent it cannot be taken back and understand that there might be consequences of this using scenarios.</p>	<p>Creating Media – Web Page Creation</p> <p>Make reasoned judgements about an existing website and consider its structure.</p> <p>Justify the importance of the ownership and use of images (copyright).</p>	<p>Programming – Variables in Games</p> <p>Define a 'variable' as something that is changeable.</p> <p>Explain why a variable is used in a program.</p> <p>Justify their reasons for how to improve a game by using variables.</p>	<p>Data and Information – Introduction to Spreadsheets</p> <p>Explain how to create a data set in a spreadsheet.</p> <p>Make reasoned judgements about how formulas can be used to produce calculated data.</p>	<p>Creating Media – 3D Modelling</p> <p>Recognise that you can work in three dimensions on a computer.</p> <p>Identify that digital 3D objects can be modified.</p>	<p>Programming – Sensing Movement/ Using Microbit (Secondary Transition)</p> <p>Create a program to run on a controllable device.</p> <p>Justify how a selection can control the flow of a program.</p>

<p>Make reasoned judgements about why people on the internet are not always who they say they are (SMART Crew).</p> <p>Reach informed conclusions about how personal information that is available online may be seen by others (Instagram/Roblox/TikTok template).</p> <p>Justify the importance of internet addresses.</p> <p>Recognise how data is transferred across the internet.</p> <p>Explain how sharing information online can help people to work together.</p> <p>Justify different ways of working together online.</p> <p>Recognise how we communicate using technology.</p> <p>Apply my own knowledge and evaluate different methods of online communication.</p>	<p>Justify why you should preview pages.</p> <p>Reach informed conclusions about the need for a navigation path.</p> <p>Recognise the implications of linking to content owned by other people.</p>	<p>Make informed conclusions about how to design a project which builds on a given example.</p> <p>Make reasoned judgements about the successes and improvements relating to my project.</p>	<p>Reach informed conclusion about how to apply formulas to data.</p> <p>Apply my skills and create a spreadsheet to plan an event.</p> <p>Justify why I have chosen different ways to present data.</p>	<p>Make reasoned judgements about how objects can be combined in a 3D model.</p> <p>Justify what purposes 3D models are made for.</p> <p>Reach informed conclusions about how to plan and create a 3D model.</p>	<p>Make reasoned judgements about when to change a variable with a user input.</p> <p>Make reasoned judgements about which conditional statement to use when comparing a variable to a value.</p> <p>Apply my knowledge and design and develop a project that uses inputs and outputs on a controllable device.</p>
<p>Evaluate why and recognise that cyber bullying is unacceptable.</p> <p>Critique how to respond if asked for personal information or feel unsafe about the content of a message (e.g.</p>	<p>Critique an existing website and consider its structure.</p> <p>Hypothesise the importance of the ownership and use of images (copyright).</p>	<p>Evaluate different changes in 'variables' and their impacts.</p> <p>Critique why a variable is used in a program.</p> <p>Hypothesise how to improve a game by using variables.</p>	<p>Make and critique my method of how to create a data set in a spreadsheet.</p> <p>Evaluate the effectiveness of formulas used to produce</p>	<p>Recognise that you can work in three dimensions on a computer and evaluate its uses.</p> <p>Evaluate how digital 3D objects</p>	<p>Create a program to run on a controllable device.</p> <p>Evaluate how a change in selection can control the flow of a program.</p> <p>Critique when to change a variable</p>

<p>trusted adult, report, save messages, block).</p> <p>Hypothesise why the outcome of internet searches at home may be different at home than at school (e.g. firewalls, child protection lock).</p> <p>Evaluate the importance of internet addresses.</p> <p>Recognise how data is transferred across the internet.</p> <p>Explain how sharing information online can help people to work together.</p> <p>Evaluate different ways of working together online.</p> <p>Evaluate how we communicate using technology.</p> <p>Apply my own knowledge and evaluate different methods of online communication.</p>	<p>Evaluate why you should preview pages.</p> <p>Evaluate about the need for a navigation path.</p> <p>Hypothesise the implications of linking to content owned by other people.</p>	<p>Hypothesise how to design a project which builds on a given example.</p> <p>Critique my project.</p>	<p>calculated data.</p> <p>Critique how to apply formulas to data.</p> <p>Apply my skills and create a spreadsheet to plan an event.</p> <p>Critique different ways to present data.</p>	<p>can be modified.</p> <p>Hypothesise how objects can be combined in a 3D model.</p> <p>Evaluate the usefulness of 3D models.</p> <p>Plan and create a 3D model, critiquing their product.</p>	<p>with a user input.</p> <p>Evaluate which conditional statement to use when comparing a variable to a value.</p> <p>Apply my knowledge and design and develop a project that uses inputs and outputs on a controllable device.</p> <p>Secondary Transition: To create a microbit counter. To create a microbit timer.</p>
Computing Texts:	Computing Texts	Computing Texts	Computing Texts	Computing Texts	Computing Texts
					




RE:	RE:	RE:	RE:	RE:	RE:
<p align="center">Skills to explore religions, worldviews and beliefs:</p> <p>Autumn:</p> <ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied using examples from texts/sources of authority in religions make clear connections between what people believe and how they live, individually and in communities reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently <p>Spring:</p> <ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) <p>Summer:</p> <ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 					
<p><u>Christians (God) –</u> What does it mean if Christians believe God is holy and loving?</p> <p>Place key Biblical concepts on a timeline of the Bible's 'Big Story' (e.g. Creation, People of God, Incarnation, Gospel, Salvation, Kingdom of God).</p> <p>Reach informed conclusions about Christian ideas of God, using biblical texts (e.g. e.g. Psalm 103, Isaiah 6:1–5 and 1 John 4:7–13).</p> <p>Reach informed conclusions about the links between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>Make reasoned judgements about how Christians put their</p>	<p><u>Hindu Dharma –</u> Why do Hindus want to be good?</p> <p>Reach informed conclusions about Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately</p> <p>Reach informed conclusions about the meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p>Make reasoned judgements about connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live.</p> <p>Justify how and why Hindus put their beliefs into practice in different ways (e.g. Mahatma Gandhi)</p>	<p><u>Non-Religious Worldviews –</u> What matters most to Humanists and Christians?</p> <p>Reach informed conclusions about why people are good and bad (e.g. Christian and Humanist).</p> <p>Make reasoned judgements about how sources of authority could tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Reach informed conclusions about the connections between Christian and Humanist ideas about being good and how people live</p> <p>Justify why it might be helpful to follow a moral code and why</p>	<p><u>Christians (Salvation) –</u> What do Christians believe Jesus did to 'save' people?</p> <p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Make reasoned judgements about what Christians mean when they say that Jesus' death was a sacrifice (Mark 14-15).</p> <p>Reach informed conclusions about the connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Make reasoned judgements about what they value and justify if ideas of sacrifice have an impact in their own lives</p>	<p><u>Christians (Kingdom of God)</u> = For Christians, what kind of King is Jesus?</p> <p>Reach informed conclusions about the connections between biblical texts and the concept of the Kingdom of God (Luke 4:5-8).</p> <p>Make reasoned judgements about the different possible meanings for the biblical texts studied (The Feast: Luke 14:12–24, The Tenants in the Vineyard: Matthew 21:33–46)</p> <p>Reach informed conclusions about the connections between the belief in the Kingdom of God and how Christians put their beliefs into practice (e.g. Church Action on Poverty, Christian Prison Fellowship).</p>	<p><u>Thematic –</u> How does faith help when life gets hard?</p> <p>Reach informed conclusions about how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude).</p> <p>Apply prior knowledge of beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Make reasoned judgements about between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p>

<p>beliefs into practice in worship (holy and loving).</p> <p>Make reasoned judgements about how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Apply knowledge of Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), to explain how and why they are important to Hindus.</p>	<p>it might be difficult, offering different points of view</p> <p>Raise important questions and suggest answers about how and why people should be good.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>and the world today (e.g. Giving What We Can).</p> <p>Reach an informed conclusion about the idea of sacrifice, recognising a different point of view.</p>	<p>Apply the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues and problems in the world today.</p>	<p>Interpret a range of artistic expressions of afterlife, offering different ways of understanding these</p> <p>Reach an informed conclusion about how faith might help when life gets hard, with evidence and example, expressing insights of their own.</p>
<p>Apply prior knowledge of key Biblical concepts to place on a timeline of the Bible's 'Big Story' (e.g. Creation, People of God, Incarnation, Gospel, Salvation, Kingdom of God).</p> <p>Evaluate different types of biblical texts, using technical terms accurately and explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Critique how Bible texts studied show what Christians believe about God; for example, through how cathedrals are designed and symbolism used.</p> <p>Hypothesise about how different Christians put their beliefs into practice in worship (Christianity as a world faith, modern songs & hymns).</p> <p>Critique how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own and considering the views</p>	<p>Apply prior knowledge about Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately, recalling that while Hindu Dharma is diverse these beliefs are commonly held.</p> <p>Critique different meanings for the story of the man in the well and how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc.</p> <p>Evaluate how Hindus put their beliefs into practice in different ways (e.g. Mahatma Gandhi, Pandurang Shastri Athavale)</p> <p>Hypothesise about why Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>) are important to Hindus</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world,</p>	<p>Hypothesise about religious data in local area by applying knowledge from prior learning (making links to Geography and Maths).</p> <p>Evaluate how sources of authority tell people how to be good (e.g. Christian - Genesis 1:26 and Fall in Genesis 3 and Humanists saying people can be 'good without God')</p> <p>Critique reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Raise important questions and suggest answers about what people value and how these values make a difference to their lives.</p> <p>Make connections between the values studied and their own lives, and compare their importance in the world today, giving good reasons for their views.</p>	<p>Outline the 'big story' of the Bible, apply prior knowledge of the significance of Incarnation and Salvation.</p> <p>Hypothesise what Christians mean when they say that Jesus' death was a sacrifice and apply understanding of the Fall and sin to evaluate why.</p> <p>Critique connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Evaluate how Christians put their beliefs into practice in different ways.</p> <p>Evaluate the value and impact of ideas of sacrifice in their own lives and the world today (20th Century martyrs).</p> <p>Apply their understanding of Salvation to form own responses to the idea of sacrifice, recognising different points of view.</p>	<p>Apply prior learning about social justice issues in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and people who have made a difference to the world (e.g. winners of the Nobel Peace Prize or the Niwano Peace Prize).</p> <p>Critique connections between biblical texts and the concept of the Kingdom of God and Jesus' idea of kingship (Luke 4:1–13).</p> <p>Hypothesise different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>Evaluate connections between beliefs and the different ways Christians put their beliefs into practice (e.g. Church Action on Poverty, Christian Prison Fellowship, local Church study).</p> <p>Apply the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and</p>	<p>Apply prior knowledge of ways in which religions guide people in how to respond to good and hard times in life (e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.)</p> <p>Hypothesise beliefs about life after death in different religious traditions, comparing and explaining similarities and differences</p> <p>Evaluate how beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives (Hindu beliefs, Job in Jewish/Christian scripture).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these using different lenses.</p> <p>Offer a reasoned response to the unit question, with evidence and</p>

of others including non-religious.	recognising different points of view.			opportunities in the world today.	example, expressing insights of their own. Hypothesise how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing. Evaluate how faith might help when life gets hard with evidence and example, expressing insights of their own.
RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:	RE Texts:
Isaiah 6:1–5; 1 John 4:7–13 	 https://www.ons.gov.uk/census/maps/choropleth/identity/religion/religion-tb/christian?lad=E06000057	 https://www.westminster-abbey.org/history/explore-our-history/modern-martyrs/	Mark 14-15  https://www.westminster-abbey.org/history/explore-our-history/modern-martyrs/	The Feast: Luke 14:12–24, The Tenants in the Vineyard: Matthew 21:33–46    happierhuman.com/benefits-of-gratitude	
History:	History:	History:	History:	History:	History:
<u>History of Trains</u> Reach informed conclusions about the context of the industrial revolution and its impact on Newcastle (5Ws). Justify how the arrival of the railway might have changed the way of life in Newcastle.		<u>Ancient Greece & Modern World</u> Reach informed conclusions about what excavations can tell us about what life was like in Ancient Greece. Justify how trade impacted life in Athens and Sparta.		<u>Ancient Maya</u> Reach informed conclusions about when and where the Maya lived. Apply knowledge of a successful civilisation to reach informed conclusions about what made the Maya so successful.	

<p>Justify how James Watt improved Thomas Newcomen's first practical steam engine.</p> <p>Make reasoned judgements about working conditions based on primary and secondary sources.</p> <p>Reach informed conclusions about why businessmen and politicians became social reformers with reference to child labor (e.g. Joseph Rowntree).</p>		<p>Reach informed conclusions about how the city states overcame the Persian invasion.</p> <p>Make reasoned judgements about who Alexander the Great was and what made him a significant leader.</p> <p>Justify which of the achievements of Ancient Greece had the greatest impact on the modern world (e.g. Antikythera mechanism, democracy in Athens, Socrates, Military).</p>		<p>Reach informed conclusions about how the Maya were ruled (archeological evidence).</p> <p>Justify how the abandonment of the Southern Maya lowlands helped the Northern City States to thrive.</p> <p>Apply prior knowledge of Anglo-Saxon Kingdoms and Maya City States to make a reasoned judgement about leadership.</p>	
<p>Evaluate the impact of the industrial revolutions on Newcastle and the rest of the UK (5Ws)</p> <p>Evaluate how the arrival of the railway might have changed the way of life in Newcastle for different social classes.</p> <p>Critique how James Watt improved Thomas Newcomen's first practical steam engine.</p> <p>Apply prior knowledge of social classes and Crime and Punishment to understand why parliament was slow to protect children in factories.</p> <p>Hypothesise about working conditions by critiquing primary and secondary sources.</p>		<p>Apply their knowledge of the reliability of the work of archeologists to critique what excavations can tell us about what was life like in Ancient Greece.</p> <p>Evaluate how and why trade impacted life in Athens and Sparta (e.g. geography).</p> <p>Hypothesise how the city states overcame the Persian invasion.</p> <p>Evaluate whether life was better or worse after the Persians retreated in the city states.</p> <p>Evaluate and compare the successes of King Phillip II and Alexander the Great in creating and expanding empires.</p> <p>Critique which of the</p>		<p>Apply prior knowledge of historical periods and geography to hypothesise about when and where the Maya lived.</p> <p>Apply knowledge of a successful civilisation to critique if the Maya were successful.</p> <p>Evaluate what the archeological evidence tells us about how the Maya were ruled.</p> <p>Hypothesise how the abandonment of the Southern Maya lowlands helped the Northern City States to thrive.</p> <p>Apply prior knowledge of Anglo-Saxon Kingdoms and</p>	

Evaluate the impact of a social reformer and a philanthropist of Victorian Britain, outlining their actions to improve child labor, beliefs and background (e.g. Joseph Rowntree vs Elizabeth Fry).		achievements of Ancient Greece had the greatest impact on the modern world (e.g. Antikythera mechanism, democracy in Athens, Socrates, Military, Pythagoras).		Maya City States to evaluate similarities and differences between leadership.	
Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:	Historical Texts:
 <p>Railscot: https://www.railscot.co.uk/locations/B/Berwick-upon-Tweed/</p>					
Courageous Advocate - Rosa Parks:		Courageous Advocate - Emmeline Pankhurst:		Courageous Advocate - Nelson Mandela:	

					
Geography:	Geography:	Geography:	Geography:	Geography:	Geography:
	<p><u>Local Study - National Parks</u></p> <p>Locate and name the National Parks of Great Britain (Northumberland National Park).</p> <p>Reach informed conclusions about how the distribution of National Parks compares with the distribution of urban areas.</p> <p>Justify why Northumberland and another national park in Great Britain chosen as national parks (physical features and cultural features).</p> <p>Reach informed conclusions about the difference between preservation and conservation when it comes to managing National Parks, including working with local farmers. (scenario)</p> <p>Make a reasoned judgement about if the environment of the Northumberland National Park should be preserved.</p>		<p><u>Comparison of UK & Greece</u></p> <p>Locate the UK and Greece using maps, concentrating on their environmental regions, key physical and human characteristics, and major cities.</p> <p>Reach informed conclusions about the key settlements in the South Aegean Region, Greece compared to the North East of England.</p> <p>Make reasoned judgements about why the South Aegean region of Greece is more likely to have tectonic activity (earthquakes and volcanoes).</p> <p>Apply prior learning to reach informed conclusions about how the land is used in the South Aegean Region and what the economic activities are.</p> <p>Apply prior learning to reach informed conclusions about how the land is used in the North East Region of England and what the economic</p>		<p><u>Favelas to Skyscrapers (Rio to New York)</u></p> <p>Reach informed conclusions about the physical geography of the South American continent with a focus on Brazil (countries, capital cities, oceans and biomes).</p> <p>Apply prior knowledge of biomes and climate zones to justify why there are vegetation belts in Brazil.</p> <p>Make reasoned judgements using different maps about the human and physical features of New York and Rio (favelas).</p> <p>Reach informed conclusions about the main economic activity of New York and Rio de Janeiro.</p>

			activities are.		
	<p>Locate and name the 15 National Parks of Great Britain (Northumberland National Park).</p> <p>Hypothesise about how the distribution of National Parks compares with the distribution of upland and urban areas.</p> <p>Evaluate why the cultural or human features of Northumberland and another National Park in Great Britain are as important as their physical features.</p> <p>Apply understanding that sometimes environments can be impacted to provide what communities need, ensuring people can continue to work and live in National Parks. (scenario)</p> <p>Evaluate the need for sustainable development to improve people's quality of life whilst protecting and enhancing the environment in Northumberland National Park.</p>		<p>Locate the UK and Greece using maps, concentrating on their environmental regions, topography, key physical and human characteristics, major cities and how some of these aspects have changed over time.</p> <p>Critique different sources of information about the key settlements in the South Aegean Region, Greece compared to the North East of England (population map/census data).</p> <p>Hypothesise why the South Aegean region of Greece is more likely to have tectonic activity (earthquakes and volcanoes) and evaluate weather patterns.</p> <p>Apply prior learning to evaluate how the land is used in the South Aegean Region compared to the North East Region of England and what the economic activities are.</p> <p>Hypothesise weather patterns using given and own data (fieldwork) in the South Aegean Region and The North East of England.</p>		<p>Hypothesise about the physical geography of the South American continent changes between the North and South region (regions, states, cities and landmarks).</p> <p>Apply prior knowledge of biomes, physical processes (water cycle) and climate zones to hypothesise why there are vegetation belts in Brazil.</p> <p>Evaluate the human and physical features of New York and Rio (favelas) using different maps and why people migrate to these areas.</p> <p>Critique data to infer the main economic activity of New York and Rio de Janeiro.</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
					
Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:	Art & Design:
<p><u>Drawing</u> <u>Human Evolution.</u> <u>What would animals look like in human form?</u></p> <p><u>Drawing:</u></p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern with increasing confidence.</p>		<p><u>Painting/Sculpture</u> <u>Do Greek geometric patterns have symbolic meaning?</u></p> <p><u>Painting & Sculpture:</u> Replicate patterns from observations.</p>			<p><u>Mixed Media Collage:</u> <u>Collage city skylines</u></p> <p>Collage: Develop an image using a variety of material/media.</p> <p>Adapt techniques cutting/tearing/gluing and</p>


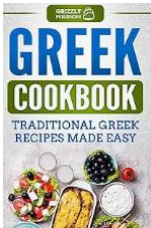
<p>Build on skills of tonal shading and blending in their drawings.</p> <p>Control force and pressure when sketching for purpose.</p> <p>Use sketches to plan final art work.</p> <p>Produce a final drawing artwork.</p> <p>Knowledge: Summarise the work of some artists, crafts people and designers.</p> <p>Explain how to use some of the tools and techniques they have chosen to work with and why.</p> <p>Replicate some techniques with increasing skill, including selecting the appropriate grade of pencil.</p> <p>Summarise the work of different artists and begin to include elements of other artists work in their own.</p> <p>Evaluate and appraise their own work and that of others.</p>		<p>Develop skills in selecting and using sculpting tools for a purpose.</p> <p>Explore a range of brushed to refine painting technique.</p> <p>Knowledge: Express an opinion and explain the works of other pottery artists/sculptors and their techniques.</p> <p>Study the works of others and try to replicated their style of sculpting/painting.</p> <p>Evaluate own design and pattern.</p> <p>Appraise and come to a conclusion about own printing work and reach informed decisions on how to improve own artwork.</p>			<p>layering to produce collage skyline.</p> <p>Sort and group materials for different purposes, e.g. texture, colour,size, shape.</p> <p>Knowledge: Evaluate different forms of creative collage works by different artists.</p> <p>Conclude how different artists have used colour and shape to create their collage skylines.</p> <p>Create an original piece of work influenced by an artist.</p> <p>Evaluate own work and those of other to give constructive feedback.</p>
<p><u>Drawing</u></p> <p>Drawing: Use a variety of techniques to add effect such as reflections, shadows and direction of sunlight.</p> <p>Use lines to represent movement and texture.</p>		<p><u>Painting/Sculpture</u></p> <p>Painting & Sculpture: Replicate patterns from observations, refining technique.</p>			<p><u>Mixed Media Collage:</u></p> <p>Collage: Develop an image using a variety of material/media.</p> <p>Adapt and improve techniques cutting/tearing/gluing and</p>

<p>Use research of chosen artists to inspire drawings.</p> <p>Demonstrates skills to show scale and proportion in their drawings i.e foreground/middle group/ backdrop</p> <p>Combine colours, tones and tints to enhance the mood of their painting.</p> <p>Knowledge: Develop research skills to study an artist to confidently talk about.</p> <p>Use sketches to express likes and dislikes in relation to artwork researched and their own work.</p> <p>Understand the qualities of different drawing media and evaluate the effectiveness for different tasks.</p> <p>Present own artwork and explain own inspirations and intentions.</p> <p>Evaluate their own work and the work of others and understand what they need to do to improve their work.</p>		<p>Develop skills in selecting and using sculpting tools for a purpose.</p> <p>Explore a range of brushed to refine painting technique.</p> <p>Knowledge: Interpret the works of other pottery artists/ sculptors and their techniques.</p> <p>Adapt and improve own techniques of sculpting and painting with precision.</p> <p>Evaluate own printing design and pattern.</p> <p>Reach a conclusion about own sculpting/ painting work and reach informed decisions on how to improve own artwork.</p>			<p>layering to produce collage skyline.</p> <p>Sort and group materials for different purposes, e.g. mood, texture, colour, size, shape.</p> <p>Knowledge: Compare and contrast different forms of creative collage works by different artists.</p> <p>Interpret how different artists have used colour and shape to give their collage perspective.</p> <p>Produce an original piece of work influenced by an artist.</p> <p>Come to a conclusion about own work and those of other to give constructive feedback to improve artwork/technique</p>
Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:	Art Texts:
https://www.grabelsky.com/		https://medium.com/@noopurs_halini/ancient-decorative-motifs-of-greek-architecture-2df386b8eb74			https://www.andyburgessart.com/cityscape

					 <p>https://megancoyle.com/tag/landscAPE/</p> <p>MEGAN COYLE COLLAGE ARTIST</p>
Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:	Design & Technology:
	<p><u>Structure/Mechanical Train Toys-</u> How have train developed mechanically over the years?</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. Toy train - mechanical).</p> <p>Generate, model and communicate their ideas through annotated sketches, prototypes, cross sectional</p>		<p><u>Cooking and Nutrition - Savoury Greek Mezze</u> Is Greek cuisine more nutritious than traditional UK food?</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><u>Textiles - The Mayans:</u> What process do the Mayans use to create their textiles/clothing?</p> <p><u>Design:</u> Synthesise, research and use broad range of existing knowledge of a range of products to develop design ideas that are fit for purpose and will appeal to the intended customer.</p> <p>Generate, model and communicate ideas through annotated sketches,</p>	

	<p>drawings, and computer-aided design (J2Mix).</p> <p>Speculate and research which materials will be suitable.</p> <p><u>Make:</u> Select and use a wider range of tools and equipment suitable 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 and aesthetic qualities.</p> <p>Construct a pro-type robotic arm using an appropriate mechanism (axels/gears/rotor).</p> <p><u>Evaluate:</u> Investigate and analyse existing products.</p> <p>Explain how trains have developed throughout the years.</p> <p>Evaluate their product against design criteria and identify strengths and areas for development of their own work and other.</p> <p>Explain how individuals in design and technology have helped shape the world.</p>		<p>Reason how logistically and culturally, food availability affects diets in different parts of the world. (e.g. weather/traditions)</p> <p>Generate and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p><u>Make:</u> Select and use a wider range of tools and equipment to perform practical tasks [for example, cutting, chopping and slicing], accurately.</p> <p>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>Demonstrate 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</p>	<p>prototypes, pattern pieces, cross-section drawings and computer-aided design (J2Mix). Explain final design.</p> <p><u>Make:</u> Select and use a wider range of tools and equipment with growing confidence to perform practical tasks [for example, measuring, scoring cutting, weaving, joining and finishing], accurately.</p> <p>Analyse and explain why a range of materials and components, including construction materials and textiles, have been used according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate:</u> Investigate and analyse existing products.</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>	
--	--	--	--	--	--

			technology have helped shape the world.		
	<p><u>Design:</u> Reach informed conclusions using research, existing prior knowledge and develop design criteria to inform the design of innovative, functional products that are fit for purpose, with a particular purpose (i.e. Toy train – mechanical)</p> <p>Generate, develop, model and communicate design ideas to others through annotated sketches, prototypes, cross sectional drawing, pattern pieces and computer-aided design (J2Mix), taking into account resources and cost.</p> <p>After research, demonstrate an understanding of which materials will be durable in all weather</p> <p><u>Make:</u> Confidently select and use a wide range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing], accurately.</p> <p>Explain choice of materials and components, including construction materials that will be used according to their functional properties.</p> <p>Assemble a prototype using techniques that include accurately measuring, cutting and shaping materials and components for chosen</p>		<p><u>Design:</u> Use a range of research to conclude and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Explain and justify what it means to have a balanced diet.</p> <p>Empathise how Greek food compares to food in the UK with a focus of logistics, seasons, nutrition and cultural differences.</p> <p>Develop, adapt and communicate ideas through discussion, annotated sketches and cross-sectional diagrams.</p> <p><u>Make:</u> Demonstrate the use of a wider range of tools and equipment to perform practical tasks [for example, cutting, chopping and slicing], with increased precision and accurately.</p> <p>Justify why tools and ingredients have been chosen and used from a range, according to their functional properties.</p> <p>Determine an understanding of the cooking processes and how they have changed since the past e.g. ovens, steamers, air fryers.</p>	<p><u>Design:</u> Reach informed conclusions using research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. (Mayans)</p> <p>Generate, develop, model and communicate their ideas to others through annotated sketches, prototypes, cross section drawings, pattern pieces and computer-aided design (J2Mix). Clearly communicate final design.</p> <p><u>Make:</u> Confidently select and use a wider range of tools and equipment to perform practical tasks [for example, measuring, scoring, weaving, cutting, joining and finishing], with increases precision and accuracy.</p> <p>Explain why and use a range of materials and components, including construction materials and textiles, justifying why they have been used according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate:</u> Investigate and analyse a range of existing products.</p>	

	<p>mechanism design. (axels/gears/rotor)</p> <p><u>Evaluate:</u> Investigate and analyse a range of existing products.</p> <p>Analyse and explain trains have developed through the years.</p> <p>Critically evaluate and justify a conclusion about their product (design and process) against the design criteria and consider the views of others (including initial brief and an 'expert') to improve their work.</p> <p>Understand how inventors, engineers and manufactures have shaped the world through ground-breaking products. (Time line of turbines)</p>		<p><u>Evaluate:</u> Reach informed conclusions about a range of existing products and recipes to justify design criteria.</p> <p>Explain and analyse the success or failure of recipes (taste and ease of recreating).</p> <p>Evaluate 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>Evaluate and justify conclusion about their product (design and process) against design criteria and consider 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:
					
Music:	Music:	Music:	Music:	Music:	Music:
<p><u>Melody and Harmony in Music</u></p> <p>Musicianship: Understanding Music Find and keep a steady beat.</p>	<p><u>Sing and Play in Different Styles</u></p> <p>Musicianship: Understanding Music Find and keep a steady beat.</p>	<p><u>Composing and Chords</u></p> <p>Musicianship: Understanding Music Use body percussion, instruments, and voices.</p>	<p><u>Enjoying Musical Styles</u></p> <p>Musicianship: Understanding Music Use body percussion, instruments, and voices.</p>	<p><u>Freedom to Improvise</u></p> <p>Musicianship: Understanding Music Use body percussion, instruments, and voices.</p>	<p><u>Battle of the Bands!</u></p> <p>Musicianship: Understanding Music Use body percussion, instruments, and voices.</p>

<p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p>	<p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p>	<p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns</p> <p>Create and Compose Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p>
---	---	---	---	---	---

<p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p>	<p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p>	<p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p>	<p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p>	<p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p>	<p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p>
---	---	---	---	---	--

<p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p>	<p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p>	<p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p>	<p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p>	<p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p>	<p>Identify the musical style of a song or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p>Learn to sing Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p>
--	--	--	--	--	---

<p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately</p>	<p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately</p>	<p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p>	<p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p>	<p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p>	<p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p> <p>Playing Instruments Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, E\flat major, C minor and D minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p>
--	--	--	--	--	---

<p>loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.</p> <p>Creating: Composing Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality.</p>	<p>loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.</p> <p>Creating: Composing Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality.</p>	<p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p> <p>Creating: Improvising Explore improvisation within a major and minor scale, using the following notes:</p> <p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.</p> <p>Creating: Composing</p>
---	---	---	---	---	---

Start and end on the note F (F major).	Start and end on the note F (F major).	Follow a steady beat and stay 'in time'.	Follow a steady beat and stay 'in time'.	Follow a steady beat and stay 'in time'.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.
Start and end on the note G (G major).	Start and end on the note G (G major).	Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.	Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.	Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.	Use a pentatonic and a full scale.
Start and end on the note G (pentatonic on G).	Start and end on the note G (pentatonic on G).	Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.	Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.	Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.	Use major and minor tonality.
Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.	Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.	Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.	Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Include smooth (legato) and detached (staccato) articulation when playing notes.	Start and end on the note F (F major).
Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Creating: Composing Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Creating: Composing Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Creating: Composing Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.	Start and end on the note G (pentatonic on G).
Use a pentatonic and a full scale, as well as major and minor tonalities.	Use a pentatonic and a full scale, as well as major and minor tonalities.	Use a pentatonic and a full scale.	Use a pentatonic and a full scale.	Use a pentatonic and a full scale.	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.
Understand the structure of the composition.	Understand the structure of the composition.	Use major and minor tonality.	Use major and minor tonality.	Use major and minor tonality.	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.
Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)	Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)	Start and end on the note F (F major).	Start and end on the note F (F major).	Start and end on the note F (F major).	Use a pentatonic and a full scale, as well as major and minor tonalities.
Include a home note to give a sense of an ending; coming home.	Include a home note to give a sense of an ending; coming home.				Understand the structure of the composition.
					Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic

<p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer</p>	<p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer</p>	<p>Start and end on the note G (G major).</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p>	<p>Start and end on the note G (G major).</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p>	<p>Start and end on the note G (G major).</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities.</p> <p>Understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p>	<p>steps (a melody that moves to the next note)</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages</p>
--	--	---	---	---	---

<p>and the historical and cultural context of the song.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>and the historical and cultural context of the song.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Perform the Song Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p>	<p>within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>
---	---	---	---	---	--

		<p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	<p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect on how future performances might be different.</p>	
PE:	PE:	PE:	PE:	PE:	PE:
<p style="text-align: center;">Sportsmanship/Leadership:</p> <ul style="list-style-type: none"> Collaborate as a team to choose, use and adapt rules in games. Justify the consequences of breaking game rules. Apply strategies and coaching points to develop the skills of others. Communicate with purpose to support others achieve a common goal. Make reasoned judgements about how to allocate positions when working as a team or as a group based on the strengths of the individual. 					
<p style="text-align: center;">Health & Fitness:</p> <ul style="list-style-type: none"> Apply knowledge of nutrition and healthy lifestyles to improve physical fitness. Reach informed conclusions about the different elements of fitness. 					
<p><u>Invasion Games (Basketball/Netball)</u></p> <p>Send and receive accurately and with control, at speed.</p> <p>Use a range of ways more confidently to keep a ball under control (foot, knee, head and</p>	<p><u>Gymnastics</u></p> <p>Perform a backward roll with increasing control.</p> <p>Create and perform a movement sequence (5-6 parts) demonstrating various body shapes, and developing</p>	<p><u>Dance</u></p> <p>Moves appropriately and with the required style in relation to the stimulus with some variance in levels, methods of travelling and motifs.</p>	<p><u>Gymnastics</u></p> <p>Apply understanding of composition by performing more complex sequences.</p> <p>Make reasoned judgements about how to develop a sequence individually or in a</p>	<p><u>Striking Games (Tennis/Rounders)</u></p> <p>Can throw underarm and overarm with accuracy.</p> <p>Demonstrate more accuracy when bowling and aiming for a variety of targets.</p>	<p><u>Invasion Games (Tag Rugby)</u></p> <p>Vary skills, actions and ideas and link these in ways that suit the activity and/or game.</p> <p>Lose a defender to receive a pass.</p>

<p>knowing which one due to where the ball is coming from).</p> <p>Uses running, jumping, throwing and catching in isolation and in combination appropriate to the game.</p> <p><u>Swimming</u></p> <p>Swim with developing competence, confidence and proficiency of a distance of 20m.</p> <p>Swim different strokes using appropriate techniques: front crawl, breast stroke and back stroke.</p> <p>Evaluation & Improvement</p> <p>Make reasoned judgements and begin to comment more constructively about compositional elements using appropriate language (gymnastics and dance).</p> <p>Justify strategies to improve their individual and team performance, apply and adapt accordingly.</p> <p>Evaluate the effectiveness of their performance as individuals and in groups and apply this understanding to improve their performance.</p>	<p>variations in speed, levels and directions.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p><u>Swimming</u></p> <p>Demonstrate developing breath control.</p> <p>Tread water for up to 1 minute.</p> <p>Perform safe self-rescue in different water based situations.</p> <p>Evaluation & Improvement</p>	<p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Demonstrates rhythm and varies the use of dynamics in response to music.</p> <p>Justifies and modifies some parts of a sequence as a result of self and peer evaluation.</p> <p><u>Striking Games (Badminton)</u></p> <p>Strike a ball with the correct stance and hit the ball with consistency.</p> <p>Apply either a forehand or backhand motion depending on where the ball is.</p> <p>Evaluation & Improvement</p>	<p>pair using strategies such as mirroring, matching or cannon.</p> <p><u>Invasion Games (Football)</u></p> <p>Send and receive accurately and with control, at speed.</p> <p>Use a range of ways more confidently to keep a ball under control (foot, knee, head and knowing which one due to where the ball is coming from).</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity and/or game.</p> <p>Lose a defender to receive a pass.</p> <p>Evaluation & Improvement</p>	<p>Strike a ball with the correct stance and hit the ball with consistency.</p> <p>Tennis – apply either a forehand or backhand motion depending on where the ball is.</p> <p>Apply knowledge of tactics for attacking and defending in the role of bowler, batter or fielder.</p> <p><u>Outdoor Activities</u></p> <p>Read accurately various maps and plans recognising symbols and features.</p> <p>Apply mathematical skills, knowledge and reasoning in practical contexts.</p> <p>Reach informed conclusions about the planning of strategies and approaches co-operatively.</p> <p>Evaluate and adapt plans to be more efficient when facing similar challenges.</p> <p>Justify how to prepare for exercise and organise efficiently all aspects of the challenge to ensure safety.</p> <p>Evaluation & Improvement</p>	<p>Defend a player and make successful interceptions for the team.</p> <p><u>Athletics</u></p> <p>Further develop a variety of running techniques for sprinting and running long distance (include relay running) and use with confidence.</p> <p>Perform a running jump with more than one component.</p> <p>Make reasoned judgements and demonstrate a technique that is effective when jumping for distance.</p> <p>Make reasoned judgements when selecting techniques to throw with accuracy and power using different equipment.</p> <p>Apply and demonstrate good technique in a competitive situation.</p> <p>Evaluation & Improvement</p>
<p>Sportsmanship/Leadership:</p> <ul style="list-style-type: none"> Collaborate and work effectively with others not in their friendship group. Demonstrate integrity through fair play and following the rules, and accept the consequences of breaking game rules if applicable. 					

- Critique constructively and demonstrate the key coaching points to develop others to succeed.
- Communicate effectively with others to achieve a common goal.
- Evaluate how to allocate positions when working as a team or as a group or to develop the skills of an individual.

Health & fitness:


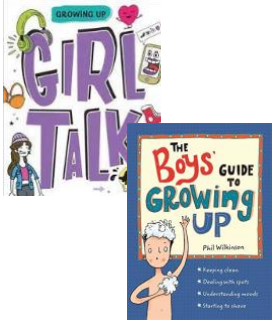
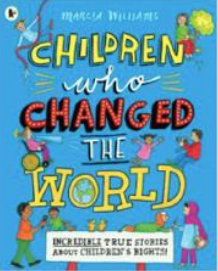


- Hypothesise the importance of regular exercise and a balanced diet to our health and the current and future consequences if we don't.
- Develop understanding how some aspects of fitness apply to particular games, e.g. power, flexibility and cardiovascular endurance.

<p><u>Invasion Games (Basketball/Netball)</u></p> <p>Know which pass is best to use and when in a game, including at speed.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Uses running, jumping, throwing and catching skilfully in isolation and in combination appropriate to the game.</p> <p><u>Swimming</u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Use a range of strokes effectively: e.g. front crawl, breast stroke and back stroke.</p> <p>Evaluation & Improvement</p>	<p><u>Gymnastics</u></p> <p>Plan and perform a movement sequence (6-8 parts) demonstrating a wide range of increasing difficult actions including variations in speed, levels and directions.</p> <p>Sequences demonstrate technique, strength and clarity of movement.</p> <p><u>Swimming</u></p> <p>Demonstrate good breath control.</p> <p>Tread water for over 1 minute.</p> <p>Perform safe self and peer rescue in different water based situations.</p> <p>Evaluation & Improvement</p>	<p><u>Dance</u></p> <p>Moves appropriately and with the required style in relation to the stimulus (of different styles/eras) using various levels, methods of travelling, motifs and use of space.</p> <p>Dances and performs with fluency, using strong movements and linking all movements to ensure they flow.</p> <p>Use musical structures well as the stimuli to influence rhythm, dynamics, changes in mood and feeling.</p> <p>Adapts and refines parts of a sequence as a result of critique from self and peer evaluation.</p> <p><u>Striking Games (Badminton)</u></p> <p>Demonstrating the correct stance for striking a ball depending on the game.</p> <p>Demonstrate a range of grips, positioning hands en route.</p> <p>Evaluation & Improvement</p>	<p><u>Gymnastics</u></p> <p>Hypothesise about strategy, tactics and composition when performing and evaluating.</p> <p>Evaluate and adapt sequences appropriately depending on working as an individual, as a pair or small group.</p> <p><u>Invasion Games (Football)</u></p> <p>Know which pass is best to use and when in a game, including at speed.</p> <p>Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender.</p> <p>Consistently uses skills and actions competently with coordination, control and fluency.</p> <p>Draw defender away to create space for self or team.</p> <p>Evaluation & Improvement</p>	<p><u>Striking Games (Tennis/Rounders)</u></p> <p>Evaluate, model and use a range of techniques for striking a ball with control and accuracy.</p> <p>Demonstrating the correct stance for striking a ball depending on the game.</p> <p>Consistently use the correct technique when fielding a ball and throw accurately towards a target with intent.</p> <p>Tennis – demonstrate a range of grips, positioning hands en route.</p> <p>Use a range of tactics, selecting the most appropriate for attacking and defending in the role of bowler, batter or fielder.</p> <p><u>Outdoor Activities</u></p> <p>Read accurately various maps and plans recognising symbols and features using a compass to establish the direction of travel in an unfamiliar environment.</p> <p>Hypothesise and apply a range of mathematical skills,</p>	<p><u>Invasion Games (Tag Rugby)</u></p> <p>Consistently uses skills and actions competently with coordination, control and fluency.</p> <p>Draw defender away to create space for self or team.</p> <p>Apply tactics to outwit opponents successfully.</p> <p><u>Athletics</u></p> <p>Evaluate and demonstrate a tactical awareness when running in a competitive situation (sprinting, long distance, relay running).</p> <p>Perform a running jump with more than two components.</p> <p>Evaluate and demonstrate which technique is most effective when jumping for distance.</p> <p>Hypothesise and demonstrate use of the correct technique to throw safely, with accuracy and power using a range of equipment.</p>
---	---	---	---	---	--

				<p>knowledge and reasoning in practical contexts.</p> <p>Evaluate and plan well thought strategies and approaches, working collaboratively to allocate and share roles and responsibilities.</p> <p>Critique and adapt plans to be more efficient when facing a range of challenges.</p> <p>Hypothesise and apply safety principles associated with the activities and when preparing for exercise.</p> <p>Evaluation & Improvement</p>	<p>Critique and utilise all the skills and techniques achieved in a competitive situation.</p> <p>Evaluation & Improvement</p>
PSHE:	PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
<p>Feelings and Emotions</p> <p>Identify that feelings/emotions are part of a person's health and wellbeing</p> <p>Recognise that feelings usually change throughout the day</p> <p>Describe what can help people to feel good/better</p> <p>Describe different feelings and how they are experienced in the body</p> <p>Recognise why it is important for people to express their feelings</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 Describe the changes that boys and girls may go through during puberty</p>	<p>A World Without Judgement</p> <p>Recognise positive attributes in others</p> <p>Recognise your own strengths and goals, and understand that these may be different from those around you</p> <p>Identify some of the ways in which we are different and unique</p> <p>Understand that there are a wide range of religions and beliefs in the UK Explain each of the British values</p>	<p>Computer Safety</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Know and demonstrate how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Recognise some of the different ways information and data is shared and used online,</p>	<p>Money and Work</p> <p>Recall the reasons why people save, budget and spend.</p> <p>Compare different ways to pay for goods.</p> <p>Understand that money has a different value in different countries.</p> <p>Understand why it is important to understand other currencies, particularly when visiting another country.</p> <p>Understand how charities can help others.</p>	<p>Keeping/Staying Safe</p> <p>Identify mixed messages in the media in relation to tobacco, vapes and alcohol</p> <p>Describe how messages about tobacco, vapes and alcohol might affect a persons' thoughts feelings and actions</p> <p>Explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use</p> <p>Recognise that drugs have laws related to them and that some drugs are illegal to own, use, intend to give, or give to others</p>

<p>Recognise that we can take care of our mental health (as well as our physical health)</p> <p>Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected</p> <p>Identify how loss and bereavement might affect someone recognise grieving takes time and can include many different feelings</p>	<p>Identify why our bodies go through puberty</p> <p>Identify who and what can help us during puberty</p>		<p>including for commercial purposes</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>Describe the skills and experience needed for a specific job.</p> <p>Identify their personal qualities and strengths</p> <p>Describe the steps and challenges to achieving a goal</p> <p>About what influences future goals</p>	<p>Explain that for some people drugs can become an unhealthy habit that can be difficult to break but there is support available to help people</p> <p>Demonstrate how to make a clear and efficient call to emergency services if necessary</p> <p>Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<p>Identify everyday behaviours that can help to support mental (and physical) health</p> <p>Recognise conflicting emotions and when these might be experienced</p> <p>Explain how feelings and emotions change over time</p> <p>Identify positive actions to support wellbeing during difficult times, including identifying their personal support network</p>	<p>Develop coping strategies to help with the different stages of 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>Explain various different stages of pregnancy (Science)</p>	<p>Identify some of the ways we can overcome barriers and promote equality</p> <p>Describe strategies to overcome barriers and promote diversity and inclusion</p> <p>Explain some of the elements which help us to have a diverse community</p> <p>Explain how all religions can live in cohesion</p>	<p>Recognise things appropriate to share and things that should not be shared on social media; rules and laws surrounding distribution of images</p> <p>Recognise that text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Be aware of discrimination: what it means and how to challenge it</p>	<p>Explain the positives and negatives of shopping in different ways.</p> <p>Suggest the best ways to use technology safely in different contexts.</p> <p>Perform simple calculations based on exchange rates.</p> <p>Understand that budgeting and planning spending will allow them to maximise profit.</p>	<p>Analyse key messages, suggest who they are targeted at and why</p> <p>Explain what would help papers to make informed decisions about health, where they could find reliable information</p> <p>Recognise that drugs have laws related to them and that some drugs are illegal to own, use, intend to give, or give to others</p> <p>Analyse the level of risk in different situations, identifying that drugs can affect people in different ways</p>

<p>Describe self-help strategies for managing change, loss or bereavement</p> <p>Identify ways to support someone who is grieving</p> <p>Describe different sources of support and information available to help someone who is grieving</p>	<p>Identify the laws around consent</p>		<p>Recognise privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Be aware of where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Demonstrate the role of decision-making in the workplace.</p> <p>Practise effective goal setting.</p>	<p>Explain that for some people drugs can become an unhealthy habit that can be difficult to break but there is support available to help people; and where to report any concerns they have</p> <p>Demonstrate how to make a clear and efficient call to emergency services if necessary</p> <p>Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
					<p>First Aid -</p> <p>Gain a deeper understanding of basic first aid (linked to Asthma and Anaphylactic Shock & Basic Life Support)</p>
PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts:	PSHE/RSE Texts

				 <p>https://natwest.mymoneysense.com/young-adults/money-diaries/</p>	<p>https://www.redcross.org.uk/first-aid/first-aid-apps</p>
MFL:	MFL:	MFL:	MFL:	MFL:	MFL:
<p><u>The Date</u></p> <p>Repeat, remember, and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish, but I will need a Word Bank with pictures to help me.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Attempt to say the date in Spanish when I am shown a few examples first and reminded what the options are.</p>	<p><u>Do you have a pet?</u></p> <p>Understand and remember some of the nouns in Spanish for pets (three or four).</p> <p>Attempt to improve my spoken and written Spanish using the conjunctions y ("and") or pero ("but") if I hear an example first.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back.</p>	<p><u>What is the weather?</u></p> <p>Use picture cards to help me remember some of the weather vocabulary in Spanish and attempt to spell some of them.</p> <p>Read a Spanish weather map if the symbols are matched to the phrases.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Repeat weather phrases back with good pronunciation.</p> <p>Reply to this question (about the weather) but will need to hear the correct reply first.</p>	<p><u>My Home</u></p> <p>Repeat and recognise all ten rooms of the house with their correct gender in Spanish, and begin to spell these words, but with a word and/or picture bank.</p> <p>Attempt to integrate this new language into previously learnt language and say and write a longer passage incorporating some of my personal details.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking</p>	<p><u>Clothes</u></p> <p>Use picture cards to help me remember some of the clothes vocabulary in Spanish and can attempt to spell some of the ones that are similar to English.</p> <p>Match the Spanish words for clothes to their matching pictures.</p> <p>Tell you what I am wearing with the (yo) llevo part of the verb 'to wear'.</p> <p>Tell you what I wear in different weather/scenarios if I hear/see a model answer first.</p> <p>Attempt to describe clothing by colour and understand that the</p>	<p><u>At School</u></p> <p>Repeat some of the vocabulary presented to me in class from memory for school subjects with the help of picture cards.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Speaking Say what subject I like at school.</p>

<p>Attempt to say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading / Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading / Writing Match words to pictures.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/ Writing Match the Spanish phrases to their matching pictures.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Say whether I live in a house or an apartment after hearing a model answer first.</p> <p>Say and write where my house or apartment is if I can hear/see the examples first.</p> <p>Ask somebody what rooms they have in their house and answer this question back if I hear an example first.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>spelling and pronunciation of the colour can change depending on what the item of clothing is.</p> <p>Become more confident using MI, and MIS and understand that there are different words for 'my' in Spanish.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/Writing Match the Spanish words for clothes to their matching pictures.</p>	<p>Tell you what time I have a particular subject at school.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Reading/Writing Attempt to complete a gap-fill activity for this vocabulary with the help of a word bank.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p>
--	--	---	---	--	---

	Understand basic grammar appropriate to the language being studied.	Describe people, places, things and actions orally* and in writing.	<p>material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied.</p>	<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied.</p>	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
<p>Repeat, remember, and attempt to spell most of the days of the week, the months of the year and numbers 1-31 in Spanish.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Say the date in Spanish when I am shown a few examples first</p>	<p>Understand and repeat most of the eight pets introduced by the teacher.</p> <p>Attempt to improve my spoken and written Spanish using the conjunctions y ("and") or pero ("but").</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking</p>	<p>Repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory</p> <p>Read a Spanish weather map (with the language written down)</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking</p>	<p>Repeat and recognise most of the ten rooms of the house with their correct gender in Spanish.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Say and write whether I live in a house or an apartment with high accuracy.</p>	<p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speaking Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some correctly.</p> <p>Attempt to use the correct article.</p> <p>Listening Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and</p>

<p>and am reminded what the options are.</p> <p>Say the date of my birthday in Spanish when I am shown a few examples first and reminded what the options are. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Ask somebody if they have a pet if I have the language required in front of me.</p> <p>Work out how to reply back, including use of the negative.</p> <p>Tell you the name of my pet using a full sentence in Spanish.</p> <p>Reading / Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Ask somebody if they have a pet if I have the language required in front of me.</p> <p>Work out how to reply back, including use of the negative.</p> <p>Tell you the name of my pet using a full sentence in Spanish.</p> <p>Reading / Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new</p>	<p>Ask what the weather is like in Spanish and can attempt to give the reply in Spanish if I am reminded of the language choices first.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/ Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Say and write where my house or apartment is after I have heard the options available to me.</p> <p>Ask somebody what rooms they have in their home and answer this question in return, including use of the negative.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/Writing Spell over half of the rooms of the house words unaided from memory with good accuracy. Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Reading/Writing Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied.</p>	<p>rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Speaking Say what subjects I like and dislike at school.</p> <p>Tell you what time I have a particular subject at school.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Reading/Writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new</p>
--	--	--	--	--	---

sentences, to express ideas clearly.	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied. Remember some of the spellings and genders and attempt the rest.</p>	Describe people, places, things and actions orally* and in writing.	<p>material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied.</p>		<p>sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors:	Visits/Visitors: