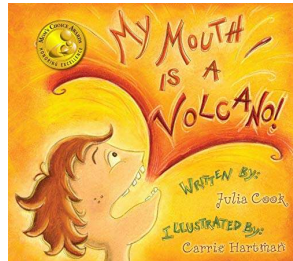
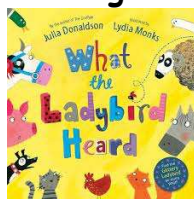
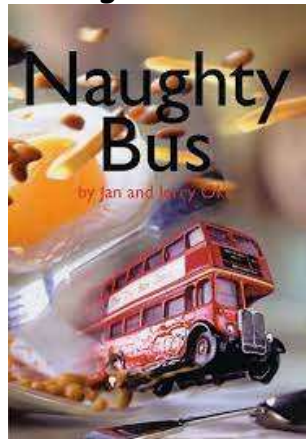
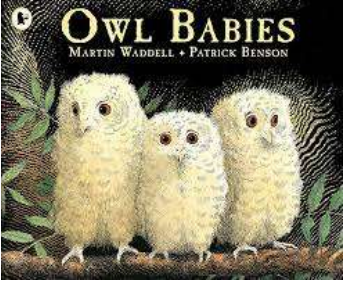
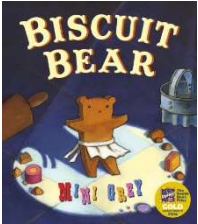
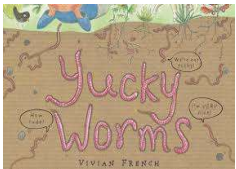
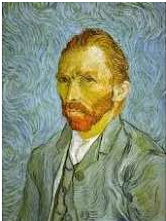
 YEAR R	AUTUMN 1 Me, Myself and I	AUTUMN 2 Me, Myself and I	SPRING 1 Helping Hands	SPRING 2 Helping Hands	SUMMER 1 Once upon a Mini-beast	SUMMER 2 Once upon a Mini-beast
MATHS White Rose Power Maths	Getting to know you Match sort and compare - Sort objects - Compare objects and amounts Number and Place Value: Counting - Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10. Geometry: 2D and 3D Shapes - See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base) - Talking about patterns - Discussing measurement			Number and Place Value: Using PV and Comparing - Play games that involve moving along a numbered track, and understand that larger numbers are further along the track. Addition and Subtraction: Calculation - Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. - Recall number bonds up to 5 (including subtraction facts) begins to experience partitioning and combining numbers within 10. - Devise and record number stories, using pictures, numbers and symbols (such as arrows). Mass and capacity: - Looking at measurement - More and less Geometry: 2D and 3D Shapes - See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base)		Number and Place Value: Using PV and Comparing - Play games that involve moving along a numbered track, and understand that larger numbers are further along the track. Addition and Subtraction: Calculation - Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers. - Recall number bonds up to 5 (including subtraction facts) begins to experience partitioning and combining numbers within 10. - Devise and record number stories, using pictures, numbers and symbols (such as arrows).
	ENGLISH Word reading, Comprehension and Writing CLPE - The Power Of Reading Bug Club Phonics Bug	Reading Texts  My Mouth Is Volcano	Reading Texts  Poetry bonfire night	Reading Text  What the Ladybird Heard by Julia Donaldson Information Texts about People who help us, including: - Police People - Fire Fighters - Vets - Doctors - Ambulance/Paramedics	Reading Text  The Naughty Bus by Jan and Jerry Oke	Reading Texts  A collection of Traditional Tales

	 Hello Friend by Rebecca Cobb	 Owl Babies by Martin Waddell	 Biscuit Bear by Mini Grey	Information Texts about different modes of transport.		 Yucky Worms by Vivian French Information texts about Mini-beasts and insects and the life cycle of a caterpillar.
	Word Reading - Phonic Sounds: Phonics Bug programme: Phase 1 and beginning of phase 2 - Phase 2 Tricky words - Environmental sounds - Musical instruments - Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. - Help children to read the sounds speedily. This will make sound-blending easier - Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Word Reading - Phonic Sounds: Phonics Bug programme: Phase 2 (23 sounds) - Phase 2 Tricky words - Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. - Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. - End of Term assessment on Phonics Tracker	Word Reading - Phonic Sounds: : Phonics Bug programme: Recap Phase 2 Move on to Phase 3 (27 sounds) - Phase 3 Tricky words - Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. - Rhyming strings, - Begin to look at Non Fiction books	Word Reading - Phonic Sounds: Phonics Bug programme: continue with phase 3 and recap/filling in gaps. Move on to Phase 4 - Phase 3 Tricky words - Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. - Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. - Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. - End of Term assessment on Phonics Tracker	Word Reading - Phonic Sounds: Phase 4 - Phase 4 tricky words - Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. - Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	Word Reading - Phonic Sounds: Filling in gaps from phase 3 and 4. Move on to Phase 5 - Some alternative phonemes - Phase 4 Tricky words - Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. - End of term assessments Phonics Tracker - Transition work with Year 1 staff
	Comprehension Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has	Comprehension Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story - Story Maps. Retelling of stories. Editing of	Comprehension - Encourage children to record stories through picture drawing/mark making - Read simple phrases and sentences made up of words with known letter-sound correspondences and,	Comprehension - Information texts about people who help us in society. - Re-read books to build up their confidence in word reading, their fluency and their understanding and	Comprehension - Traditional stories to help with repetition and traditions Use of new enriched vocabulary to match the books read. - Retell a story with actions and / or picture prompts as part of a group - Use story	Comprehension - Can draw pictures of characters/ event / setting in a story. Use of new enriched vocabulary to match the books read. - Listen to stories, accurately anticipating key events & respond

	meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. - Sequence story - use vocabulary of beginning, middle and end. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Enjoys an increasing range of books	where necessary, a few exception words. Read a few common exception words matched to Phonics Bug. Put E books on to Active Learn platform for children to share at school and at home. Parents invited into school for 'Secret Reader'	enjoyment. World Book Day - Use of new enriched vocabulary to match the books read and forms of speech that are increasingly influenced by their experiences of books. - They develop their own narratives and explanations by connecting ideas or events - Parents invited into school for 'Secret Reader'	language when acting out a narrative. Rhyming words. - Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. - Parents invited into school for 'Secret Reader'	to what they hear with relevant comments, questions and reactions. - Make predictions - Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. - Begin to sort books into categories.
	Writing - Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Caption/letter formation - Name writing/Labels. Captions Lists Diagrams Messages - - Writing initial sounds and simple captions. - Use initial sounds to label characters / images. Messages in the role play area	Writing - Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. - Help children identify the sound that is tricky to spell. - Sequence the story of Christmas. - Write a sentence	Writing - Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. - Guided writing based around developing short sentences in a meaningful context. Creating a story boards.	Writing - Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. - Character descriptions. - Write 2 sentences	Writing Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	Writing - Labels and captions - life cycles Recount - A trip to the park - sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own information.
Communication and Language	Wellcomm Assessment - Wellcome to EYFS - Settling in activities - Making friends - Children talking about experiences that are familiar to them - What are your passions / goals / dreams - This is me! - Rhyming and alliteration - Familiar Print	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Settling in activities - Develop vocabulary - Discovering Passions - Tell me a story - retelling stories - Story language - Word hunts	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Using language well - Asking how and why questions... - Discovering Passions - Retell a story with story language - Ask questions to find out more and to check	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Describe events in detail - time connectives - Discovering Passions - Understand how to listen carefully and why listening is important.	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Discovering Passions - Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Intervention communication and language groups based on Wellcomm Assessment - Show and tell - Weekend news - Discovering Passions - Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.

	• Sharing facts about me! • Shared stories • All about me! • Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	• Listening and responding to stories • Following instructions • Takes part in discussion • Understand how to listen carefully and why listening is important. • Use new vocabulary through the day. • Choose books that will develop their vocabulary.	they understand what has been said to them. • Describe events in some detail. • Listen to and talk about stories to build familiarity and understanding. • Learn rhymes, poems and songs. • Listening to children and asking questions about their Tapestry news.	• Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" • Sustained focus when listening to a story		
Personal, social and emotional development.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Understanding of the World with Global links	• Me, myself and I Human Geography • Describe the immediate environment, using new vocabulary where appropriate. • Know the name of the road, and town that school is located in. • Talk about a range of contrasting environments within their local region Physical Geography • Observe the natural world and how the seasons change, talking about the weather and seasonal features Science (Working scientifically investigation station) • On-going seasons • Human body History • Chronology and Timelines	• Harlow Week Physical Geography • Observe the natural world and how the seasons change, talking about the weather and seasonal features. • Note and record the weather. Use images and texts to share with children about the changing seasons. • Model the vocabulary needed to name specific features of the world, both natural and made by people. Science (Working scientifically investigation station) • On-going seasons • Animals and their habitats History • Chronology and Timelines • Remembers and talks about significant events in their own experience	• People around us Geographical Skills and Fieldwork • Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. • Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Physical Geography • Observe the natural world and how the seasons change, talking about the weather and seasonal features Science (Working scientifically investigation station) • On-going seasons • Animals • Plants	• Materials and building Locational knowledge • Find out about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Teach children about a range of contrasting environments within both their local and national region. • Share non-fiction texts that offer an insight into contrasting environments. • Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they	• Plants and growing Enquiry and Communication • They talk about the features of their own immediate environment and how environments might vary from one another. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • VOCABULARY: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural Science (Working scientifically investigation station) • Animals and the life cycle • Plants History • Chronology and Timelines Remembers and talks about	• The life cycle Physical Geography • Observe the natural world and how the seasons change, talking about the weather and seasonal features Science (Working scientifically investigation station) • Animals and the life cycle History • Chronology and Timelines • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends

	- Remembers and talks about significant events in their own experience - Recognises and describes special times or events for family or friends Historical enquiry - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Organisation and communication - Children talk about the past and present events in their own lives and in the lives of family members. - Talk about the lives of people around them and their roles in society. 	Recognises and describes special times or events for family or friends	History - Knowledge of World, British and local events and people - Understanding the world - people, culture and community, and past and present - They know that other children don't always enjoy the same things, and are sensitive to this. - They know about the similarities and differences between themselves and others, and among families, communities and traditions.	- live, and so on. (Avoid stereotyping) Science (Working scientifically investigation station) - On-going seasons - Materials History - Interpreting Sources Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	significant events in their own experience Recognises and describes special times or events for family or friends	
Expressive Arts and Designs All year round (Listening and Appraisals):	Singing and musicianship - Join in with songs and nursery rhymes. Games: sing call-and-response songs, so that children can echo phrases of songs you sing. - Exploring sounds and how they can be changed, tapping out of simple rhythms. - Explore mark-making or pattern making and	Perform and share: - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. - Listen to music and make their own dances	Playing instruments: - Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Improvisation and composition - Explore and engage in music making,	Playing instruments - Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers. Improvisation and composition: - Explore and engage in music making,	 Artist focus: Henri Matisse 3D - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures.	Perform and share: Singing and musicianship - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

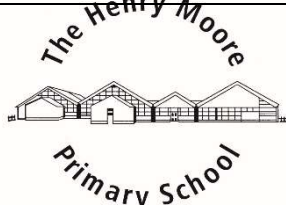
	develop their fine motor skills using a variety of tools competently, safely and confidently Self-portraits, junk modelling, beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.take picture of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas.	in response. Christmas songs/poems - Firework pictures, Christmas decorations, Christmas cards Collage owls for Owl Babies - The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. - Role Play Party's and Celebrations Role Play of The Nativity	performing solo or in groups. Encourage children to create their own music	performing solo or in groups. Encourage children to create their own music	- To handle, feel and manipulate different materials. To begin constructing, shaping and modelling. Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling. - Creating a caterpillar collage.	Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To create a Matisse collage snail - Make bug ball decorations.
	 Artist focus: Drawing Vincent Van Gogh self portraits - Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	 Artist focus: Painting Alma Woodsey - To explore, use and refine a variety of artistic effects to express their ideas and feelings using colour and paint. Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	performing solo or in groups. - Encourage children to create their own music Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling	performing solo or in groups. - Encourage children to create their own music Continuous throughout the year - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling - Make different textures; make patterns using different colours - Children will explore ways to protect the growing of plants by designing scarecrows. - Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers - Mother's Day crafts Easter crafts Home Corner role play	- To handle, feel and manipulate different materials. To begin constructing, shaping and modelling. Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To begin constructing, shaping and modelling. - Creating a caterpillar collage.	Continuous throughout the year: - Develop their fine motor skills using a variety of tools including scissors competently, safely and confidently. - Join different materials and explore different textures. - To handle, feel and manipulate different materials. - To create a Matisse collage snail - Make bug ball decorations.

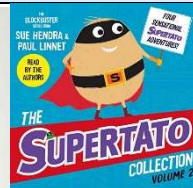
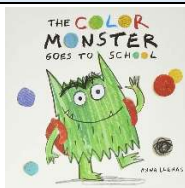
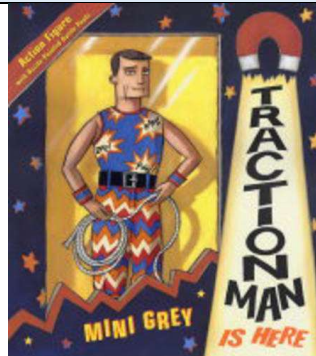
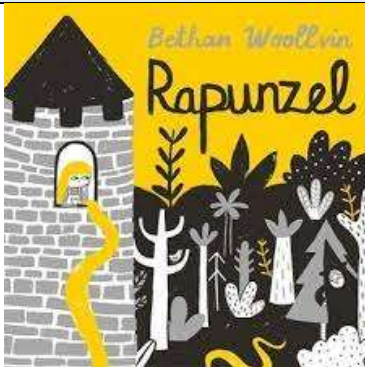
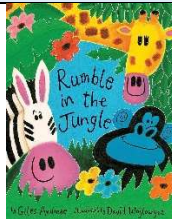
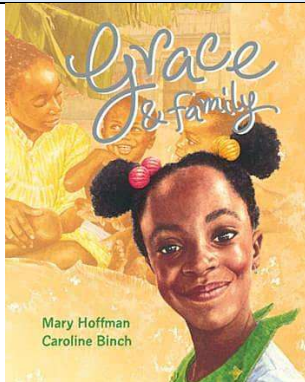
DT expressive Arts	Textiles volcano collage - Children know about similarities and differences in relation to objects and materials. - Experiments to create different textures. - Manipulates materials to achieve a planned effect. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Cooking Biscuit bear short bread - Weighing and measuring - measure using spoons - Mixing: combine small amounts of cold ingredients in bowl, eg flour/eggs/mixture - Shaping and assembling: use hands to shape dough into simple shapes - Heating: preparing food for cooking eg cakes cases in a bun tray - Serving and garnishing: spoon cold food on to a plate - Food safety: take part in simple clearing up tasks eg clearing and cleaning tables - Recipes and ingredients: recognise familiar foods 		Houses for The three Little Pigs - Select appropriate resources - Use gestures, talking and arrangements of materials and components to show design - Use contexts set by the teacher and myself Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) - Adapt work if necessary - Dismantle, examine, talk about existing objects/structures - Consider and manage some risks	Mechanisms - To design a moving bug - To create moving objects like bugs using split pins - To evaluate and tell the class what they found easy or not hard
PSHE	All About Me - To be able to identify their physical features. - To understand how others may look when expressing basic emotions. - To be able to label character traits in others. - Friendships. 		Helping Hands Health and Wellbeing - Who helps to keep us safe - To learn about different roles in the community to keep us safe. - To learn how to ask for help in a safe way. - To learn how to feel comfortable in asking for help or support when unsafe or worried. - To learn how to call for help in an emergency eg. dialling 999. - Litter picking - Recycling		Being the Best Me I Can Be - To be introduced to the concept of 'personal strengths'. - To be introduced to the idea of a 'role model'. - To be introduced to the idea of 'trying their best'. - To begin to think of the different character traits related to helping in the classroom'. - To begin to think of the different character traits related to helping at home. - To reflect on their learning throughout the module and the related character traits.	Transitions into Year 1

			Road safety.			
RE and Festivals	Which stories are special and why? - Rosh Hashanah - Yom Kippur - Sukkot	Which people are special and why? - Diwali - Hannukah - Christmas	What places are special and why? Ash Wednesday / Shrove Tuesday	What times are special and why? - Holi - Palm Sunday - Passover - Easter - Start of Ramadan	Being special: where do we belong? Eid	What is special about our world? Summer Solstice
Enrichment calendar	- World Mental Health Day - Harvest Festival - Recycling Week	- Halloween - Bonfire Night - Remembrance day - World Nurse's Week - Children in Need - Christmas Jumper Day	- Children's mental Health Week - National Puzzle Day - World Religion Day	- Pancake Day - World Book Day - Red Nose Day - Mother's Day	- Earth Day - Children's gardening week - World Oceans Day 	- Father's Day - Charity Week - Sports Day
Physical Development Fine Motor skills Gross Motor skills	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Manipulate objects with good fine motor skills - Draw lines and circles using gross motor movements - Hold pencil/paint brush beyond whole hand grasp - Pencil Grip. Physical development/gross motor Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand - Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Physical development/gross motor Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control - Encourage children to draw freely. - Holding Small Items / - Button Clothing / - Cutting with Scissors. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and	Fine motor skills - Threading, cutting, weaving, playdough, Fine Motor activities. - Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in	Fine motor skills Threading, cutting, weaving, playdough, fine Motor activities. - Develop pencil grip and letter formation continually - Use one hand consistently for fine motor tasks - Cut along a straight line with scissors / - Start to cut along a curved line, like a circle / draw a cross. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG)	Fine motor skills Threading, cutting, weaving, playdough, Fine Motor activities. - Form letters correctly - copy a square. - Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. - Start to draw pictures that are recognisable/ - Build things with smaller linking blocks, such as Duplo or Lego. Physical development/gross motor Gym - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill

	through balancing and climbing equipment. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	- I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	large and small movements (ELG) Games - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Dance - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG)	around, under, over and through balancing and climbing equipment. - I can show good control and co-ordination in large and small movements (ELG) Athletics - I can move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - I can travel with confidence and skill around, under, over and through balancing and climbing equipment. - I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
Life Skills	- Washing hands - Cleaning Teeth - Using a knife and fork - Putting clothes on	Writing a Christmas list	- Making phone calls in different scenarios - Cleaning Teeth 	Making phone calls in different scenarios	- Exploring shops and playing with money - Cleaning Teeth 	Exploring shops and playing with money
Authentic outcomes		Make a friendship bracelet		- To learn some basic first aid from a paramedic - Talk about safety re - Police and firefighters		Plan a bug ball

VISITS/ TRIPS		Pantomime Visit to the South Mills Art Centre.	People who help us visitors 2024			Thorndon wood - June 204 End of Year Show July 2024
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 YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS White Rose	Number and Place Value: Counting - Count within 100, forwards and backwards, starting with any number. - Count numbers to 100 in numerals; count in multiple of 2, 5 and 10. Addition and Subtraction: Recall - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - Develop fluency in addition and subtraction facts within 10. Geometry: 2D and 3D Shapes - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		Number and Place Value: Represent - Identify and represent numbers using objects and pictorial representations. - Read and write numbers to 100 in numerals. - Read and write numbers to 20 in words. Number and Place Value: Using PV and Comparing - Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = - Identify one more and one less than a given number. Addition and Subtraction: Calculation - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. - Add and subtract one-digit and two-digit numbers to 20, including zero. Addition and Subtraction: Problem Solving - Solve one-step problems using concrete and pictorial resources, and missing number problems. Measurement: Using Measures Compare, describe and solve practical problems for: - lengths and heights - mass/weight - capacity and volume - time Measure and begin to record the measures above.		Multiplication and Division: Recall - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. Multiplication and Division: Problem Solving - Solving one-step problems involving multiplication and division by using objects, pictures and arrays (with the support of the teacher). Fractions: Recognise, write, compare, calculate and problem solve - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

ENGLISH CLPE - Power of Reading Bug Club Reading Bug Club Phonics Penpals	 Reading Texts The Colour Monster Goes to School by Anna Llenas Supertato by Sue Hendra and Paul Linnet Superduck by Jez Alborough Molly Mischief by Adam Hargreaves Eliot Midnight Superhero by Anna Cottringer	 Reading Texts Traction Man by Mini Grey Traction Man Meets Turbo Dog by Mini Grey	 Reading Text Rapunzel by Bethan Woollvin	 Reading Text The Last Wolf by Mini Grey	 Reading Texts Rumble in the Jungle by David Andreae Anna Hibiscus Song by Antinuke	 Reading Text Grace and Family by Mary Hoffman and Caroline Binch
	Writing Using labels Using conjunctions, questions and character decriptions	Writing Responding to texts Making predicts Using adjectives	Writing Character descriptions Diary entries Letter writing	Writing Non-chronological reports Poetry Alliteration	Writing Poetry Riddles Descriptive writing	Writing Letter writing Postcards Persuasive writing
	Oracy • Speak clearly and loudly to communicate meaningfully. • Ask questions about matters of interest. • Express feelings and ideas when talking about matters of interest. • Start to develop ideas to add detail to their speech. • Start to understand how to take turns when speaking. • Start to listen to others and respond appropriately. • Join in with imaginative play taking on familiar roles. • Speak in complete sentences after modelling. • Retell a familiar story in sentences. Reading • To read all the year 1 common exception words. • Recognise and join in with all predictable phrases. • Re-read if reading does not make sense. • Re-tell what they have read. • Make predictions based on what has been read. • Begin to link what they have read to outside experiences. • Discuss the inferences on the basis of what is being said and done. • When reading allowed pause at full stop and raise voice for a question. • Know the difference between fiction and non-fiction.					

Phonics

- Secure with all phase up to and including phase 5 phonics and tricky words.
- Read aloud phonetically decodable text up to phase 5.
- Apply phonics knowledge to decode words.
- Speedily read all 40+ letters/groups for 40+ phonemes
- Read common suffixes s, es, ing, ed

Sounds	Key Words/Tricky Words	Reading Book Band (Pearsons)
Recap Phase 2 and 3 Sounds Phase 4 Phase 5	Recap Phase 2 and 3 Tricky Words Phase 3, 4 and 5 Tricky Words High Frequency Words	Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime

Writing

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check it makes sense.

Spelling

- To be able to spell the days of the week.
- Be able to spell the year 1 common exception words.
- Add prefixes and suffixes (un, ing, ed, er, est)
- To know when to use s, es
- Write simple sentences dictated by teacher.

Grammar

- Write clearly demarcated sentences (full stop, capital letter and a question mark)
- Use the standard form of verbs for present and past tense (go/went)
- Use and to join ideas
- Use simple conjunctions to join sentences (so, but)
- Leaving spaces between words.
- Use a capital letters for proper nouns.
- Using a capital letter for personal pronoun I.

Handwriting

- Sit correcting at the table.
- Use correct pencil grip.
- Form lower case letters in the correct direction and finishing in the right place.
- Form capital letters and digits 0-9
- Know the handwriting families.

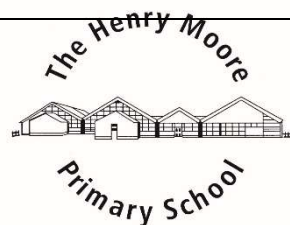
SCIENCE Developing Experts	Working Scientifically • Making Predictions • Asking Questions • Deciding how to carry out an enquiry or investigation • Making measurements • Presenting and Recording Data • Drawing Conclusions	Materials and their properties • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Plants • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasonal changes and weather • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies	Animals including humans (animals) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Animals including humans (humans) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
HISTORY	What makes me, me? Chronology and Timelines • Sequence events in their life • To know of changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge of World, British and local events and people (celebrating the 4 saints days throughout the year) • Find out about the lives of significant individuals in the past who have contributed to national and international achievements. • To know about events beyond living memory that are significant nationally or globally [events commemorated		Historical enquiry • Recognise the difference between past and present in their own and others' lives • Compare aspects of life in different periods (Edith Cavell) significant historical events, people and places in their own locality.	Interpreting Sources • Use stories to encourage children to distinguish between fact and fiction • Match objects to people of different ages		Organisation and communication • Find answers to simple questions about the past from sources of information e.g. artefacts • Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Writing

	through festivals or anniversaries]					
GEOGRAPHY		WHAT IS THE GEOGRAPHY OF WHERE I LEARN? - Use simple fieldwork and observational skills to study the geography of their school building and its grounds and the key human and physical features of its immediate surrounding environment. - Use world maps, atlases and globes to identify the United Kingdom and its countries (Saints days) - Use aerial photographs of the school and recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Saints days)	Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom. - key physical features, including: forest, hill, mountain, soil, valley, vegetation. How does the weather affect our lives? - Understand geographical similarities and differences through studying the human and physical geography of a town of the United Kingdom, and of a town in a contrasting non-European country.	Human Geography - key human features, including: city, town, village, factory, farm, house, office. Enquiry and Communication - Africa	
COMPUTING Teach Computing	Computing systems and networks – Technology around us - To identify technology - To identify a computer and its main parts - To use input devices such as a mouse, keyboard and touch screen to control a computer/program.	Creating Media – Digital Painting/Writing - To use the shape tool and the line tools - To use a computer on my own to paint a picture - To add and remove text on a computer - To make careful choices when changing text	E-Safety (Safer Internet Day February) - To create rules for using technology responsibly - To understand where to go when for help when they have concerns about digital content.	Data and Information – Grouping data - To label objects - To describe objects in different ways - To compare groups of objects - To answer questions about groups of objects	Coding and Programming – Moving a beebot - To combine four direction commands to make sequences - To plan a simple program - To find more than one solution to a problem	Coding and Programming – Introduction to Animation (Scratch Jr) - To choose a command for a given purpose - To show that a series of commands can be joined together - To identify the effect of changing a value - To use my algorithm to create a program
D&T				Sewing puppets Design -Choose appropriate tools, equipment, techniques and materials from a wide range -Safely measure, mark out, cut and shape materials and		Cooking and nutrition -Understand the need for a variety of food in a diet -Understand that all food has to be farmed, grown or caught -Use a range of cookery techniques to prepare food safely

				components using a range of tools Make -Choose appropriate tools, equipment, techniques and materials from a wide range -Safely measure, mark out, cut and shape materials and components using a range of tools Technical Knowledge Mechanism -Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable -Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products		
ART	Roy Lichtenstein Painting focus -Experiment with different types of paint. Learn about the properties of <u>POWDER PAINT</u>. -Use a variety of tools and techniques including the use of different brush sizes and types. -Begin mixing primary colours remembering what different primary colours make when mixed. -Create different textures Eg. Use of sawdust. Key vocabulary: Primary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, medium, tools and techniques.		Georgia O'Keefe Drawing focus - To become more confident using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, paint and other materials to represent objects. Begin to explore the use of line, shape and colour using these tools. - Represent things observed, remembered or imagined using colour/tools in two and three dimensions Key Vocabulary: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, tools and techniques.		Esther Mahlangu 3D form Colour clay -With support, sketch ideas for 3D form projects. -Manipulate dough in a variety of ways eg. rolling, kneading, shaping and joining. -Discuss the purpose of 3D art form, other and own. Key Vocabulary: Two-dimensional, three-dimensional, model, cut, bend, attach, assemble, statue, medium, tools and techniques.	
PSHE Healthy Mind, Happy Me Medway PSHE ASSOCIATION MyHappyMind	All About Me Health and Wellbeing - PSHE ASSOCIATION • What helps us stay healthy? • To learn what the meaning of being healthy is.	Friendships • To be able to identify the characteristics related to being a 'good friend'. • To be able to recognise that people can have	Resilience and Coping Living in the Wider World - PSHE ASSOCIATION • What makes a community? • To learn how money is obtained eg. earned, borrowed, presents.	Belonging • To be able to create a positive classroom ethos that is personal to them within the classroom. • To begin to recognise difference and identity	Being the Best Me I can Be Health and Wellbeing - PSHE ASSOCIATION • Who helps to keep us safe	My Wider World • To begin to understand what a community is. • To begin to think about their community. • To be introduced to the idea of being connected to others and will start

	- To learn who can help you stay healthy eg. Parent, dentist, doctor. - To learn how things people put into or onto their bodies can affect how they feel. - To learn how to follow simple hygienic routines can stop germs from being passed on. - To learn how to take care of themselves on a daily basis.  - Global learning link Big Question: Is it good to be different... What makes us all different?	different opinions/think differently to others. - To be able to identify and understand why working together is important. - To be able to identify positive strategies that can be used to resolve issues that may arise between friends. - To be able to think of positive strategies for resolving conflict. MyHappyMind: Module 1: Meet your brain	*To learn how people make choices with their money. *To learn the differences between needs and wants eg. that you may not receive everything that you want. *To learn how to keep money safe. MyHappyMind: Module 2: Celebrate	how families can all look different. - To be able to identify important figures in their lives. - To be able to identify people/places/things that make them feel happy in their lives. - To be able to identify the emotions that are associated with being included. - To be able to reflect on prior learning. MyHappyMind: Module 3: Appreciate	- To learn about different roles in the community to keep us safe. - To learn how to ask for help in a safe way. - To learn how to feel comfortable in asking for help or support when unsafe or worried. - To learn how to call for help in an emergency eg. dialling 999. MyHappyMind: Module 4: Relate	to identify connections between themselves and peers. - To be introduced to the concept of helping others without reward. - To start to think about how they can work with others to improve their environment. - To be introduced to what a responsibility is and will begin to think about the responsibilities of those around them. MyHappyMind: Module 5: Engage
Life Skills SMSC	Life Skill: Folding Clothes		Life Skill: Cleaning Tables			Life Skill: Write name and address
RE		Why is light an important symbol? (It is suggested that Christianity, Judaism and Hinduism are used for this unit) Pupils are able to: - Retell at least one narrative where light is an important symbol. - Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. - Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.		How do Jews Celebrate Passover (Pesach)? Pupils are able to: - Recognise that Passover (Pesach) is a Jewish festival. - Identify ways in which Passover can have an impact on Jewish daily life and family. - Identify evidence of religion and belief especially in the local area.		What do my senses tell me about the world of religion and belief? (Christian/Hindu/Jewish) Pupils are able to: - Ask "I wonder ..." questions about the world around them. - Using their senses to investigate worship in different religious traditions. - Use their senses to justify a belief that they hold.
PE	Games - I can dribble, defend, attack and pass to a friend. I can use the terms attacking and defending. - I can understand the basic rules of invasion games. - I can throw, catch and kick a ball in a game. - I can catch various size balls. I can throw various size balls overarm, using the correct technique. I can bounce a ball with control whilst moving.		Dance - I can respond to a range of music. - I can sequence a range of dance moves. - I can move in time to music. - I can explore space, directions, levels and speed. - I can move into different positions and different formations.		Gymnastics - I can practise key steps gymnastics positions. - I can use the vault safely by executing take off and landing using control and consistency in different levels.	Athletics - I can jump a good distance & height, good landing and take off. - I can catch a bean bag and throw a small ball underarm, using the correct technique

	- I can strike a ball with a range of bats for accuracy and distance. - I can perform learnt skills with good control.		I can establish sequences of actions and skills, which have a clear beginning, middle and ending.		- I can execute a controlled jump taking off with precision and landing accurately. - I can make a sequence on the floor and on the apparatus and then link the sequences together. - I can move and balance with agility and coordination. - I can roll with co-ordination.	- I can hop on the spot using the same foot - I can run at different speeds and use the correct technique when running. - I can develop flexibility, strength, technique and control when running, throwing and jumping. - I can analyse, modify and refine skills and techniques and how these are applied.
MUSIC	Begin learning to work together as part of an ensemble or group. Sing songs and begin to consider how the melody and words should be interpreted. Begin to sing in tune within limited pitch range with a good sense of pulse and rhythm. Focus song: Bounce High, Bounce Low.	Begin to work as part of an ensemble or band, remembering the importance of starting and ending together following a leader. Practise, rehearse and present performances with some awareness of audience. Watch a recording and/or discuss performances. Offer respectful comments and feedback about others.	Explore and create simple musical sounds with voices and instruments. Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics)		They are beginning to find the pulse through body movement, aiming to find a steady pulse (clapping, clicking, tapping etc.)	
Authentic Outcomes		Superhero capes and Christmas cards. Fashion show to Reception and Year 2 Business Link: Baptist Church Potter Street		Leaflet about an endangered animal (wolves). Pose questions for the wolf keeper. Business link: Link with Paradise Wildlife Park - wolf keeper		Form penpals with children in South Africa. Business Link: Vets Post office worker - how does our post get to its destination?
VISITS/ TRIPS		Church visit		Gibberd Garden - Harlow Week (Week of 11 th March)	Paradise Wildlife Park 6 th June 2024	



YEAR 2

MATHS
White Rose
Power Maths
Times Table Rockstars

AUTUMN 1
'Journey into the Unknown'

AUTUMN 2
'Journey into the Unknown'

SPRING 1
'Victorious Victorians'

SPRING 2
'Victorious Victorians'

SUMMER 1
'Oh we do love to be beside the seaside!'

SUMMER 2
'Oh we do love to be beside the seaside!'

Number
Place Value

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- Read and write numbers to at least 100 in numerals and words.
- Identify, represent and estimate numbers using different representations (including number lines).
- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.
- Use place value and number facts to solve problems.

Addition and Subtraction

- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.
- Add three one-digit numbers.
- Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- Solve problems involving numbers, quantities and measures using concrete and pictorial resources. (Using both mental and written methods).
- Recognise and use the inverse relationship between addition and subtraction to check calculations and solve missing number problems (Algebra).

Geometry
Shape

- Use precise language to describe the properties of 2D and 3D shapes, and compare and sort shapes by reasoning about similarities and differences in properties.
- Recognise 2D shapes on the surface of 3D shapes.

Measurement
Money

- Recognise and use symbols for pounds (£) and pence (p), combining amounts to make particular values.
- Find different combinations of coins that make the same amounts of money.
- Solve simple problems in a practical context, involving addition and subtraction of money, including giving change.

Number

Multiplication and Division

- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Recognise odd and even numbers.
- Recognise that multiplication can be done in any order (commutative), yet division cannot.
- Calculate mathematical statements for multiplication and division within the tables and write number sentences.
- Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division).
- Solve problems using multiplication and division using arrays, repeated addition, mental methods and known facts.

Measurement

Length and height

Mass, capacity and temperature

- Choose and use the appropriate standard units of measure for:
 - lengths and heights
 - mass/weight
 - capacity
- Measure using scales, rulers, thermometers and measuring vessels.
- Compare and order length, mass, volume/capacity and record results using <, > and =

Measurement

Time

- Compare and sequence intervals of time.
- Tell the write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.

Number
Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a set of shapes, length, set of objects or quantity.
- Recognise equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.
- Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3.

Measurement

Time

- Compare and sequence intervals of time.
- Tell the write the time to five minutes, including quarter past/to the hour and draw hands on a clock face to show these times.
- Know the number of minutes in an hour and hours in a day.

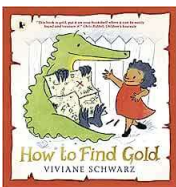
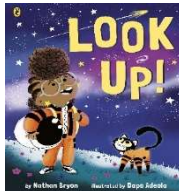
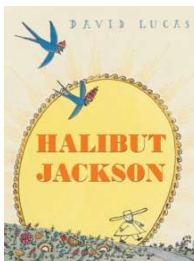
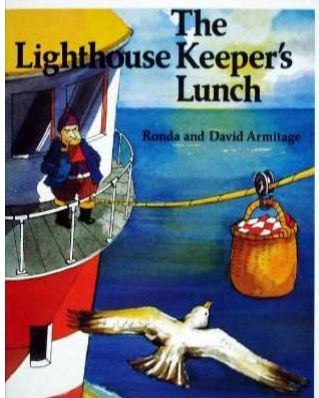
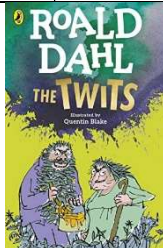
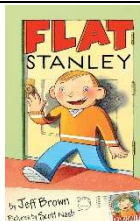
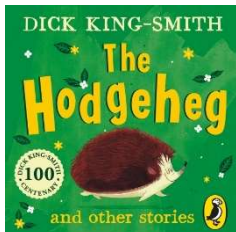
Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and tables.
- Ask and answer simple questions by counting objects in a category and by sorting categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Geometry

Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line.
- Describe rotation as a turn in terms of right angles, quarters, halves and three-quarters (clockwise or anti-clockwise).

			• Know the number of minutes in an hour and hours in a day.			
ENGLISH Power of Reading Bug Club No Nonsense Spelling Penpals Reading Detectives/Explorers	Reading Text: How to Find Gold by Viviane Schwarz  	Reading Text: Look Up! By Nathan Bryon  	Reading Text: Halibut Jackson Various non-fiction Victorian books By David Lucas   	Reading Text: The Lighthouse Keeper's Lunch By Ronda and David Armitage 		
	Active Read: The Twits by Roald Dahl 		Active Read: Flat Stanley by Jeff Brown 	Active Read: The Hodgeheg by Dick King-Smith 		
	Writing: Recount Sentence types Descriptive Writing Diary entry	Writing: Story writing Information leaflets Letter	Writing: Fact File of Queen Victoria Historical recount Recount	Writing: Story writing Diary entry Response to an invitation	Writing: Story writing Instruction Writing	Writing: Poetry Recount
	Oracy • Talk about topics that are of interest to them. • Ask questions to gain information/clarify meaning. • Begin to develop and explain their ideas. • Express themselves using complete sentences. • Make more specific vocabulary choices. • To know be that formal and informal situations require a different role/language. • Retell a familiar story using narrative language and linking phrases. • Recount an event in sentences using specifically chosen vocabulary. • Perform a simple poem from memory. Reading • Secure with year group phonics expectation phase 5/6. • Read all year 2 common exception words. • To read with fluency and expression and not overtly sounding out words. • Read accurately most words of two or more syllables. • Read most words containing common suffixes* • In age-appropriate books, they can: • check it makes sense to them, correcting any inaccurate reading. • answer questions and make some inferences. • explain what has happened so far in what they have read. • make a plausible prediction about what might happen • make links between the book they are reading and other books they have read. Phonics/Spelling					

	- To be secure in all phase 5 and Spelling shed (phase 6). - Year 2 common exception words. - Year 2 high frequency words. - Year 2 spellings as directed in Spelling shed programme. - To be able to spell days of the week.										
	<table><tr><th>Sounds</th><th>Key Words/Tricky Words</th><th>Reading Book Band (Pearsons)</th></tr><tr><td>Recap Phase 5 Sounds Phase 6</td><td>Recap Phase 4 Tricky Words Recap Phase 5 Tricky Words High Frequency Words</td><td>Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime</td></tr></table>						Sounds	Key Words/Tricky Words	Reading Book Band (Pearsons)	Recap Phase 5 Sounds Phase 6	Recap Phase 4 Tricky Words Recap Phase 5 Tricky Words High Frequency Words
Sounds	Key Words/Tricky Words	Reading Book Band (Pearsons)									
Recap Phase 5 Sounds Phase 6	Recap Phase 4 Tricky Words Recap Phase 5 Tricky Words High Frequency Words	Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime									
Writing - Write different types of sentences: statements, questions, exclamation and command. - To use expanding noun phrases. - Write sentences using subordination (when, if, that, because) and coordination (or, and, but) - Correct and consistent use of past and present tense. - Develop writing stamina. - To be able to write a recount. - Write under headings in non-fiction. - To be able to make simple revisions and corrections to their own writing. Grammar - Write with correct and consistent use capital letters, full stops, question marks and exclamation marks. - Commas in a list. - Apostrophes for possession and omission. Handwriting - Use lower case letters with correct size relative to one another. - Use some diagonal and horizontal joins. - Always copy correctly from the board.											
SCIENCE Developing Experts	Working Scientifically Making predictions - To say what they think might happen. Asking questions - To suggest some ideas and questions based on simple knowledge. Deciding how to carry out an enquiry or investigation - To say how they might find out about ideas and questions that they	Materials and their properties - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - To find out how the shapes of solid objects made from some materials can be changed by squashing,	Animals, including humans - To notice that animals, including humans, have offspring which grow into adults (life-cycles) - To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - To describe the importance for humans of exercise, eating the right	Living things (and their habitats) - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,	Plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Plants Observe and describe how seeds and bulbs grow into mature plants					

	suggest. - To think about and discuss whether comparisons and tests are fair or unfair. Making measurements - To perform simple tests. - To collect evidence to try to answer a question. - To observe closely, using appropriate senses and simple equipment. - To make measurements of length and height in standard and non-standard measure. Recording and presenting data - To make records of observations - To present results in tables, drawings, block graphs using ICT where relevant.	bending, twisting and stretching	amounts of different types of food, and hygiene	and how they depend on each other.		
HISTORY		Big Question: How has the way we travel changed? Chronology and Timelines - Sequence photographs etc. from different periods of their life. - Sequence artefacts closer together in time. Historical enquiry - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times. Knowledge of World, British and local events and people - Compare pictures or photographs of people or events in the past.	Big Question: How have hospitals changed from the past? Chronology and Timelines - Sequence photographs etc. from different periods of time about hospitals from the Victorian era to today. - Sequence artefacts closer together in time. Organisation and communication - Who was Florence Nightingale? - Why is she important for hospitals? - How has she made a difference? - Describe key events. - Answer questions about the past on the basis of simple observations.	Big Question: What was life like for Victorian Children? Historical enquiry - Recognise why people did things, why events happened and what happened as a result. - Identify differences between ways of life at different times. Knowledge of World, British and local events and people - Compare pictures or photographs of people or events in the past. Interpreting Sources - Discuss reliability of photos/ accounts/stories		

		Interpreting Sources - Discuss reliability of photos/ accounts/stories observe or handle sources. Organisation and communication - Describe memories of key events in lives. - Answer questions about the past on the basis of simple observations. - Communicate their knowledge through: Discussion, drawing pictures, drama/role play and writing. Global Learning Link: 9 What if we had no transport?	Communicate their knowledge through: Discussion, drawing pictures, drama/role play and writing. Global learning link 16 	observe or handle sources. Global Learning Link: 16  Rich and poor Victorian children		
GEOGRAPHY	Big Question: How do the Caribbean islands compare to our own island? Geographical Skills and Fieldwork - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Physical Geography - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Locational knowledge				Big Question: What is the geography of where I live? Geographical Skills and Fieldwork - Identify the key human and physical features of their surrounding environment (CL).Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study and describe the geography of where their school building and its grounds sits within the local area (Church Langley).	Human Geography - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop USE ACROSS ALL GEOGRPAHY TOPICS Physical Geography - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather USE ACROSS ALL GEOGRPAHY TOPICS Global Learning Links: 14 Lighthouses and sea creatures.

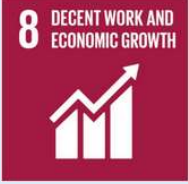
	- Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the seas surrounding the United Kingdom. Enquiry and Communication - Understand geographical similarities and differences through studying the human and physical geography of a coastal town of the United Kingdom, and of a coastal town in a contrasting non-European country concentrating on islands and sea sides. Global Learning Links 2 and 8 (Fair Trade)					
COMPUTING Teach Computing	Computing systems and networks – IT around us - To recognise the uses and features of information technology - To explain how information technology helps us	Creating media – Digital photography/Making music - To use a digital device to take a photograph - To use tools to change an image - To show how music is made from a series of notes - To create music for a purpose using a computer program.	E-Safety (Safer Internet Day February) - To explain how to use information technology safely - To recognise that choices are made when using information technology - To recognise how to keep personal information safe.	Data and Information Pictograms - To create a pictogram - To select objects by attribute and make comparisons - To explain that we can present information using a computer	Coding and Programming – Robot Algorithms - To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program (series of commands) - To design an algorithm - To create and debug a program that I have written Coding and Programming – An introduction to quizzes - To explain that a sequence of commands has a start and an outcome - To create a program using a given design - To create a program using my own design	
D&T					Food Technology Weighing and measuring - use measuring spoons for liquids, solids and dry ingredients . Cutting skills - use a serrated knife to cut a range of foods e.g. tomato, cheese. Serving and garnishing - lightly sprinkle garnish on cold food. Food safety - take part in simple clearing up tasks e.g. clearing and cleaning tables.	Mechanisms Create products using levers, wheels and winding mechanisms. Use sliders, axels and pulleys.

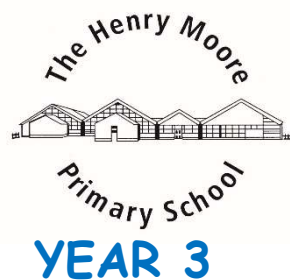
					Recipes and ingredients follow simple recipes instructions e.g. using pictures. Global Learning Link  Healthy Sandwiches	
	Designing - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.					
	Evaluation - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.					
ART	Drawing Artist: Amber Marine 		Painting Artist: William Morris 			3D Form Artist: Ptolemy Eldrington 
	Pencil, charcoal, inks, chalk, pastels, ICT software, dye, pencils, crayon and pastels - Layer different media eg. Crayons, pastels, felt tips, charcoal and ball point. - Draw for a longer period of time from imagination and real objects including single and grouped objects. - Experiment with the visual elements line, shape, pattern and colour.		Watercolour, poster paint, powder paint, metallic and acrylic - Experiment with different types of paints. Learn about the properties of READY MIX PAINT. - Confidently mix primary colours to make secondary colours and experiment with shade. - Experiment with techniques, mixing media and blocking colour. - Mix and match colours to objects.			- Sketch ideas for 3D form projects with increasing independence. - Source junk materials and discuss their possible use. - Use different materials for different purposes eg. bends, strength, shape, texture, colour. Key Vocabulary: Two-dimensional, three-dimensional, structure, assemble, construct, model, fold, attach, statue, curve, form, texture medium, tools and techniques.

	Key Vocabulary: Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, Comparison, Still life, tools and techniques.		Key vocabulary: Secondary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, colour wash, medium, tools and techniques.			
	Review and Evaluate: - Record and explore ideas from first hand observations in a sketchbook. With support, make annotations of work and ideas. - Ask and answer questions about starting points of their work. - Develop and share their ideas, try things out and make changes. - With support, evaluate their art work saying what they like about it and what they wish was different.					
	Artist Appraisals: - Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. - Evaluate and analyse creative works using the language of art, craft and design. - Imitate the work of famous artists, illustrators or sculptors using the same and different media. - Compare the work of different artists, share opinions.					
PSHE Happy Mind, Happy Me Medway PSHE ASSOCIATION	All About Me - To be able to identify what makes them unique. - To be able to label core emotions in themselves and others. - To understand the importance of finding ways to understand and express their emotions. - To be able to label the character traits of their peers and themselves.	Relationships - (PSHE ASSOCIATION) What is bullying? - To understand how words and actions can affect how people feel. - To ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. - To know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. - To know how to respond if this happens in different situations. - To know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.	Resilience & Coping - Develop their understanding of mindfulness and what it means to be calm. - Be able to identify times they may need help from others and be introduced to the concept of 'worry' - Understand what it means to be resilient and 'bounce back'. - Be able to identify concrete examples of change in their lives. - Begin to think about the choices they make and how healthy/safe these choices can be. - Build up effective resources for use in day-to-day life when they need to be resilient.	Living in the Wider World (PSHE ASSOCIATION) What jobs do people do? - To know how jobs help people earn money to pay for things they need and want. - To know about a range of different jobs, including those done by people they know or people who work in their community. - To know how people have different strengths and interests that enable them to do different jobs. - To know how people use the internet and digital devices in their jobs and everyday life.	Being the Best Me I Can Be - To be introduced to the character trait of 'determination'. - To be able to relate to the achievements they have made and how this relates to being a role model. - To be introduced to the character trait of 'perseverance' and what this means. - To reflect on their own character traits and how these are shown in the classroom. - To reflect on their own character traits and how these are shown at home. - To reflect on their learning throughout the module and the related character traits.	RSE (MEDWAY) To know the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.
		Happy Mind - Meet Your Brain	Happy Mind - Celebrate	Happy Mind - Appreciate	Happy Mind - Relate	Happy Mind - Engage

RE	Human/Social Sciences: Thinking through living How do Christians belong to their faith family? Pupils are able to: - Identify how Christians beliefs impact on their worship and sense of belonging. - Identify some Christians symbols and artefacts. - Identify different ways in which Christians show they belong to their faith family. - Recognise that some people call themselves Christians.	Theology: Thinking through believing What does the nativity mean to a Christian? Pupils are able to: Give a clear, simple account of the Christmas Story.		Theology: Thinking through believing What does the cross mean to a Christian? Pupils are able to: - Give a clear, simple account of the Easter Story. - Recognise that the Easter Story contains Christian beliefs about salvation. - Recognise that the Easter Story is a source of hope for Christians.		Philosophy: Thinking through thinking Why do people have different ideas of God? Pupils are able to: - To give a reason why a member of at least one religious community might believe in God. - To give a reason why a person might not believe in God. - To give an example of what a member of a religious community might believe about God. - Make connections between people's beliefs of right and wrong and their belief about God.
PE	Multi skills - Skipping - Agility activities - Jumping - Catching and throwing - Hurdles Games - Football - I can dribble, defend, attack and pass to a friend. - I can use the terms attacking and defending. - I can throw, catch and kick a ball in a game.	Dance - I can sequence a range of dance moves. - I can move in time to music. - I can move into different positions and different formations. - I can structure sequences of actions and skills in different orders to improve performances. - I can comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. Games - Catching and Throwing - I can throw, catch and kick a ball in a game. - I can catch various size balls. - I can throw various size balls overarm, using the correct technique. - I can bounce a ball with control whilst moving.	Dance - I can create a dance with different formations, different movements throughout a piece of music. - I can comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. Games - Running - I can run at different speeds and use the correct technique when running. - I can develop flexibility, strength, technique and control when running, throwing and jumping. - I can analyse, modify and refine skills and techniques and how these are applied. - I can compare my performance with others.	Gymnastics - I can move and balance with agility and coordination. - I can roll with coordination. - I can consolidate existing skills and develop a range of landing skills safely. - I can analyse, modify and refine skills and techniques and how these are applied. Games - Invasion Games - I can understand the basic rules of invasion games. - I can throw, catch and kick a ball in a game. - I can dribble, defend, attack and pass to a friend. - I can use the terms attacking and defending.	Gymnastics - I can practise key steps gymnastics positions. - I can use the vault safely by executing take off and landing using control and consistency in different levels. - I can execute a controlled jump taking off with precision and landing accurately. - I can make a sequence on the floor and on the apparatus and then link the sequences together. - I can consolidate existing skills and develop a range of landing skills safely. - I can analyse, modify and refine skills and techniques and how these are applied. Games - 3 Tees Cricket - I can strike a ball with a range of bats for accuracy and distance. - I can perform learnt skills with good control.	Athletics - I can run at different speeds and use the correct technique when running. - I can develop flexibility, strength, technique and control when running, throwing and jumping. - I can analyse, modify and refine skills and techniques and how these are applied. - I can compare my performance with others. Games - 3 Tees Cricket - I can strike a ball with a range of bats for accuracy and distance. - I can perform learnt skills with good control. - I can analyse, modify and refine skills and techniques and how these are applied. - I can learn the rules of the game.

					- I can analyse, modify and refine skills and techniques and how these are applied. - I can learn the rules of the game.	
	Competitions - Gymnastics - Football - Mini Olympics					
MFL Language Angels	Listening - To listen to vocabulary and repeat back to an adult, another child or in front of a larger group. Speaking - To be able to count from 1 - 20. - To present ideas about themselves to an adult or partner, e.g je m'appelle.... J'ai ans J'habite a Harlow Reading - To read and recognise words learned and show/demonstrate understanding of what they mean. Writing - To write words that relate to numbers 1 to 20. - To write words that relate to colours.					
MUSIC Simple Songs for Musicianship Charanga Sing Up!	Big Concept - Dynamics and Tempo Singing and Musicianship - Begin to understand the importance of vocal warm ups, focusing on good posture and breathing in phrases. - Sing songs and begin to consider how the melody and words should be interpreted. - Begin to sing in tune within limited pitch range with a good sense of pulse and rhythm. Focus song: Ebeneezer Sneezer	Big Concept - Dynamics and Tempo Perform and Share - Begin to work as part of an ensemble or band, remembering the importance of starting and ending together following a leader. - Practise, rehearse and present performances with some awareness of audience. - Watch a recording and/or discuss performances. Offer respectful comments and feedback about others.	Big Concept - Dynamics and Tempo Listen and Appraise - Begin to use musical vocabulary and can describe their feelings towards it. - Begin to discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics). Playing Instruments - Explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. - Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical	Big Concept - Dynamics and Tempo Listen and Appraise - Begin to use musical vocabulary and can describe their feelings towards it. - Begin to discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics). Playing Instruments - Explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. - Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical	Big Concept - Dynamics and Tempo Games - Take part in games and activities to deepen their understanding of pulse, pitch and rhythm. Improvisation - Explore and create simple musical sounds with voices and instruments. Composition - Create rhythmic patterns that lead to melodies. Move beyond two notes, increasing to three. - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) - Create music which gets higher/lower (pitch),	Big Concept - Dynamics and Tempo Games - Take part in games and activities to deepen their understanding of pulse, pitch and rhythm. Improvisation - Explore and create simple musical sounds with voices and instruments. Composition - Create rhythmic patterns that lead to melodies. Move beyond two notes, increasing to three. - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) - Create music which gets higher/lower (pitch),

			cues (starting and stopping). Begin to recognise and demonstrate awareness of a link between shape and pitch graphic.	cues (starting and stopping). Begin to recognise and demonstrate awareness of a link between shape and pitch graphic.	faster/slower(tempo) and louder/quieter (dynamics)	faster/slower(tempo) and louder/quieter (dynamics)
SMSC Life Skills	Being independent for School Tying shoelaces and zipping up coats independently.	Writing Writing a card for different occasions including knowing own address.	Cooking Making a sandwich and following instructions	Cleaning Washing up correctly.	At the shops Packing a shopping bag correctly.	Consolidation
GLOBAL LEARNING LINKS			 			
Authentic Outcomes		Journey into the unknown Making Rockets/Space Ships and launching them		Authentic Victorian day in school		Day at the beach in school Making ice cream
VISITS/ TRIPS		Pantomime	Ragged School Museum TBC			



AUTUMN 1

What was life like in Ancient Egypt?

AUTUMN 2

What was life like in Ancient Egypt?

SPRING 1

Journey through time

SPRING 2

Journey through time

SUMMER 1

What did the Romans do for us?

SUMMER 2

Harlow week/Olympic whole school topic

MATHS
White Rose
Power Maths
NCETM
NRICH

Number and Place Value

- Read and write numbers to 1,000 in numerals and words.
- Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10.
- Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning.
- Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.(Also compare and order using < > and =)
- Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts.
- Find 10 or 100 less or more than a given number.
- Count from zero in multiples of 4, 8, 50 and 100.
- Solve number and practical problems involving these ideas.

Addition and Subtraction

- Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- Calculate complements to 100.
- Add and subtract up to three-digit numbers using columnar methods.
- Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.
- Add and subtract numbers mentally (three-digit numbers and ones, tens and hundreds).
- Solve problems using number facts, place value and more complex addition and subtraction.
- Solve problems, including missing number problems.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Multiplication and Division

- Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10).
- Calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for one-digit numbers times two-digit numbers.
- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Area, Perimeter and Volume

- Measure the perimeter of simple 2D shapes.
- Measure, compare, add and subtract lengths, mass, volume and capacity.

Measurement: Money

- Add and subtract amounts of money to give change, using both £ and p.

Fractions

- Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts (multiplication tables fluency).
- Reason about the location of any fraction within 1 in the linear number system. (Compare and order fractions with the same denominators).
- Add and subtract fractions with the same denominator, within 1.
- Count up and down in tenths; recognise that tenths arise from an object being divided into 10 equal parts and in dividing one-digit numbers by 10.
- Recognise and show equivalent fractions with small denominators.
- Solve problems involving all of the above.

Geometry: Shape

- Recognise 3D shapes in different orientations and describe them.

Geometry: Angles and Lines

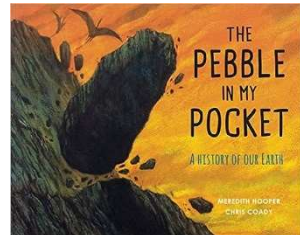
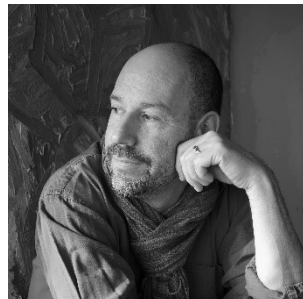
- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Identify parallel and perpendicular sides.
- Identify whether an angle is greater than or less than a right angle.

Geometry: Position and Direction

- Draw polygons specified by coordinates in the first quadrant.

Measurement: Time

- Tell the time from an analogue clock, and 12- and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.

					- Record and compare time in terms of seconds, minutes and hours, using vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. - Know the number of seconds in a minute, number of days in a month, year and leap year.	
ENGLISH CLPE - The Power of Reading Bug Club Penpals No-nonsense spelling Reading Explorers Reading Detectives Rising Stars Comprehension	Reading Text Something Else By Kathryn Cave, Chris Riddell  Marcy and the Riddle of the Sphinx By Joe Todd-Stanton   		Reading Text King of the Sky By Nicola Davies and Laura Carlin  	Reading Text Pebble in my Pocket by Meredith Hooper 	Reading Text Stone Girl, Bone Girl By Laurence Anholt 	
	Writing Character and setting descriptions-use of word classes	Writing Story planning and writing	Writing Diary and letter writing	Writing Non-chronological reports Poetry	Writing Biographies	Writing Persuasive speech writing-adverts
	Oracy - Talk and listen confidently in different situations - Ask relevant questions to show they have listened carefully - Develop and explain their ideas by giving reasons - Sequence and communicate ideas in an organised and logical way - Participate in paired and group discussions - Vary the use and choice of vocabulary depending on the purpose and audience - Retell a story using narrative language including a relevant detail - Perform poems from memory using expression Begin to use standard English Reading - Read Year 3 Statutory word list - To read fluently applying all phonics taught in KS1 and YR3. - To retrieve and record information from a non-fiction text. - Draw inferences about characters feelings, thoughts and motives from their actions. - Recognise how commas are used in text to give add more meaning, - To recognise inverted commas and alter voice. - Read books that are structured in different ways and for a range of purposes. - Begin to use dictionaries to check the meaning of what they have read. - Discuss words and phrases that capture the reader's interest and imagination.					

SCIENCE Developing Experts	- Ask questions to improve their understanding of a text. Phonics/Spelling - To be confident in all phases up to Phase 6 Phonics. - Phonics lessons to be taught to those children who did not pass the phonics test in Year 2. - Phonics tracker to be used to track progress for those children where phonic teaching needs to continue. - To accurately spell the Year 3 statutory word list - To be able to apply the spelling rules from NNS taught in Year 3 to own writing. - Spell the homophones and near homophones as set out on NNS - All children to be able to spell the YR 1 & 2 Common exception words in their own writing Writing - Write under headings and sub-heading. - Group ideas into paragraphs around a theme - Write with increasing stamina - Create settings, characters and a plot when writing narratives - Proof read for spelling and punctuation errors - Begin to use a simple thesaurus to improve vocabulary - Look up a word using the first two letters as a page guide. - To start to include ambitious word choices to add detail. Grammar - Use conjunctions (when, so, before, after, while, because) - Use adverbs (e.g. then, next, soon, therefore) - Use prepositions (e.g. before, after, during, in etc) - Use adjectives - To maintain the correct tense throughout a piece of writing - To use a and an correctly - Use inverted commas to punctuate direct speech - Use possessive apostrophes for plurals accurately Handwriting - To join all writing when presenting work using both horizontal and vertical joins - To have developed a neat joined handwriting style to present work - To know not to join capital letters and not to loop descenders. - To use letters that are equally spaced and sized					
	Working Scientifically - Making Predictions - Asking Questions - Deciding how to carry out an enquiry or investigation - Making measurements - Presenting and Recording Data - Drawing Conclusions	Plants – Lifecycles How plants take in water, how plants make food, parts of the flower, pollination. - Compare the effects of different factors on plant growth. - Describe the functions of different parts of a flowering plant and how they are used in photosynthesis. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants. - Understand the pollination process and the ways in which seeds are dispersed. Compare the effect of different factors on plant growth.	Forces and Magnets Different types of magnets, poles and magnetic fields, forces between objects, exploring friction - Explore contact and non-contact forces. - Compare how things move on different surfaces. - Explore different types of magnets. - Explore properties of magnets and everyday objects that are magnetic.	Light Shadows, mirrors and periscopes, light reflection, sunlight and safety. - Identify the different between light sources and non-light sources. - Explore the light that comes from the sun and how to stay safe. - Explore materials which are reflective. - Discover how shadows are formed. - Investigate how shadows change throughout the day.	Rocks How mountains are formed, different types of rocks, how soil is made, fossils - Explore the formation and properties of igneous rocks. - Explore the formation and properties of sedimentary and metamorphic rocks. - Weathering and the suitability of rocks for different purposes.	Animals including humans – Skeletons and Muscles Keeping Healthy through food, skeleton, muscles, tendons, ligaments. - Explore the 5 key food groups. - Learn about nutrition in the

			- Understand that magnetic forces can act at a distance. - Explore the everyday uses of magnets.	Investigate how you can change the size of a shadow.	- Explore how water contributes to the weathering of rocks. - Understand how fossils are formed. Explore different types of soil.	food we eat. - Learn about the different types of skeletons. - Learn about the Human skeleton. - Learn about animals and their skeletons. Explore the role of muscles.
HISTORY Hamilton trust history.org.uk	<u>The Ancient Egyptian Civilization</u> What was life like in ancient Egypt? What did they believe? How did they live? Chronology and Timelines - Place the time studied on a time line. - Sequence several events or artefacts Historical Enquiry - Begin to use the library and internet to gather information about the past Knowledge of World, British and Local Events and People - Use a range of sources to find out about a period of history - Find out about every day lives of people in the time studied Interpreting Sources - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources - compare different versions of the same story Organisation and Communication - Use relevant dates and terms.				<u>The Romans</u> What was life like in Ancient Rome? How did they live? How did The Romans influence everyday life in Britain? What is the legacy of the Roman invasion? Chronology and Timelines - Place the time studied on a time line. - Compare with our life today Historical Enquiry - Use pictures and artefacts and visits to museums as evidence about the past. Knowledge of World, British and Local Events and People - Use a range of sources to find out about a period of history - Find out about every day lives of people in the time studied - Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Organisation and Communication - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. <u>Mary Anning Biography-</u> link to English and Science - Order and sequence relevant life events in a detailed report.	

GEOGRAPHY			Rivers: The journey of a river Geographical Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries within the UK and describe features studied. • Use the four points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Physical Geography • Rivers, their journey to the sea and related vocabulary Banks, Current, Delta, Estuary, flood, stream, Floodplain, Mouth, ox-bow lake, River, Sediment, source, Tributary, waterfall, meander, Hills, mountains, coasts, rivers, towns, cities, region, border, county, country, Locational Knowledge • Locate and name the countries making up the British Isles, with their capital cities. Recognise the different shapes of countries in the UK. • Locate and name the main counties and cities in England. • Locate and name the largest rivers in the UK. • Identify the longest rivers in the world. 13 CLIMATE ACTION FLOODING OF RIVERS CAUSED BY CLIMATE CHANGE LINK TO ENGLISH: A brief introduction to Volcanoes and earthquakes linking to Science/rock types. Different layers of the earth- crust, core, inner core, magma, volcano, earthquake, tremor	Harlow Week- outdoor spaces Geographical Skills and Fieldwork • Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate places within the UK and describe features studied. Human Geography • Describe the human geography of their locality- Harlow. Enquiry and Communication • Observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 11 SUSTAINABLE CITIES AND COMMUNITIES Sustainable and inclusive outdoor areas.	
	COMPUTING Teach Computing	Creating media - Animation • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To evaluate the impact of adding other media to an animation - link to desktop publishing.	Computer Systems and Networks - Connecting computers • To identify input and output devices • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network	E-Safety • (Safer Internet Day February) • Use technology safely and respectfully keeping personal information private. • Use technology safely and recognise acceptable and unacceptable behaviour.	Data and Information - Branching databases • To create questions with yes/no answers • To create a branching database To identify objects using a branching database • To compare the information shown in a pictogram with a branching database

DESIGN
AND
TECHNOLOGY

Coding and Programming - Events and actions

- To create a program to move a sprite in four directions
- To adapt and develop a program by adding features
- To identify and fix bugs in a program

To design and create a maze-based challenge

Food Technology - Sensational Salads

Design

- Use research for design ideas
- Show design meets a range of requirements and is fit for purpose
- Begin to create own design criteria and have at least one idea about how to create the product
- Include an annotated sketch

Make and Skills:

- Cutting skills: use serrated knives/graters to cut hard foods eg carrots, onions
- Serving and garnishing: begin to understand appropriate portion sizes
- Food safety: know how to get ready to cook
- Recipes and ingredients: recognise and name a broad range of ingredients

Evaluate

- Use the design criteria to evaluate the finished product
- Say what I would change to make design better
- Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose
- Begin to understand by whom, when and where products were designed
- Learn about some inventors/designers/ engineers/chefs/ manufacturers of ground breaking products

Mechanisms-Pneumatics

Design

- Use research for design ideas
- Show the design meets a range of requirements and is fit for purpose
- Begin to create their own design criteria
- Have at least one idea about how to create a product and suggest improvements for design.
- Produce a plan and explain it to others
- Say how realistic the plan is.
- Include an annotated sketch

Make

- Make and explain design decisions considering availability of resources
- Explain how the product will work
- Look at the design criteria while designing and making

Evaluate

- Use the design criteria to evaluate the finished product
- Say what I would change to make design better

				• Begin to evaluate existing products, considering: how well they have been made, materials, whether they work, how they have been made, fit for purpose • Begin to understand by whom, when and where products were designed • Learn about some inventors/designers/engineers/chefs/manufacturers of ground breaking products Skills: • Investigate the use of levers/linkages to create more complex movement (e.g. in toys that mouths open) Explore the effect of fixed and loose pivots on movement or pneumatic. BUSINESS LINK: Ford Motor Company employee	
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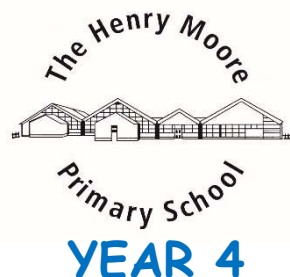
ART	3D Form  Artist: Ashraf Hanna Canopic Jars - Independently sketch ideas for 3D form projects. Go through a plan, design, create and evaluate process with support. - Explore sculpture and discuss different sculptures and their purpose. Manipulate clay for a variety of purposes. Develop rolling, pulling, pinching, smoothing, joining and carving skills. Use clay tools to create pattern, design, and texture on the clay. BUSINESS LINK: Visiting ceramicist			Drawing  Artist: Leonardo Da Vinci Botanical drawing - Experiment with different drawing styles including stippling, hatching, and cross-hatching, back and forth stroke, scumbling and smudging. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	
	Review and Evaluate - Use sketchbooks to record their observations and use them to review and revisit ideas. - Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. - Question and make observations about starting points and select ideas for use in their work, annotating in sketchbooks with increasing independence. - Think about their Art work, saying what they like and what they would like to improve.				
PSHE Happy Mind, Happy Me My Happy Mind	My Wider World - To understand that their community can be different to that of others. - To begin to think about the different communities to which they belong and their identity in these communities. - To build on their knowledge of what it means to be connected to others and how this can support them. - To begin to consider how they can show gratitude towards others. - To understand why it's important to look after	Belonging - To be able to understand the different features of what makes a good school. - To be able to understand that all families are different. - To be able to identify people who are important to them and why. - To be able to identify what it means to feel 'safe' and happy. - To be able to discuss ways in which they could	Friendships - To be able to identify positive characteristics they would like to see in a good friend. - To be able to recognise a range of emotions and understand that their thoughts and emotions may differ to others. - To be able to identify and discuss the importance of working together and cooperating and be able to identify what this could look like. - To be able to explain the importance of	Health and Wellbeing - How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. - How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. - How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) - How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. - What to do in an emergency, including calling for help and speaking to the emergency services. HEALTHY EATING WEEK- SENSATIONAL SALADS	Health and Wellbeing (Science) - How to eat a healthy diet and the benefits of nutritionally rich foods. - How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. - How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health. - How people make choices about what to eat and drink, including who or what influences these. - How, when and where to ask for advice and help about healthy eating and dental care. Relationship and Sexual Education - That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable

RELIGIOUS EDUCATION Essex Syllabus Natre	their whole school environment. To know the difference between rights and responsibilities. Zones Recap	help others to feel like they belong. To be able to reflect on prior learning.	being kind and helping each other in a range of situations. To be able to consider the importance of forgiveness and how to make things right.		- How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) - To name different body parts ROAD SAFETY WEEK (River trip)	
		What is the Trinity? Christian Pupils are able to: - Show awareness of the Biblical origins of Christian teachings of the Trinity. - Identify different types/genres of writing within the Bible. - Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). - Identify how Christian baptism uses and expresses the doctrine of Trinity. - Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.	What difference does being a Muslim make to daily life? Pupils are able to: - Identify how a person's beliefs and actions align them with the religion if Islam. - Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. - Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.			What is Philosophy? How do people make moral decisions? Christian/Humanis † Pupils are able to: - Talk about the difference between knowing and believing. - Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work. * Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
PHYSICAL EDUCATION	Outdoor Football and Multi Skills To practise dribbling, defending, attacking and passing.	Outdoor Football and Cross Country - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games.	Outdoor Netball, tag rugby, cross-country To practise defending, attacking and passing.	Outdoor Netball and tag rugby	Outdoor Rapid fire cricket and tennis To learn the rules of rapid fire cricket.	Outdoor Rapid fire cricket Rapid Fire Cricket-

	- To understand the basic rules of invasion games. - To vary skills, actions and ideas and link these in different ways to suit different activities Indoor Sports hall athletics - To develop flexibility, strength, technique and control when running, throwing and jumping. - To analyse, modify and refine skills and techniques and how these are applied.	- To run at speed over a distance long or short according to pupils ability. - To develop flexibility, strength, technique and control when running. - To analyse, modify and refine skills and techniques and how these are applied Indoor Dance - To sequence a range of dance moves. - To move in time to music. - To move into different positions and different formations creating a dance throughout a piece of music. - To comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	- To understand the basic rules of invasion games, such as netball and tag rugby - To run at speed over a distance long or short according to pupils ability - To develop flexibility, strength, technique and control when running. - To analyse, modify and refine skills and techniques and how these are applied. Indoor Dance (Alice in Wonderland) - To sequence a range of dance moves. - To move in time to music. - To move into different positions and different formations creating a dance throughout a piece of music. - To comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	- To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games, such as netball and tag rugby - To analyse, modify and refine skills and techniques and how these are applied. Indoor Gymnastics - To practise key steps gymnastics positions. - To make a routine of different gymnastics positions. Various heights, rolls and jumps. - To use a vault- take off and landing using control and consistency in different levels. - To accurately make the following rolls: straight roll, teddy Bear roll, front roll tuck roll, back roll - To make a sequence on the floor and on the apparatus and then link the sequences together. - To compare and contrast his/her performance with others	- To throw and catch a cricket ball accurately - To bowl a ball with the correct speed and height - To hit a ball with a cricket bat. Indoor Gymnastics - To practise key steps gymnastics positions. - To make a routine of different gymnastics positions. Various heights, rolls and jumps. - To use a vault- take off and landing using control and consistency in different levels. - To accurately make the following rolls: straight roll, teddy Bear roll, front roll tuck roll, back roll - To make a sequence on the floor and on the apparatus and then link the sequences together. - To compare and contrast his/her performance with others	to learn the rules of rapid fire cricket. - To throw and catch a cricket ball accurately. - To bowl a ball with the correct speed and height - To hit a ball with a cricket bat. Indoor Athletics & Boccia - Quad Kids: - Jumping - Throwing - Running - Relays - To develop flexibility, strength, technique and control when running, throwing and jumping. - To analyse, modify and refine skills and techniques and how these are applied. - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.
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FRENCH Language Angels	Recap – Key words from KS1 Numbers 1 – 20 Days of the week Months of the year Colours		Je me presente		La famille	
	Listening - To listen attentively to spoken language and show understanding by joining in and responding. Speaking - To present ideas and information orally to a partner or small group - To ask and answer questions Reading - To read carefully and show understanding of words and phrases. Writing - To write words and some sentences with a pronoun, verb, adjective and noun that describe people, places objects					
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Songs for Musicianship: Sing within appropriate range with clear dictation, accurate tuning, control of breathing and appropriate tone. Reflect the importance of vocal warm ups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality, singing together with confidence and increasing difficult melodies and words, sometimes in parts.	Perform and Share: Work together as part of an ensemble/band, adding some direction and ideas. Demonstrate musical quality. Practise, rehearse and present performances with more awareness of an audience and their needs. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms. Watch a recording and/or discuss performances. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.	Composition and Improvisation: Continue to explore and create musical sounds with voices and instruments, deepening knowledge of improvisation and the difference between this and composition (writing it down). Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) using technology and experimental techniques as well as formal notation. Create and demonstrate an understanding of the interrelated dimensions of music. Higher/lower (pitch), faster/slower (tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre).		Instrumental Learning: They can build on their knowledge of pulse, pitch and rhythm, recognising them and keeping them in a more complex rhythm, demonstrating improvisation through these and their voices. Build on understanding the basics and foundations of formal notation (an introduction).	
	Songs for Musicianship – Amazing Egyptians	Carol/Song of the Week	BBC 10 Pieces – Topic Link – World War 2 – Grazyna Bacewicz – Overture Use ICT – Chrome Music Lab for composition	BBC 10 Pieces – Topic Link – World War 2 – Grazyna Bacewicz – Overture Use ICT – Chrome Music Lab for composition		Charanga Unit – Instrumental Learning – Glockenspiels Happy

GLOBAL LEARNING LINKS	AFFORDABLE AND SUSTAINABLE TRANSPORT SYSTEMS 	World Children's Week 	 International Women's Day			World Oceans Day 
LIFE SKILLS	Sweeping the floor using broom/dustpan		Peeling/ Chopping/ grating fruits and vegetables for a salad		Sewing a button on/ mending clothes	
VISITS / TRIPS	Egyptian Workshop- in school, no cost required.	Pantomime			Verulamium Roman Museum, St. Albans Thursday 9 th May 2024 Approx: £22	River Walk to the Town Park Approx: £4
Authentic Outcomes		Film Screening of stop motion films		Class Cook Books		Assembly for Year 2 using music and Roman drama



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

MATHS
White Rose
Power Maths
NCETM
NRICH

Number and Place Value

- Count from zero in multiples of 6, 7, 9, 25 and 1,000.
- Count backwards through zero to include negative numbers.
- Read Roman numerals to 100 (I to C).
- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.
- Reason about the location of any four-digit number in the linear number system (order and compare), including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
- Round any number to the nearest 10, 100 and 1,000.
- Solve number and practical problems involving all of the above with increasingly large numbers.

Addition and Subtraction

- Add and subtract up to four-digit numbers using columnar methods.
- Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.

Geometry (Shape)

- Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.
- Compare and classify geometric shapes, including quadrilaterals and triangles.

Multiplication and Division - (Spring 1)

- Multiplication and division facts for tables up to 12 x 12, and recognise products in multiplication tables as multiples of the corresponding number.
- Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
- Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
- Understand and apply the distributive property of multiplication.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).

Use place value and known facts to multiply and divide mentally.

- Multiply two-digit numbers and three-digit numbers by one-digit numbers using formal written methods.
- Multiply by 0 and 1; divide by 1.
- Multiply three numbers together.
- Recognise and use factor pairs and commutativity in mental calculations.
- Solve division problems, with two-digit dividends and one-digit divisors, which involve remainders, and interpret remainders appropriately according to the context.
- Solve problems using multiplication and addition, including using the distributive law to multiply two-digit numbers by a one-digit number.

Fractions (including decimals and percentages)

- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- Count up and down in hundredths; recognise that hundredths arise from an object being divided into 100 equal parts and in dividing tenths by ten.
- Recognise and show families of common equivalent fractions.

Time

- Read, write and convert between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Money

- Estimate, compare and calculate different measures, including money in £ and p.

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in line graphs.

Geometry (Position and direction)

- Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

Geometry (Perimeter)

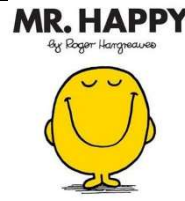
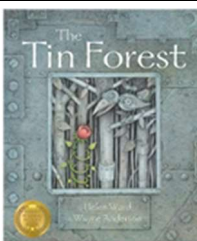
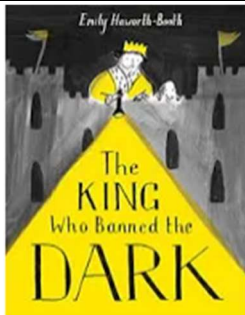
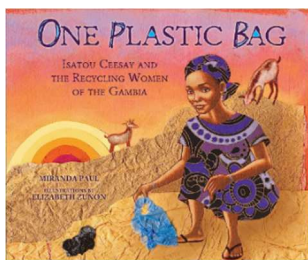
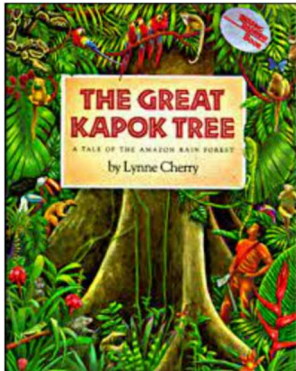
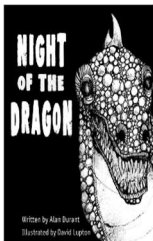
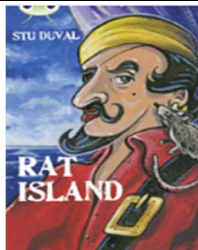
- Measure and calculate the perimeter of a rectilinear figure in centimetres and metres.

Measurement

- Convert between units of measure.
- Estimate, compare and calculate different measures.

Algebra (Used throughout different units)

- Solve problems, including missing number problems.

	Geometry (angles) - Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. - Identify acute and obtuse angles. - Find the area of rectilinear shapes by counting squares.	- Solve problems of increasing difficulty by calculating quantities, including with non-unit fractions, where the answer is a whole number. - Recognise and write decimal equivalents of any number of tenths and hundredths, quarters and halves. Fractions (Continued) - Round decimals with one decimal place to the nearest whole. - Compare numbers with the same number of decimal places up to two decimal places. - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer. - Solve simple measure and money problems involving fractions and decimals to two decimal places				
ENGLISH CLPE – The Power of Reading Bug Club Penpals No-nonsense spelling Reading Explorers Reading Detectives Rising Stars Comprehension	The Mister Men and Little Miss Collection By Roger Hargreaves Maddi's Fridge By Lois Brandt    	The Tin Forest By Helen Ward 	Arthur and the Golden Rope By Joe Todd-Stanton 	The King who banned the dark By Emily Howorth-Booth 	One Plastic Bag By Isatou Ceesay  	The Great Kapok Tree by Lynne Cherry  
	Active Read Little People Big Dreams Collection Jane Goodall Bruce Lee Jean-Michel Basquiat   		Night of the Dragon By Alan Durant 	Active Read Chinese New Year Teacher-Made 	Vikings (Non-Fiction) Teacher-Made 	Active Read Rat Island By Stu Duval Little People Big Dreams Collection Greta Thunberg  
	Writing Character descriptions – personality and appearance Persuasive letters – Cost of Living Focus – Non-fiction Research and fact finding	Writing Setting & character descriptions Poetry Diary entries	Writing Setting description Persuasive letter Newspaper reports Recount (Viking Day) Non Chronological report – Vikings	Writing Persuasive and formal letter writing Newspaper report Balanced argument	Writing Recount Poetry Diary entries Non Chronological reports	Writing Persuasive speeches – Environmental Focus
	Oracy - Talk and listen confidently in different situations - Ask questions to clarify or develop understanding - Give an answer to a question and justify with evidence - Sequence, develop and communicate ideas in an organised and logical way - Show an understanding of the main points in a discussion - Adapt what they say to meet the needs of the audience - Use many feature of standard English when speaking - Retell a story using narrative language including a relevant detail and ambitious vocabulary					

- Perform poems from memory using expression, adapting expression and tone to convey ideas about characters and/or the theme

Reading

- Read Year 3 & 4 Statutory word list
- To read fluently age-appropriate books from Bug Club.
- To skim and scan to locate information and/or answer a question.
- Draw inferences about characters feelings, thoughts and motives from their actions justifying their answers with evidence from the text.
- To re - explain a text with confidence.
- To summarise the main events from a text/ passage
- To give a personal point of view on a text that they have read explaining why they feel the way they do about the text.
- Predict with greater accuracy what might happen from details stated or implied.
- Identify ambitious word choices made by authors and explain the effect created.

Writing

- Vary sentence structure using different openers.
- Use appropriate choice of noun (parrot not bird)
- Use fronted adverbials with commas.
- In Non-Fiction use headings and sub-headings accurately.
- Use pronouns.
- Vary choice of nouns to avoid repetition.
- Proofread their work for spelling and punctuation errors.
- Use prepositions.
- Use modal verbs.
- Use short sentences for effect or to move the story on.
- Use short and long sentences.
- Start a sentence with a simile.
- Develop complex sentences.

Grammar

- Consolidate Year 3 list.
- Introduce:
 1. Commas to mark clauses and to mark off fronted adverbials.
 2. Full punctuation for direct speech:
 3. Each new speaker on a new line
 4. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural

Spelling

- To accurately spell the Year 3 & 4 statutory word list including in their writing.
- Words ending /ʒə/
- Prefixes 'in-', 'il-', 'im-' and 'ir-'
- Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'
- Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'
- The /g/ sound spelt 'gu'
- Words with endings sounding like /tʃə/ spelt 'ture'
- Words with the /s/ sound spelt 'sc' (Latin in origin)
- Endings that sound like /ʒən/ spelt 'sion'
- Suffix '-ous'
- Revise Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
- Suffix '-ly' added to words ending in 'y', 'le' and 'ic'
- Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')
- Spell the homophones and near homophones mail/male, scene/seen, bawl/ball, faire/fair, piece/peace, mane/mail

	Handwriting - To join all writing when presenting work using both horizontal and vertical joins - To have developed a neat joined handwriting style to present their work - To know not to join capital letters and not to loop descenders. To use letters that are equally spaced and sized					
SCIENCE Developing Experts	Working Scientifically - Making Predictions - Asking Questions - Deciding how to carry out an enquiry or investigation - Making measurements - Presenting and Recording Data - Drawing Conclusions	States of Matter - To compare and group materials together, according to whether they are solids, liquids or gases - To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Sound - To identify how sounds are made, associating some of them with something vibrating - To recognise that vibrations from sounds travel through a medium to the ear - To find patterns between the pitch of a sound and features of the object that produced it - To find patterns between the volume of a sound and the strength of the vibrations that produced it - To recognise that sounds get fainter as the distance from the sound source increases	Electricity - To identify common appliances that run on electricity - To construct a simple series electrical circuit - To identify and name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers - To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - To recognise some common conductors and insulators, and associate metals with being good conductors	Living Things and Their Habitats - To recognise that living things can be grouped in a variety of ways - To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - To recognise that environments can change and that this can sometimes pose dangers to living things	Animals, including Humans - To describe the simple functions of the basic parts of the digestive system in humans - To identify the different types of teeth in humans and their simple functions - To construct and interpret a variety of food chains, identifying producers, predators and prey
HISTORY The Vikings (Battles and Beasts)	Express yourself - big question How can one person make a difference? Rosa Parks Martin Luther King Jr Marcus Rashford 1NO POVERTY 2ZERO HUNGER 16PEACE, JUSTICE AND STRONG INSTITUTIONS 4QUALITY EDUCATION 5GENDER EQUALITY		Vikings *Place events from period studied on time line *Understand more complex terms eg BC/AD *Use terms related to the period and begin to date events *Use the library and internet for research *Use evidence to build up a picture of a past event *Choose relevant material to present a picture of one aspect of life in time past *Ask a variety of questions Identify key features and events of time studied *Recall, select and organise historical information *Communicate their knowledge and understanding.			

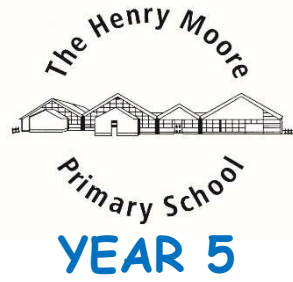
			*Use evidence to reconstruct life in time studied Vocab: Aristocracy, century,change, chronology, colony,continuity, court Decade,discovery, diversity, metal-working, modern, monarchy Monastery, invasion, invention, King/Queen, heresy Execution, explorer,peasant,revolt,traditional Traitor, treason			
GEOGRAPHY			WHERE DO I FIT IN? *Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (Viking and Saxon countries, countries families have migrated from) *Learn the eight points of a compass and use four-figure grid references. *Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. (Compare an older and newer area of the town) Vocab: Rural, population, urban, sparsely populated, migration, <i>*Locate the main countries of Europe inc. Russia. *Identify capital cities of Europe. *Compare a region of the UK (Harlow) with a region in Europe. *Understand and explain geographical similarities and differences through the study of human and physical geography.</i>		Harlow Week *How have houses changed in Harlow? Link to History, DT (material use, architects) (HARLOW WEEK) HOW IS CLIMATE CHANGE AFFECTING THE WORLD? Big Question – Whose responsibility is it to save our planet? *tourism, global warming, polar ice caps, oceans, seas, *climate zones, temperature changes, biomes and vegetation belts *Equator, Tropics of Cancer and Capricorn, *On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions- name different countries which feature these regions. *Linking with History, compare land use maps of UK from past with the present, focusing on land use.(Harlow Week)	
	Computer Systems and Networks – The Internet *To describe how networks physically connect to other networks *To recognise how networked devices make up the internet *To describe how content can be added and accessed on the World Wide Web	Creating Media – Audio editing *To use a digital device to record sound *To explain that audio can be changed through editing *To show that different types of audio can be combined and played together	E Safety/Photo editing (Safer Internet Day February) *To evaluate the consequences of unreliable content *To explain that digital images can be changed *To change the composition of an image *To recognise that not all images are real *Use technology responsibly and understand that communication online may be seen by others	Data and Information – Data logging *To use a digital device to collect data automatically *To use data collected over a long duration to find information *To use collected data to answer questions	Coding and Programming – Repetition in shapes *To create a program in a text-based language *To modify a count-controlled loop to produce a given outcome *To decompose a task into small steps *To create a program that uses count-controlled loops to produce a given outcome	Coding and Programming – Repetition in games *To explain that in programming there are infinite loops and count controlled loops *To develop a design that includes two or more loops which run at the same time *To modify an infinite loop in a given program *To design and create a project that includes repetition
DESIGN AND TECHNOLOGY					Cooking and nutrition <u>Cheesecake making - link to life skills</u> -Understand the main food groups and the different nutrients that are important for health -Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat	Textiles  <u>Trashion Show</u> -Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product -Create prototypes to show his/her ideas

Think about their Art work, saying what they like and what they would like to improve.					
PSHE Healthy Mind, Happy Me	All About Me - All About Me *To be able to celebrate differences between their own characteristics and the characteristics of their peers. *To build upon their knowledge base to explore more abstract emotions. *To have started to explore how to express their emotions in a safe and healthy way. *To continue to build their vocabulary and knowledge around different character traits. *To be able to understand that characters are multi-faceted and some character traits can be inappropriate at times.	Resilience & Coping *To be able to understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness. *To begin to understand what it means to heave a 'kind mind'. *To develop their understanding of what it means to be a resilient person. *Will be able to understand that changes in families are normal and be comfortable with the emotions linked to such changes. *To understand that it is sometimes okay to change your mind.	Health and Wellbeing - - PSHE ASSOCIATION * How to recognise, predict, assess and manage risk in different situations. * How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). * How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. * How people's online actions can impact on other people. * How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. * How to report concerns, including about inappropriate online content and contact. * That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.	Living in the Wider World PSHE ASSOCIATION TAUGHT THROUGH TOPIC COVERAGE * To lean how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way.	RSE/Medway * To learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, and wet dreams. * How puberty can affect emotions and feelings. * How personal hygiene routines change during puberty. * How to ask for advice and support about growing and changing and puberty. https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0
	RELIGIOUS EDUCATION	Where do religious beliefs come from? Christian * Identify the Bible as a source of authority for Christians.	What does sacrifice mean? * Describe different philosophical and theological answers to questions about sacrifice * Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world		How do religious groups contribute to society and culture in the local area and beyond? (Christianity and Hinduism) • Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. •

	* Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. * Identify the crucifixion of Jesus as an event which has shaped Christian belief. * Describe how individuals, communities, society and experiences can shape beliefs.		* Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims * Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.		Describe ways in which dharma impacts on and influences Hindu life and society. - Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism. - Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.	
PHYSICAL EDUCATION	<u>Outdoor</u> Football Invasion Games- dribbling, defending, attacking and passing. Understanding the basic rules of invasion games. Kick a ball accurately.	<u>Outdoor</u> Football Games and Cross Country Run at speed over a distance this can be long or short according to pupils ability- Cross Country.	<u>Outdoor</u> Tag rugby and cross-country Run at speed over a distance this can be long or short according to pupil's ability- Cross Country.	<u>Outdoor</u> Netball and Tag rugby Pass a ball from chest height to a partner Analyse, modify and refine skills and techniques and how these are applied	<u>Outdoor</u> Netball and Tennis Pass a ball from chest height to a partner Analyse, modify and refine skills and techniques and how these are applied	<u>Outdoor</u> Rapid Fire Cricket Rapid Fire Cricket- learning the rules, throwing and catching. Hitting a ball with a cricket bat.
	<u>Indoor – Sports Hall Athletics</u> Develop flexibility, strength, technique and control when running, throwing and jumping. Run at speed over a distance this can be long or short according to pupil's ability- Cross Country. Quad Kids - Jumping - Throwing - Running - Relays Vary skills, actions and ideas and link these in different ways to suit different activities Consider strengths and weaknesses of individuals and plan activities according to pupils strengths. Analyse, modify and refine skills and techniques and how these are applied	<u>Indoor</u> Dance Sequence a range of dance moves. Moving in time to music. Moving into different positions and different formations creating a dance throughout a piece of music. Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	<u>Indoor</u> Gymnastics Practise key steps gymnastics positions. Routine of different gymnastics positions. Various heights, rolls and jumps. Straight Roll Teddy Bear Roll Front Roll Tuck Roll Back Roll Make a sequence on the floor/ mats and then link the sequences together. Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	<u>Indoor</u> Gymnastics Vault- take-off and landing using control and consistency in different levels Make a sequence on the floor and on the apparatus and then link the sequences together. Compare and contrast his/her performance with others Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	<u>Indoor</u> Dance Sequence a range of dance moves. Moving in time to music. Moving into different positions and different formations creating a dance throughout a piece of music. Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance	<u>Indoor</u> Athletics and Boccia Develop flexibility, strength, technique and control when running, throwing and jumping. Run at speed over a distance this can be long or short according to pupil's ability- Cross Country. Quad Kids - Jumping - Throwing - Running - Relays Vary skills, actions and ideas and link these in different ways to suit different activities Consider strengths and weaknesses of individuals and plan activities according to pupil's strengths. Analyse, modify and refine skills and techniques and how these are applied
	<u>Swimming</u> Jump into the pool and submerge briefly Sink, push away from the wall and glide underwater for a short distance Perform a sequence of changing shapes whilst floating on the surface					

	Swim approx 10m using a range of different strokes (back / breast / front crawl)		
FRENCH Language Angels	Recap – French units from previous years	Les Saisons	AS-TU ANIMAL?
	Listening - To listen attentively to spoken language and show understanding by joining in and responding. - To link the spelling, sound and meaning of words for the Year 4 units of work. Speaking - To present ideas and information orally to a range of audiences - To engage in conversations, express opinions and respond to the opinions of others Reading - To read carefully and show understanding of words, phrases and simple writing Writing - To use a wider range of adjectives and write simple descriptive sentences. - To write words and short phrases from memory. - To describe people, places, things and actions in writing.		
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Playing instruments, performing and sharing Recorders Continue to explore and create music using classroom percussion, tuned and untuned. Use glockenspiels, recorders or band instruments. Play together in a band or ensemble, joining in as appropriate. Start to respond to simple musical cues (starting and stopping), following a conductor or leader. Recognise and demonstrate awareness of a link between shape and pitch graphic notations, converting these into memorable phrases (sports). Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy. Practise, rehearse and present performances with awareness of audience, appreciating that this can influence how the music is presented. Watch a recording and/or discuss performances. Offer respectful comments and feedback about others, considering areas to improve.	Games Singing and Musicianship Singing seasonal and topic songs weekly/fortnightly They can take part in games and activities to demonstrate their understanding of pulse, pitch and rhythm and their differences. They can also improvise using these and their voices. Understand the importance of working together as part of an ensemble or group. Develop an understanding of the importance of vocal warm ups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality. Sing songs and begin to consider how the melody and words should be interpreted. Sing in tune within limited pitch range with a good sense of pulse and rhythm. Focus song: Mamma Mia (Sing up)	Improvisation and composition Summer 1 and 2: Continue to explore and create musical sounds with voices and instruments, gaining knowledge of improvisation. Summer 1 and 2: Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc) or with formal notation. Create music which gets higher/lower (pitch), faster/slower(tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre). Dynamics and Timbre BBC 10 PIECES - TOPIC LINK - Hans Zimmer - Earth
	Listen and Appraise – ALL YEAR ROUND When listening to a wide variety of music, they hold more concentration and are beginning to place music in its historical context. They start to recognise style indicators and different instruments used.		

	They can demonstrate an understanding of pulse, joining in and holding beats appropriately.				
	They are developing their musical vocabulary, describing different pieces and their feelings towards it.				
	They can discuss the dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how these relate to a piece of music.				
GLOBAL LEARNING LINKS	How inspiration people throughout history expressed themselves and made a change		Letters to Malaya Yousafzai - 2x lessons - International Women's Day	World Oceans Day	Trashionshow - recycling
	1 NO POVERTY 7 AFFORDABLE AND CLEAN ENERGY 2 ZERO HUNGER 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS Children's rights week - Design and make a truck (lego) Big question - Who today will we remember tomorrow?		Big Question: Does everyone have the right to go to school? 13 CLIMATE ACTION 10 REDUCED INEQUALITIES 15 LIFE ON LAND 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 4 QUALITY EDUCATION 5 GENDER EQUALITY	13 CLIMATE ACTION Isatou Ceesay - international women's Day Stella McCartney - artist 13 CLIMATE ACTION Big Question - Whose responsibility is it to save our planet?	Environmental speeches from prominent environmental activists on : Plastic pollution Deforestation - single lesson with outcome Global warming 14 LIFE BELOW WATER 15 LIFE ON LAND 13 CLIMATE ACTION
LIFE SKILLS	Wrapping presents	Writing an email		Cheesecake making	
Authentic Outcomes	Express Yourself Party as a Year Group	Viking photo and recount class book based on our Viking Experience Day!		Trashionshow and speeches	
VISITS / TRIPS	Pantomime - December 2023	Viking day - Jan 2024		Colchester Zoo May 2024	
				Trashionshow - June 2024	



MATHS
White Rose
NCETM
NRICH

AUTUMN 1 JOURNEYS

AUTUMN 2 JOURNEYS

SPRING 1 ANCIENT CIVILISATIONS

SPRING 2 ANCIENT CIVILISATIONS

SUMMER 1 EARTH AND SPACE

SUMMER 2 EARTH AND SPACE

Number and Place Value

- Count forwards or backwards in steps of powers of 10 for numbers up to one million.
- Count forwards and backwards through zero.
- Read Roman numerals to 1,000 (M).
- Read, write, order and compare numbers to at least a million, and determine the value of each digit.
- Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Round any number up to one million to the nearest 10, 100, 1000, 10000 and 100000.
- Use rounding to check calculations and determine levels of accuracy.
- Interpret negative numbers in context.

Addition and Subtraction

- Add and subtract numbers with more than four-digit using columnar methods.
- Add and subtract increasingly large numbers mentally.
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Solve addition, subtraction, multiplication and division problems, including understanding the meaning of the equals symbol.

Multiplication and Division:

- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
- Solve problems involving multiplication and division, including using knowledge of factors, multiples, squares and cubes.

Multiplication and Division:

- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- Multiply and divide numbers mentally by drawing upon known facts.
- Multiply any 4-digit number by a two-digit number.

Fractions, Decimals and Percentages

- Recall decimal fraction equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$, and for multiples of these proper fractions.
- Read and write decimal numbers as fractions (with denominators of 100).
- Recognise and use thousandths, relating them to tenth and hundredth equivalents.
- Read, write, order and compare decimals with up to three decimal places.
- Round decimals with two decimal places to the nearest whole and tenth.
- Solve problems involving numbers with up to three decimal places.
- Recognise the percent symbol and write decimal and fraction equivalents (denominator of 100).
- Solve problems which require FDP equivalents for $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and for fractions with a denominator of a multiple of 10 or 25.

Measurement: Area, Perimeter and Volume

- Compare areas and calculate the area of rectangles (including squares) using standard units.
- Measure and calculate the perimeter of rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles using the standard units of measure, and estimate the area of irregular shapes.
- Estimate volume and capacity.

Statistics:

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and difference problems using information presented in line graphs.

Geometry: 2D and 3D Shapes

- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify 3D shapes (cubes and cuboids) from their 2D representations (nets).

Geometry: Angles and Lines

- Compare angles, estimate and measure angles in degrees ($^{\circ}$) and draw angles of a given size.
- Know angles around a point sum to 360° ; angles in a straight line sum to 180° ; identify other multiples of 90° .
- Use properties of rectangles to deduce related facts and find missing lengths and angles.

Geometry: Position and Direction

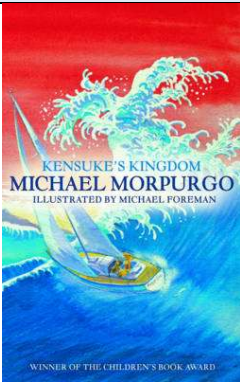
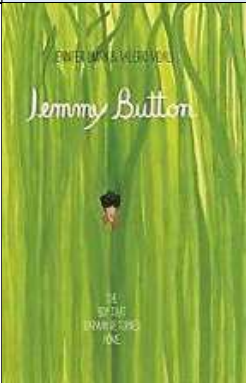
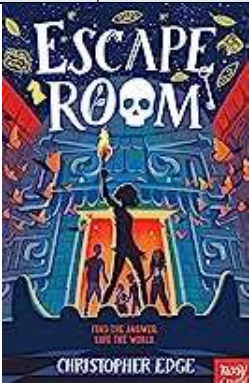
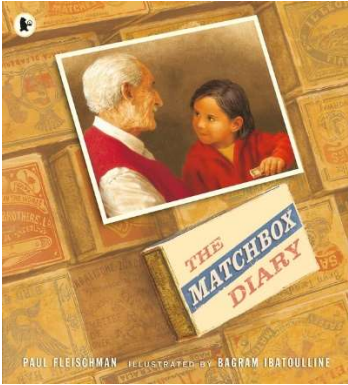
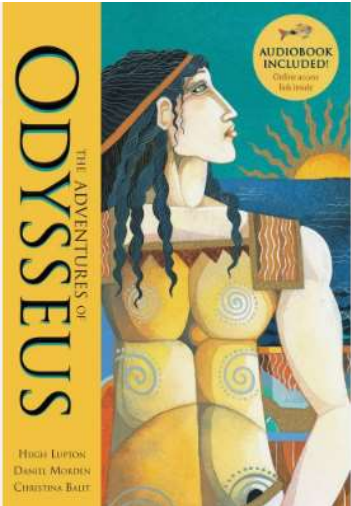
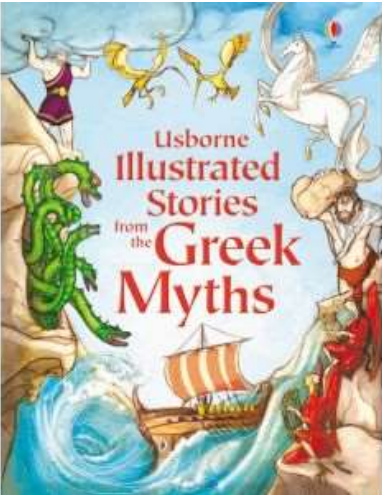
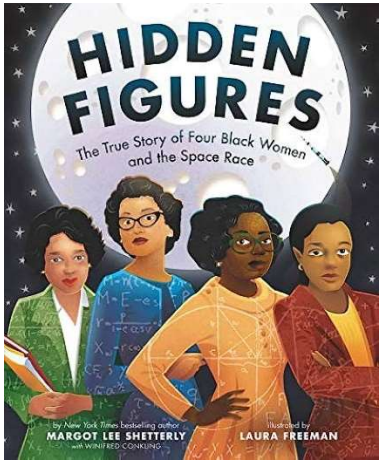
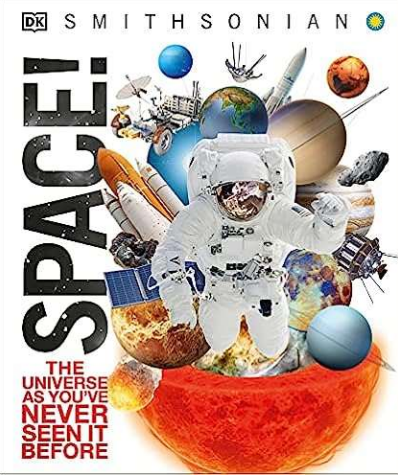
- Identify, describe and represent position of a shape following a translation or reflection, recognising that the shape has not changed.

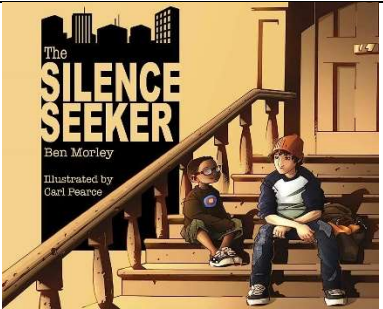
Number and Place Value: Decimals

- Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Convert between units of measure, including using common decimals and fractions.

Measurement: Time, Money and Converting Measures

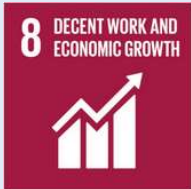
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure e.g. money.
- Convert between different units of metric measure.
- Understand and use approximate equivalence between metric units and common imperial units (such as inches, pounds and pints).

						Use all four operations to solve measure, using decimal notation and scaling. Revision and consolidation of all curriculum areas. Application of curriculum skills and knowledge through projects and events.
		Fractions - Find non-unit fractions of quantities. - Find equivalent fractions and understand that they have the same value and the same position in the linear number system. - Compare and order fractions whose denominators are all multiples of the same number. - Add and subtract fractions with same denominators and denominators that are multiples of the same number. - Recognise mixed numbers and improper fractions and convert from one form to another. - Add and subtract mixed numbers. - Proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. - Solve problems including scaling by simple fractions.				
		 Active Read Text Kensuke's Kingdom By Michael Morpurgo	 Active Read Text Jemmy Button By Valerio Vidali	Active Read Text Escape Room By Christopher Edge		
ENGLISH CLPE – The Power of Reading Bug Club Penpals No-nonsense spelling Reading Explorers Reading Detectives Rising Stars Comprehension	Writing The Matchbox Diaries The Silence Seeker - Setting Descriptions - Arguments - Recounts / Journals 	Writing Shackleton's Journey - Letters - Motivational Speeches - Survival Guide 	Writing Adventures of Odysseus - Character Descriptions - Play Scripts 	Writing Greek Myths Story Narratives 	Writing Hidden Figures - Job Advertisements - Persuasive Letters - Newspaper Articles 	Writing Non-Fiction Space - Non-chronological reports - Science Fiction Stories 
		BIG QUESTION: Is everybody welcome?		Fair Trade Fortnight - Punctuation - Writing in role		

  BIG QUESTION: Is every journey we take a choice?					
Oracy • Talk and listen confidently in a wide range of contexts including some that are formal. • Engage the interest of the listener by varying expression and vocabulary • Adapt spoken language to the audience, purpose and context. • Develop ideas and opinions with relevant detail and justifying a point of view. • Show understanding of the main points, significant details and implied meanings in a discussion. • Listen carefully in discussions, contribute and ask questions that responsive to others' ideas and views. • Begin to use Standard English in formal situations. • Begin to use hypothetical language to consider more than one possible language solution. • Perform their own compositions using appropriate intonation and volume so that meaning is clear. • Perform poems or plays memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. • Understand and begin to select the appropriate register according to the context. Reading • Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list. • Read books that are structured in different ways and across a wide range of genres. • Vary voice for direct or indirect speech. • Recognise clauses in sentences • Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text. • Draw inferences and justify with evidence from the text. • Predicting what might happen from details stated and implied. • Make comparison within and across two texts. Writing • Identify the audience and purpose of the writing selecting the appropriate form using other similar models for their own writing. • In narratives, describes settings and characters. • Integrate dialogue. • Ensure the correct use of tense. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers - judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Link ideas across and within paragraphs using adverbials. • Indicate degrees of possibility using adverbs and modal verbs.					

SCIENCE Developing Experts	Grammar - Convert nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify) - Use verb prefixes. (dis-, de-, mis-, over- and re-) - Use relative clauses beginning with who, which, where, when, whose and that. - Use brackets, dashes or commas to indicate parenthesis. - Use commas to clarify meaning or avoid ambiguity Spelling - Consolidate rules and patterns covered in Year 3 and 4. - Spell -cial and -tial endings - Spell endings -cious or -tious - Spell words ending in -ant, -ance/-ancy, -ent, -ence/ency. - Spell words with the letter string ough - Spell words with spelt with ei after c. - Spell words with silent letters - Spell words ending in -able and -ible. - Spell words ending in -ably and -bly Handwriting - Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.					
	Working Scientifically - To make predictions of what will happen based on scientific knowledge and understanding - With support begin to ask questions and develop a line of enquiry based on observations of the real world - To plan a fair test using previous knowledge and understanding. - To identify factors that need to be taken into consideration in different contexts. - To collect sufficient evidence to test an idea. - To take measurements using a range of scientific equipment, with increasing accuracy and precision. - To make relevant observations.	Living Things and Their Habitats - To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - To describe the life process of reproduction in some plants and animals	Forces - To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - To identify the effects of air resistance, water resistance and friction that act between moving surfaces - To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Materials and their properties - To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution - To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Earth and Space - To describe the movement of the Earth and other planets relative to the sun in the solar system - To describe the movement of the moon relative to the Earth - To describe the sun, Earth and moon as approximately spherical bodies - To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 9INDUSTRY, INNOVATION AND INFRASTRUCTURE BIG QUESTION: Is it worth spending billions on space travel? AUTHENTIC OUTCOME: Space Gallery	Animals, including Humans To describe the changes as humans develop to old age (Relationships and Sex Education unit)

	• To consolidate measurement of volume, temperature, time, length and force (using Newton meters) • To think about why observations and measurements should be repeated and take repeat readings when appropriate. • To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (Maths) • To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena. • To record data and results of increasing complexity using scientific diagrams and labels, tables and bar charts and line graphs using ICT where relevant. • To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms. • To draw conclusions indicating whether these match any prediction made.			• To demonstrate that dissolving, mixing and changes of state are reversible changes • To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		
HISTORY Ancient Greeks and Maya	Interpreting Sources • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past (Titanic)		Chronology and Timelines • Use dates to order and place events on a timeline • Make comparisons between aspects of periods of history and the present day • Note connections, contrasts and trends over time (Greeks) Historical Enquiry • Develop the appropriate use of historical terms	Organisation and Communication • Recall, select and organise historical information • Communicate their knowledge and understanding. • Use evidence to reconstruct life in time studied (Mayans)		Harlow Week Knowledge of World, British and local events and people • Understand how our knowledge of the past is constructed from a range of sources • Continue to develop a chronologically secure knowledge and understanding of British and local history.

			Compare sources of information available for the study of different times in the past (Greeks)  BIG QUESTION: SHOULD EVERYONE BE ALLOWED TO VOTE?			
GEOGRAPHY	Locational Knowledge - Locate the main countries in Europe and South America. Locate and name principal cities. - On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe human and physical features.			Human geography - Fair/unfair distribution of resources (Fairtrade). - Economic activity and trade - Natural resources - Trade between UK and Europe and ROW  BIG QUESTION: IS FAIR TRADE FAIR? Enquiry and Communication - Compare a region in UK with a region in S. America with significant differences and similarities- human and physical geography. (Favelas)  BIG QUESTION: HOW DOES A CITY WITHIN A CITY SUSTAIN ITSELF?	Locational Knowledge - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day  BIG QUESTION: IS CLIMATE CHANGE A REAL THREAT? Physical Geography - Earth from Space: Coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. - Understand about weather patterns around the world and relate these to climate zones (for growing crops etc)	HARLOW WEEK - Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Town Centre focus)
COMPUTING Teach Computing	Data and Information - Flat-file databases (Titanic database) To compare paper and computer-based databases	Computer Systems and Networks - Sharing Information To recognise the role of computer systems in our lives	E Safety (Safer Internet Day) To consider the impact of the choices made when making and sharing a video	Creating Media - Video Editing (Greek Videos) - To capture video using a range of techniques - To create a storyboard	Coding and Programming - Selection in physical computing (Space Models) To control a simple circuit connected to a computer	Coding and Programming - Selection in quizzes (End of year quiz) - To relate that a conditional statement connects a condition to an outcome - To explain how selection directs the flow of a program

	- To outline how grouping and then sorting data allows us to answer questions - To explain that tools can be used to select specific data - To explain that computer programs can be used to compare data visually	- To recognise how information is transferred over the internet - To explain how search results are carried out, selected and ranked. - To contribute to a shared project online	- Understand the need to only select age appropriate content. - Understand where to go and what to do for help when there are concerns about content or contact online.	- To identify that video can be improved through reshooting and editing - To add additional media to a video project (link to Vector diagrams) AUTHENTIC OUTCOME: Greek Scriptwriting and Video Production	- To write a program that includes count-controlled loops - To explain that a loop can be used to repeatedly check whether a condition has been met - To create and design a physical project that includes selection	To design and create a program which uses selection
DESIGN AND TECHNOLOGY	Textiles - Interior design (Titanic) - Create 3D products using pattern pieces and seam allowance - Understand pattern layout - Decorate textiles appropriately often before joining components - Pin and tack fabric pieces together - Join fabrics using over sewing, back stitch, blanket stitch or machine stitching - Combine fabrics to create more useful properties - Make quality product	AUTHENTIC OUTCOME: Kon Tiki Boat Challenge	Food Technology - Pizza and dough - Weighing and measuring - accurately use scales and measuring jugs - Cutting skills: dice and cut food into evenly sized pieces - Mixing: confidently crack an egg - Shaping and assembling: use a rolling pin to roll out dough to an accurate size and thickness eg pizza - Heating: with supervision begin to use the hob - Serving and garnishing: are able to plan and serve their own breakfast and a simple balanced cooked meal eg pizza and salad - Food safety: demonstrate good safety practices - Recipes and ingredients: identify how to change a recipe to improve a dish - Consumer awareness: are able to use food labels to inform choice		Mechanisms - Space mobile - To understand and use mechanical systems e.g. gears, pulleys and linkages in their products. - To understand that a cam mechanism is a linkage system and explore these by making moving toys.	
	Designing - draw on market research to inform design - use research of user's individual needs, wants, requirements for design - identify features of design that will appeal to the intended user - create own design criteria and specification - come up with innovative design ideas - follow and refine a logical plan. - use annotated sketches, cross-sectional planning and exploded diagrams - make design decisions, considering, resources and cost - clearly explain how parts of design will work, and how they are fit for purpose - independently model and refine design ideas					

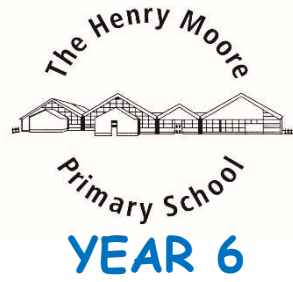
ART	Evaluating - Evaluate quality of design while designing and making; is it fit for purpose? - Keep checking design is best it can be. - evaluate ideas and finished product against specification, stating if it's fit for purpose - test and evaluate final product; explain what would improve it and the effect different resources may have had - do thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose - research and discuss how sustainable materials are - consider the impact of products beyond their intended purpose - discuss some key inventors/designers/ engineers/ chefs/manufacturers of products					
			Drawing Artist: Iman Joy El Shami-Mader Pencil  - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape.			3D Form – Harlow Week Artist: Henry Moore Clay  - Independently sketch ideas for 3D form projects. Add annotations, clarifying materials and techniques used. Go through a plan, design, create and evaluate process independently. - Confidently manipulate clay using different techniques including rolling, squeezing, pulling, pinching, smoothing, joining, layering and carving. - Use clay tools to create detailed patterns and textures on the clay surface.
	Review and Evaluate - Create sketchbooks to record their observations and use them to review and revisit ideas. - Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. - Think critically about their art and design work saying what they like and what they would like to improve using appropriate vocabulary. Artist Appraisal - Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. - Evaluate and analyse creative works using the language of art, craft and design. - Imitate the work of famous artists, illustrators or sculptors using the same and different medias. - Compare the work of different artists, share opinions.					
PSHE Healthy Mind, Happy Me PSHE Association	Friendships To be able to identify a wide range of characteristics that	Belonging To be able to understand the different features of what makes a good school.	Living in the Wider World How people make decisions about spending and saving	Health and Wellbeing - How drugs common to everyday life (including smoking/vaping - nicotine,	My Wider World To understand what it means to be part of a diverse community.	Relationship Education To learn about puberty and how bodies change during puberty, including menstruation and

	contribute towards being a good friend. • To be able to recognise that their preferences, thoughts and feelings may differ to others. • To be able to understand the importance of working together and to identify features of effective collaboration. • To be able to understand the importance of helping each other, resolve conflicts in a range of situations. • To be able to understand the importance of resolving conflicts and moving on.	• To be able to understand that all families are different. • To be able to identify important figures in their lives and understand how these figures can offer different things depending on the context. • To be able to identify what it means to feel 'safe' and why this is important to everyone. • To be able to discuss ways in which they could help others to feel like they belong. • To be able to reflect on prior learning.	money and what influences them. • How to keep track of money so people know how much they have to spend or save. • How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • How to recognise what makes something 'value for money' and what this means to them. • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.	alcohol, caffeine and medicines) can affect health and wellbeing. • That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. • How laws surrounding the use of drugs exist to protect them and others. • Why people choose to use or not use different drugs. • How people can prevent or reduce the risks associated with them. • That for some people, drug use can become a habit which is difficult to break. • How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. • How to ask for help from a trusted adult if they have any worries or concerns about drugs. • Road safety. • Bikeability.	• To identify ways in which they are connected to others around the world. • To understand what it means to show gratitude. • To understand ways they can help in the wider community. • To know their rights and responsibilities.	menstrual wellbeing, and wet dreams. • How puberty can affect emotions and feelings. • How personal hygiene routines change during puberty. • How to ask for advice and support about growing and changing and puberty.
RELIGIOUS EDUCATION		Theology What do Hindus Believe? How do they express their faith? • Describe different sources of authority and how they link with beliefs. • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. • Explain a range of answers to ethical and moral questions and issues,		Philosophy What can we learn about the world/knowledge/meaning of life from the great philosophers? (Buddhist/Christian) • Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. • Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. • Have an understanding of the Analogy of the Cave and what		Social Science How do Sikhs interact with culture and society? • Explain the emergence of the Sikh faith in the context of Hindu and Muslim traditions. • Explain the complex nature of how some Sikh traditions and customs interact with contemporary society. • Analyse and evaluate how Sikh beliefs impact on individuals, communities and societies. • Analyse and evaluate the importance of Sewa to Sikhs

		drawing conclusions and showing awareness of diversity of opinion and why there are differences. *Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.		it says about existence and knowledge. Understand the relationship between the concept of a corporeal and incorporeal world.		
PHYSICAL EDUCATION	Outdoor Football/Dodgeball Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. Indoor Sports hall Athletics - Develop flexibility, strength, technique and control when running, throwing and jumping. - Analyse, modify and refine skills and techniques and how these are applied.	Outdoor Tag Rugby Indoor Dodgeball Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied.	Outdoor Hockey Indoor Dance (Greek) - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy Swimming - Perform a surface dive - Swim over 10m using a range of strokes accurately - Perform a range of jumps into deep water and tread water when resurfacing - Perform a range of jumps into deep water and tread water when resurfacing	Outdoor Cross Country - Run at speed over a distance this can be long or short according to pupils ability Indoor Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. - Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy - Identify different levels of performance and use subject specific vocabulary - Develop specific skills to show different shapes and balances under control.	Outdoor Netball/Rounders Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. Indoor Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. - Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy - Identify different levels of performance and use subject specific vocabulary	Outdoor Tennis and Cricket - Strike a ball with a range of bats for accuracy and distance. Indoor Athletics - Develop flexibility, strength, technique and control when running, throwing and jumping. - Quad kids- practice throwing/jumping/running/relays - Run at speed over a short or long distance. - Consider strengths and weaknesses of individuals and plan activities according to pupils strengths.

FRENCH Language Angels	Recap – French units from previous years		Moi dans le Monde (Me in the World)		Mange et Bouger (Eat and Move)	
	Grammar progression: - Masculine and feminine: - du, de la, des, de l' - Regular verb forms Listening - To listen to a more extended text which includes familiar language, and respond appropriately Speaking - To present ideas and express opinions orally to a range of audiences - To engage in conversations; ask and answer questions; express opinions and respond to the opinions of others - To describe people, places, things and actions orally Reading - To read carefully and show understanding of words, phrases and simple writing Writing - To write phrases from memory, and adapt these to create new sentences; to express ideas clearly - To use more complex sentences as models to create own extended sentences - To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs;					
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Singing and Musicianship - Sing in an ensemble, with the aim of producing a round sound with clear dictation, control of pitch and a musical understanding of how parts fit together - Sing within appropriate range with clear dictation, accurate tuning, control of breathing and appropriate tone. Focus song: My Paddle	Perform and Share - Practise, rehearse and present performances with more awareness of an audience and their needs. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms. - Watch a recording and/or discuss performances. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.	Playing Instruments - Games - They can find the pulse with confidence and ease, relating it to other dimensions. They can also demonstrate their understanding of pulse verbally and physically. - Continue to explore and create music using classroom percussion, tuned and untuned, improvising and composing. Use glockenspiels, recorders or band instruments. - Play and perform in solo or ensemble contexts, playing instruments with increasing accuracy, fluency and control. - Build on understanding the basics and foundations of formal notation (an introduction).		Composition and Improvisation - Continue to explore and create musical sounds with voices and instruments, deepening knowledge of improvisation and the difference between this and composition (writing it down). - Create more complex tunes, choosing, combining and organising patterns and musical ideas. Move beyond five notes where appropriate. Use technology, voice and sounds in creative ways. - Create and demonstrate an understanding of the interrelated dimensions of music. Higher/lower (pitch), faster/slower (tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre).	
OTHER GLOBAL LEARNING PROJECTS		4 QUALITY EDUCATION Send My Friend to School Campaign	10 REDUCED INEQUALITIES Cambodia postcards Big Question: How are schools different around the world?			

		Big Question: What are the barriers preventing children going to school?				
LIFE SKILLS	Making the bed from scratch		Making Boiled/fried eggs		Filling in forms - online/ on paper. Job application for NASA	Bike care, keeping safe, lights, clothing, puncture repair
VISITS / TRIPS		Pantomime	Pizza Express Greek workshop - Epping forest visit.		Greenwich Royal Observatory	Sculpture trail around the Town Centre



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

MATHS
White Rose
Power Maths
NCETM
NRICH

Number and Place Value

- Read, write, order and compare numbers to ten million, and determine the value of each digit.
- Identify the value of each digit in numbers given to three decimal places.
- Understand the relationship between powers of 10 from 1 hundredth to 10 million, and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size (multiply and divide by 10, 100 and 1,000).
- Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
- Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system.
- Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts, and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.
- Round any number to the required degree of accuracy.
- Solve number and practical problems that involve all of the above.

Addition and Subtraction

- Add and subtract numbers with more than four-digit using columnar methods (Year 5)
- Add and subtract increasingly large numbers mentally (Year 5).
- Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships, and place-value understanding.
- Solve problems with 2 unknowns.

Multiplication and Division

- Multiply up to four-digit numbers by two-digit numbers, using formal written methods.
- Divide numbers up to four digits by a two-digit number and interpret remainders as whole numbers, fractions and decimals, appropriate for the context.
- Use written division methods where answers have up to two decimal places.
- Divide numbers by a two-digit number using formal written methods.
- Multiply and divide numbers by 10, 100 and 1000, with answers up to three decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.

Ratio and Proportion

- Solve problems involving ratio relationships.
- Solve problems involving scale factor.
- Solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.

Algebra

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.

Area, Perimeter and Volume

- Recognise shapes with the same areas have different perimeters and vice versa.
- Recognise when it is possible to use formulae for the area and volume of shapes.
- Calculate the area of triangles and parallelograms.
- Calculate, estimate and compare volume of cuboids and cubes using standard units.

Position and Direction

- Describe positions on a full coordinates grid (four quadrants).
- Draw and translate shapes on a coordinate plane and reflect them in the axes.

Measurement

- Use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit and vice versa.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit, and vice versa, using decimal notation.
- Convert between miles and kilometres.

Geometry

- Draw, compose, and decompose shapes according to given properties, including dimensions, angles and area, and solve related problems.
- Compare and classify geometric shapes based on properties.

Statistics

Interpret and construct pie charts and line graphs and use these to solve problems.
Calculate and interpret the mean as an average.

Revision and consolidation of all curriculum areas.

Application of curriculum skills and knowledge through projects and events.

	• Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list. • Read books that are structured in different ways and across a wide range of genres. • Vary voice for direct or indirect speech. • Recognise clauses in sentences • Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text. • Draw inferences and justify with evidence from the text. • Predicting what might happen from details stated and implied. • Make comparison within and across two texts. Writing • Identify the audience and purpose of the writing selecting the appropriate form using other similar models for their own writing. • In narratives, describes settings and characters. • Integrate dialogue. • Ensure the correct use of tense. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers - judging the impact or effect needed. • Begin to adapt sentence structure to text type. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Link ideas across and within paragraphs using adverbials. • Indicate degrees of possibility using adverbs and modal verbs. Grammar • Convert nouns or adjectives into verbs using suffixes. (-ate; -ise; -ify) • Use verb prefixes. (dis-, de-, mis-, over- and re-) • Use relative clauses beginning with who, which, where, when, whose and that. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. Spelling • Consolidate rules and patterns covered in Year 3 and 4. • Spell -cial and -tial endings • Spell endings -cious or -tious • Spell words ending in -ant, -ance/-ancy, -ent, -ence/ency. • Spell words with the letter string ough • Spell words with spelt with ei after c. • Spell words with silent letters • Spell words ending in -able and -ible. • Spell words ending in -ably and -bly. Handwriting • Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement that is best suited for a task.					
SCIENCE Developing Experts	Working Scientifically • Recognise scientific questions to which they do definitive answers using a range of scientific enquiries to explore possible answers. • Decide whether it is appropriate to repeat observations or measurements and explain how this impacts on data	Living Things and Their Habitats • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • To give reasons for classifying plants and animals	Electricity • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of	Animals, including Humans • To identify and name the main parts of the human circulatory system. • To describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and	Light • To recognise that light appears to travel in straight lines. • To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • To explain that we see things because light travels from	Evolution and Inheritance • To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • To recognise that living things produce offspring of the same kind, but normally

	collection. Choose and use correctly appropriate equipment to support observation and data collection with increasing accuracy. • Recognise significant variables in investigations selecting the most suitable to investigate controlling variables where appropriate. Recognise which type of practical enquiry is most appropriate to the question or idea being investigated, before planning and carrying out the enquiry. • Classify objects, living things and events creating and using simple tables, keys or data bases with support. • Gather and present simple scientific data in a variety of ways as Year 3 including tables and bar charts where intervals and ranges agreed through discussion, to help in answering questions. • Recognise when scientific evidence is for or against an argument. Recognise when scientific evidence supports an idea or not and use this to support predictions. Use test results to draw conclusions, recognising that the test may need improvements to improve reliability. Use test results to prompt new questions and make predictions for setting up further tests. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written form such as displays and other presentations.	based on specific characteristics.	buzzers and the on/off position of switches. To use recognised symbols when representing a simple circuit in a diagram.	lifestyle on the way their bodies function. • To describe the ways in which nutrients and water are transported within animals, including humans. CAREERS LINK Video conference with King's College with a phlebotomist	light sources to our eyes or from light sources to objects and then to our eyes. • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	offspring vary and are not identical to their parents. • To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
HISTORY			World War II Chronology and Timelines			

World War II			- To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. - Place current study on time line in relation to other studies. - Sequence up to 10 events on a time line. - Compare beliefs and behaviour with another time studied. Historical Enquiry - Confidently use the library and internet for research. - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Knowledge of World, British and Local Events and People - Recognise the key events in person's life. - Know key dates, characters and events of time studied. Interpreting Sources - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Be aware that different evidence will lead to different conclusions. Organisation and Communication - Order and sequence relevant life events in a detailed report. - Use relevant dates and terms. - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Global Learning Links:  How does war impact our communities?		
GEOGRAPHY	Coastal Erosion How our World has Changed Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied - Extend to 8 figure grid references with teaching of latitude and longitude in depth. - Expand map skills to include non-UK countries - compare a UK and N.America National Park- land use, physical and Human Geography, land height, size, etc. Human Geography		Harlow Week Geographical Skills and Fieldwork Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		

COMPUTING Teach Computing	13 CLIMATE ACTION  Will the future be better than today?	7 AFFORDABLE AND CLEAN ENERGY  How do we create a sustainable society? 11 SUSTAINABLE CITIES AND COMMUNITIES 	13 CLIMATE ACTION  Will the future be better than today?	7 AFFORDABLE AND CLEAN ENERGY  How do we create a sustainable society? 11 SUSTAINABLE CITIES AND COMMUNITIES 		
	13 CLIMATE ACTION  Will the future be better than today?	7 AFFORDABLE AND CLEAN ENERGY  How do we create a sustainable society? 11 SUSTAINABLE CITIES AND COMMUNITIES 				

						*To update a variable with a user input *To use a conditional statement to compare a variable to a value *To design and create a project that uses inputs and outputs on a controllable device
DESIGN AND TECHNOLOGY		Textiles – Sewn Baubles Design • Use research and exploration, such as the study of different cultures, to identify and understand user needs. • Identify and solve his/her own design problems and understand how to reformulate problems given to him/her. • Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Make • Select from and precisely use specialist tools, techniques, processes, equipment, machinery, materials, components and ingredients, taking into account their properties Skills: • Create 3D products using pattern pieces and seam allowance. • Understand pattern layout. • Decorate textiles appropriately often before joining components. • Pin and tack fabric pieces together. • Join fabrics using a range of stitches, including a blanket stitch. • Combine fabrics to create more useful properties. • Make quality. Evaluate			Mechanisms – Vehicle Design • Use research of user's individual needs, wants and requirements for design. • Identify features of design that will appeal to the intended user. • Create own design criteria and specification. • Come up with innovative design ideas. • Follow and refine a logical plan. • Use annotated sketches, cross-sectional planning and exploded diagrams • Make design decisions, considering resources. • Clearly explain how parts of design will work, and how they are fit for purpose. • Independently model and refine design ideas. Skills • Understand that a cam mechanism is a linkage system and explore these by making moving toys. Evaluate • Perform thorough evaluations of existing products considering: how well they've been made, materials, whether they work, how they've been made, fit for purpose. • Evaluate quality of design while designing and making, as well as the finished product - is it fit for purpose? • Test and evaluate final product; explain what would	

		- Analyse the work of past and present professionals - Test, evaluate and refine his/her ideas and products against a specification, taking into account the views of intended users and other interested groups.			improve it and the effect different resources may have had. - Research and discuss how sustainable materials are. - Discuss some key inventors, designers or engineers.	
ART	Drawing Artist: Jesse Lane Memory Project 					Painting Artist: Sarkasi Said Batiks 
	- Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own way using artistic vocabulary to explain. - Manipulate and experiment with the elements of art line, tone, pattern, texture, space, colour and shape. Global Learning Link:  Will the future be better than today?					- Make decisions on what style of paint is best to use for artistic purpose. Justify with reasons and experiences. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Show an awareness of how paintings are created (composition). - Create shades and tints using black and white. - Choose appropriate paints, paper and implements to adapt and extend their work.
	Review and Evaluate - Create sketchbooks to record their observations and use them to review and revisit ideas. - Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. - Think critically about their art and design work saying what they like and what they would like to improve using appropriate vocabulary.					
PSHE Healthy Mind, Happy Me	All About Me - To identify their unique characteristics to promote self-identity and self-esteem. - To begin to develop enhanced emotional understanding by applying emotion labels to real-life situations. - To be able to understand how to express their emotions in a safe and healthy way.	Resilience & Coping - To be able to identify times they may benefit from engaging in mindfulness activities. - To be able to identify times they may need to address their thinking styles to be more positive. - To begin to think about positive ways they can	Living in the Wider World - Internet Safety - How the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions. - Not everything should be shared online or social media and that there are rules about this, including the distribution of images. - Mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. - How text and images can be manipulated or invented; strategies to recognise this. - Evaluate how reliable different types of online content and media are e.g. videos, blogs, news, reviews, adverts		Being the Best Me I Can - To reflect on situations in which they would use particular 'personal strengths' over others. - To reflect on situations in which they have been a role model and what character traits they possessed.	Relationship and Sexual Education - Understand people have different kinds of relationships in their lives, including romantic or intimate relationships. - Understand people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.

RELIGIOUS EDUCATION	• To be able to label their own character traits and understand these traits in the real-world contexts. • To be able to understand that character elements can be inappropriate at times and how to address this in real-life contexts.	support themselves during times of need. • To be able to understand that change happens and this can feel uncomfortable, but this is okay. • To understand that it is okay to change their mind. • To begin to build up effective resources to provide psychological First Aid to themselves and others.	• Recognise unsafe or suspicious content online and what to do about it. • Understand how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. • Understand how to make decisions about the content they view online or in the media and know if it is appropriate for their age range. • Learn how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue. • Recognise the risks involved in gambling-related activities, what might influence somebody to gamble and the impact it might have. • Discuss and debate what influences people's decisions, taking into consideration different viewpoints.	• To reflect on situations in which they have tried their best. • To be able to think of positive strategies to help them with school transitions. • To be able to think of positive strategies to help them with school transitions whilst at home. • To reflect on their prior learning in the module.	• Know adults can choose to be part of a committed relationship or not, including marriage or civil partnership • Know marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • Learn how puberty relates to growing from childhood to adulthood • Learn about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. • Know there are ways to prevent a baby being made. Transition • Discuss how growing up and becoming more independent comes with increased opportunities and responsibilities • Recognise friendships may change as they grow and how to manage this. • Manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.
	How has belief in Christianity or Islam impacted on music and art through history? <u>Christianity and Islam</u> • Show awareness that talking about religion and belief can be complex. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.		Is believing in God reasonable? • Explain the different philosophical answers to questions relating to meaning and existence. • Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example. • Explain, using a range of reasons, whether a position		Creation or science: conflicting or complementary? <u>Christianity and Humanism</u> • Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.

			or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.			
PHYSICAL EDUCATION	Outdoor Football, hockey, dodgeball - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Outdoor Football, hockey - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Outdoor Netball, tag rugby, cross-country - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Run at speed over a distance this can be long or short according to pupils ability.	Outdoor Netball, tag rugby - To practise dribbling, defending, attacking and passing. - To understand the basic rules of invasion games. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Outdoor Rounders - To understand the basic rules of rounders. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Outdoor Tennis, cricket - To understand the basic rules of tennis and cricket. - To participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Strike a ball with a range of bats for accuracy and distance. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.
	Indoor Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence	Indoor Sports Hall Athletics - Develop flexibility, strength, technique and control when running, throwing and jumping. - When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the	Indoor Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. Routine of different gymnastics positions with various heights and rolls.	Indoor Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely.	Indoor Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Indoor Athletics - Quad Kids: - Jumping - Throwing - Running - Relays - Develop flexibility, strength, technique and control when running, throwing and jumping. - When planning activities and actions, take into account a range of strategies, tactics and routes to success,

	the outcome and suggest the best possible strategy.	strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.	- Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Identify different levels of performance and use subject specific vocabulary. - Develop specific skills to show different shapes and balances under control. - Implement body management using traveling at different heights maintaining good body posture.	- Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Identify different levels of performance and use subject specific vocabulary. - Develop specific skills to show different shapes and balances under control. - Implement body management using traveling at different heights maintaining good body posture.		considering his/her strengths and weaknesses and the strengths and weaknesses of others. - Analyse, modify and refine skills and techniques and how these are applied. - When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.
FRENCH Language Angels	Recap – French units from previous years.		La Seconde Guerre Mondiale (The Second World War)		Le weekend (The Weekend)	
	Listening - To understand longer spoken texts including unfamiliar language Speaking - To understand longer spoken texts including unfamiliar language - To engage in more sustained conversations, asking for clarification when necessary - To use accurate pronunciation and intonation to engage an audience Reading - To read a short text including some unfamiliar language - To apply knowledge of phonemes to attempt reading of unfamiliar words Writing - To use understanding of basic sentence structures to create own. - To write phrases and sentences from memory and make adaptations. - To understand how to use adverbs in sentences. To know how to conjugate some high-frequency irregular verb forms (aller, avoir, être).					
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Songs for Musicianship Song: Senwa de Dende - Sing within appropriate range with clear dictation, accurate tuning, control of breathing and appropriate tone. - Reflect the importance of	Perform and Share Carol/Song of the Week - Work together as part of an ensemble/band, adding some direction and ideas. Demonstrate musical quality. - Practise, rehearse and present performances with	Composition and Improvisation BBC 10 Pieces - Grazyna Bacewicz - Overture - Continue to explore and create musical sounds with voices and instruments, deepening knowledge of improvisation and the difference between this and composition (writing it down). - Record composition (ICT, pictorials, notation, videos, puppets, dots, colours etc.) using technology and experimental techniques as well as formal notation.			Instrumental Learning Recorders - Happy They can build on their knowledge of pulse, pitch and rhythm, recognising them and keeping them in a more complex rhythm, demonstrating improvisation

	vocal warm ups, focusing on good posture and breathing in phrases. They should also consider pronunciation and sound quality, singing together with confidence and increasing difficult melodies and words, sometimes in parts.	more awareness of an audience and their needs. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms. Watch a recording and/or discuss performances. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.	Create and demonstrate an understanding of the interrelated dimensions of music. Higher/lower (pitch), faster/slower (tempo) and louder/quieter (dynamics) and quality of sounds and how they are made (timbre).			through these and their voices. Build on understanding the basics and foundations of formal notation (an introduction).
OTHER GLOBAL LEARNING LINKS		 World Children's Week What do we take for granted?				
AUTHENTIC OUTCOMES	Memory Project portraits			WWII Class Museum		End of Year Performance Charity Fun Day
LIFE SKILLS	Telling the time (recap)	How to be presentable (for school)	Making a meal (home)		Bikeability	Tying a tie Reading a timetable Finances Writing a CV
VISITS / TRIPS		Young Shakespeare - Macbeth Wednesday 15th November 2023 CAREERS LINK Acting and performing (Young Shakespeare Company /Local actor)	Harlow Museum - January 2024	Crucial Crew - March 2024		Residential trip - 12th-14th June 2024 Walton - July 2024 End of Year Show July 2024