

Bigland Green Curriculum

aspirations in action...



...an outline of learning built from the 2014 primary national curriculum to deliver the *school's mission* which is to provide teaching and learning that helps children to become

**Successful
learners**

**Confident
individuals**

**Responsible
citizens**

Bigland Green ~ a great place to learn & grow

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Curriculum rationale and curriculum intent

Our curriculum starting point at Bigland Green begins with the aims of the 2014 National Curriculum in England:

Aims

- 1.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- 1.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Our ultimate goal at Bigland Green is to increase children's life chances. Located in an area with high levels of deprivation and challenging living circumstances, we want our school to be a safe haven for children where learning is seen as the key to a bright future of success and fulfilment.

Less than two miles from the city of London, we believe our children deserve to have the aspirations to work in the top jobs and therefore should be equipped with the knowledge and understanding to be successful at their next stage of education. Social mobility is not just a theory at Bigland Green, it is our purpose and mission for the community we serve.

Our curriculum has been designed to provide our children with the knowledge, understanding and opportunities for application by having a progressive, structured approach that also gives the creative opportunities to our teaching staff to deliver the very best for the children. It is designed to be logical, coherent and easy to use for teaching staff so that most of their time can be spent planning and teaching the best possible learning.

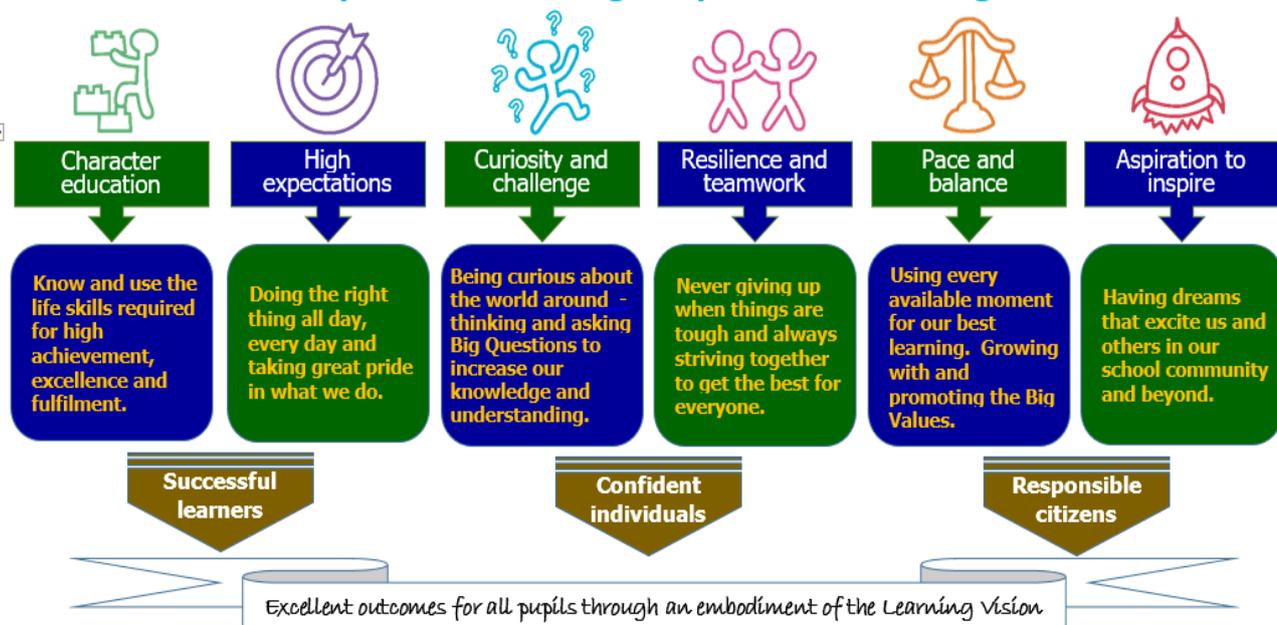
Bigland Green teaches all the subjects detailed in the 2014 National Curriculum for England and delivers the core knowledge required at primary education. In addition, we are a *Philosophy for Children* school and our pupils are **Big Thinkers**. This underpins all teaching and learning at Bigland Green as we consider it vital for our children's all round well-being and their academic achievement. They are encouraged to ask big questions about what they are learning and beyond. The **Learning Vision** is the bedrock from which all teaching and learning stems (detailed in appendices). The Learning Vision demonstrates what key virtues we consider are the most important for our children to develop to fulfil our mission (i.e. children becoming successful learners, confident individuals and responsible citizens).

Subjects are organised with a subject overview detailing the units of learning covered from Year 1-6. The subjects are then broken down into individual year groups showing the expected knowledge, understanding and application objectives for each half term.

It has been organised in this way so it is very clear what children should know and be able to do by the end of each year. Schemes, resources and enrichment opportunities have been designed to help children learn more.

Bigland Green Learning Vision

Six steps to success @ a great place to learn and grow



Curriculum implementation

Teaching methods and approaches at Bigland Green

Bigland Green relies on a range of teaching methods to help children learn. The Bigland Green CPD community ensures teaching staff are continuously learning about pedagogy and developing their own practice to help support the children to achieve their best. The school recognises that teaching is a profession that is ever evolving and sets out a culture of sharing great practice and continuously striving for school improvement.

Although this curriculum was published on a review cycle for summer term 2020, the school recognises that a great curriculum will need constant review to ensure the best teaching and learning.

Next full review date July 2022

Consistency across the curriculum

| | |
|---|---|
| Planning | <ul style="list-style-type: none"> ▪ The Bigland Green Curriculum is always the starting point for planning great learning that is knowledge rich: this document contains long term planning. Teachers must then plan for the medium term (each half-term) and then weekly for English and Maths ▪ Teachers will use and adapt the schemes of learning detailed in this document for each subject. The key knowledge objectives and what the children are expected to understand and apply will not differ from this curriculum to support children knowing and remembering more. Teachers will use their creativity in planning for meaningful links, providing local context to the learning and how Big Thinking permeates the curriculum ▪ The school has agreed proformas for planning ▪ Planning will include a WALT and success criteria (if needed), starter activity if applicable, content to teach, children’s individual/group learning, plenary and differentiation ▪ Teachers display planning in the areas they teach |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ Teachers will utilise learning strategies such as talk partners, individual, group and whole class learning ▪ Use of the Interactive White Board is encouraged through Notebook and other educational software to support the learning ▪ Teachers are expected to further their pedagogical knowledge through CPD and apply this in how they deliver lessons |
| Children’s learning in books | <ul style="list-style-type: none"> ▪ Learning must be presented with high expectations at all times with the same expectations across all the subjects for handwriting ▪ Children will always have a date and WALT (We are learning to..) for each lesson recorded in a learning book ▪ A variety of ways to record learning will be utilised; e.g. writing, tables, charts, photographs, diagrams etc ▪ Some subjects present learning using a ‘class big book’ |
| Learning environment | <ul style="list-style-type: none"> ▪ English and Mathematics working walls are used to support the learning in every class/set room. ▪ Resources for children should be readily available and children are taught how to look after and use them for learning ▪ Each class has a book corner, Science display, History & Geography display with a variety of children’s learning and resources to support |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none"> ▪ The school has an agreed assessment and marking policy that all staff are expected to follow ▪ There are three ‘data drops’ in the academic year where evidence is gathered to assess children’s progress including summative assessment tests ▪ The school identifies vulnerable children who are working below the age expected standard and uses PIXL (Partners in Excellence) intervention program to support them make accelerated progress ▪ Enrichment is offered through after-school clubs, trips, visits from experts, competitions, residentials, in-school sleep-overs and special events ▪ The school has a sensory ‘rainbow room’ to support specific needs and inclusion is fundamental to the schools values ▪ Refer to the SEND Offer for further guidance for support provided for those children with additional needs |
| Resources | <ul style="list-style-type: none"> ▪ All staff are responsible for the upkeep and organisation of the curriculum resources ▪ Teachers order PDC library resources to support learning where appropriate |

Curriculum Impact

How do we know the curriculum is delivering our Mission and Vision?

Ongoing Assessment/Evaluation

Teachers assess pupil's learning continuously and keep their own records in the class planning folder. Key performance indicators (KPIs) are used for KS1 and KS2 (see appendices). The KPIs are completed on an on-going basis. Each class is provided with an electronic *Attainment and Progress Information* (API) spreadsheet which is updated using the information from the KPIs and other assessments. There are three data drops in the Year to monitor the outcomes from the taught curriculum.

Review and Reflect

Review and Reflect is a chance to review the impact of the teaching, learning and delivery of the curriculum across the school. All teachers are involved in the process which allows them to evaluate the quality of teaching and learning and use the insights to improve the outcomes for children they teach.

Pupil Voice

Pupil voice is paramount at Bigland Green in assessing the implementation of the curriculum. Pupils are encouraged to speak openly about what and how they learn with teaching staff. The School Councillors meet regularly to discuss education at Bigland Green. A pupil voice survey is completed termly by all children to help provide further insight on the quality of education delivered across classes and year groups.

Learning Reviews

Daily Learning Reviews - DLR

This involves all staff members who teach in the class. The review is usually at 8:45 AM in the classroom every day.

Fortnightly Learning Discussions

This involves team leaders having a review with teachers (based around selected learning) and agreeing targets to be achieved. The teachers will be expected to show (a) how the curriculum is being delivered (b) children know more and remember more (apply after time).

Progress Reviews

The Headteacher has discussions with other leaders about the implementation of the curriculum, pupil progress and support for teachers.

QE – Quality of Education

QE focuses on gaining a snap-shot of the implementation and impact of the curriculum across the school. Often a focus is identified based on school self-evaluation information.

Individual Education Plan Cycle

Year groups meet termly to set and review individual targets for children with additional needs. As part of this process, teaching staff adapt and personalise the curriculum to meet the additional needs of these children.

Outcomes

Outcomes from the Phonics screening in Year 1, KS1 SATs and KS2 SATs are rigorously monitored by the school. Summative assessment data is also monitored closely to help measure the impact of the curriculum.

EYFS context & overview

Our Nursery and Reception follow the Early Years Foundation Stage.

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

The Statutory Framework for the Early Years Foundation Stage states that "All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive."

The Three prime areas are:

- **Communication and Language (C&L)** Listening and Attention, Understanding, Speaking
- **Physical Development (PD)** Moving and Handling, Health and Self Care
- **Personal, Social and Emotional Development (PSED)** Managing Feelings and Behaviour, Making Relationships, Self-confidence and Self-awareness.

There are also four specific areas, through which the prime areas are strengthened and applied. These are

- **Literacy** Reading, Writing
- **Mathematics** Number, Shape Space and Measures
- **Understanding the world (UTW)** People and Communities, The World, Technology
- **Expressive arts and design (EAD)** Exploring and using Media and Materials, Being Imaginative

Children learn by exploring, being active, and through creative thinking (Characteristics of Effective Learning). It is very important for children to develop social skills, such as turn-taking, sharing and independence, which help them in the next stages of their learning. Everyday children experience learning and teaching opportunities covering all aspects of The Early Years Foundation Stage curriculum, sometimes individually, in small groups or as a whole class. The curriculum is taught both indoors and outdoors. We provide a stimulating environment in which children can discover and learn about the world around them through their own exploration and our teaching. We ensure a rich curriculum content, each area is sequential, connected and builds on prior learning and is relevant to each child in the school, regardless of their age, gender, individual circumstances or academic ability.

At the end of the EYFS children are assessed using the Early Learning Goals.

https://www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf

Many of our children start with a localised experience of the world. Our role is to open the world of knowledge and curiosity for them. We work closely with parents, understanding that they are their child's first teacher. We help our children make connections in learning and it is through reading, sharing and learning from books that the world of knowledge can be made fully accessible to them. Creating a sense of awe and wonder that excites and inspires our children is a key factor in attaining our high academic standards. We ensure that all members of our school community share our aspirational expectations for our school and each individual pupil.

A key element of our approach to the development of reading and writing is the use of DFE phonics scheme Letters and Sounds.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

This is introduced in Nursery so that our children are ready for the learning in Reception. Please refer to the 'Learning to Read at Bigland Green' document.

Curriculum weekly offer

Reception weekly offer

Daily Phonics (DfE Letters and Sounds), end of day story, free access to outside
Tuesday - Friday Daily Supported Reading two sessions per week from January.

Running Record as required

Tuesday – Friday Learning to Read

Nursery weekly offer

Tuesday – Friday, Learning to Read

Weekly Rhyme Time from autumn 2/Spring 1

Daily – singing of nursery rhymes, end of day story, free access to outside.

EYFS Curriculum overview – Two yearly cycle

We have a two yearly cycle as the majority of our children attend our Nursery and Reception classes and we feel that this is a way to build on and expand their knowledge in a systematic and thorough way ensuring continuity of learning inside and outside for all children.

Our themes are broad enough to ensure key knowledge is taught yet also following the children's needs and interests.

We aim to support learning through local visits.

Year cycle 1 – 2019-2020

| | | Possible key books | Areas of Learning | Rationale | Parental support |
|----------|--------------------|--|--------------------------|--|--|
| Autumn 1 | Once upon a time | Each Peach Pear Plum by A. Ahlberg, Goldilocks and the Three Bears, Rumpelstiltskin | PSED, C&L, Reading | To ensure all children begin the year with knowledge of rhymes and traditional stories. | Join your local library. Continue, or start the habit of reading every day and writing in your child's Reading Record. |
| Autumn 2 | Treasure | The Paper Dolls by J. Donaldson, Star in the Jar by S. Hay, Christmas story, | PSED, P&C | To think about what is important to us and develops to a wider focus of the world. | Talking together about what is important to you at home. |
| Spring 1 | Who am I? | Owl Babies by M.Waddell Here's a little poem | PSED,PD, P&C, TW | All children are more settled to share and therefore learn about themselves. | Make sure your child knows the names of main body parts. Understand who is in their family. |
| Spring 2 | Plants and Flowers | Jack and the Beanstalk, Titch by R Hutchins Here's a little poem | TW | Introduction to parts of a plant and what is needed to grow. Awe and wonder of growing their own. | Look after your seed/bulb from school, go for walks in the park. |
| Summer 1 | Animals | What the ladybird heard by J. Donaldson, The Very Hungry Caterpillar by E. Carle, Dear Zoo by R Campbell | TW | Expand children's world from beyond London and United Kingdom. Farm, wild, Minibeast and Dinosaurs learnt. | Learn baby animal names and know a wide range of animals and where they live. |

| | | | | | |
|----------|----------------------------------|-----------|------|--|--|
| Summer 2 | Animals continued and Transition | See above | PSED | Prepare for their new environment by experiencing it as appropriate. | Talk about what your child has learnt this year and how ready for the next year. Listen to any concerns. |
|----------|----------------------------------|-----------|------|--|--|

Year cycle 2 – 2020-2021

| | | Possible key books | Areas of Learning | Rationale | Parental support |
|----------|---------------------|--|--------------------------|--|--|
| Autumn 1 | Once upon a story | Each Peach Pear Plum by A. Ahlberg, Goldilocks and the Three bears, Rumpelstiltskin | PSED, C&L, Reading | Reception stories build on nursery. Children in Reception are more settled so can build on deeper literacy than when in nursery. | Join your local library. Continue, or start the habit of reading every day and writing in your child's Reading Record. |
| Autumn 2 | Homes and Buildings | The Three little Pigs, Non fiction texts | SSM, P&C, | Thinking about their homes and where we live. | As you walk about talk about the buildings you see. Take a trip into central London. |
| Spring 1 | What shall we eat? | Handa's Surprise by E.Browne, Biscuit Bear by M. Grey The Little Red Hen | PD, SSM, TW P&C | Understanding where food comes from. | Talk about being healthy together as a family. Cook and go shopping together. |
| Spring 2 | Where shall we go? | Little Red Riding Hood, Mr. Gumpy's Outing J.Burningham | TW, P&C | Learning about different countries in the word. Thinking about space. | Talk about short journeys you go on, talk about longer travels your family have been on. |
| Summer 1 | Sand and Water | Billy's Bucket by K.Grey, Rainbow Fish by M.Pfister Hooray for fish by L.Cousins, Surprising sharks by N. Davies | TW | Water links to planting again for all children. Tactile exploration and experiences of different places. | Have fun with water play in the bath, shower, washing up. Go to the River Thames and take a look. |
| Summer 2 | Sand and Water | As above continued | | Prepare for their new environment by experiencing it as appropriate. | Talk about what your child has learnt this year and how ready for the next year. Listen to any concerns. |

Please note proposed changes to EYFS Curriculum in September 2021.

Please read alongside the more detailed EYFS curriculum and Bigland Green approach to Reading.

We encourage our children to build upon the key skills that they will need throughout their lives, primarily social interaction, independence, creativity, physical capability, and communication and language skills.

Big Thinking Overview of progression

End of EYFS expectations

| Language | Facilitation | Writing |
|--|--|--|
| <ul style="list-style-type: none"> - All/some/none, Always/sometimes/never, More/less (eg, important, good and so on), Better/worse. - Is/isn't, If . . . then, Group/class, Is/are, Example, Alternative, Addition, Kind, Same/similar/different/like - Before/after/at the same time. - Unless, Agree/disagree, Reason (because) | <p>Draw attention to some of the reasoning terms using conversations around "books" or "consultation boards":</p> <ul style="list-style-type: none"> - You can group similar things on a page - You can put things into order (more and less ...) - You could present a story and ask for reasons why something happened - Illustrate the story title and the reasons (causes) suggested by children | <p>Teachers scribe some of the responses of pupils around a book or consultation board and refer to the written items: "Ilyas thought such and such". This draws their attention to one purpose of writing – to keep a record and aid reflection. Some children may be able to use pretend writing or more advanced markings with the teacher translating and writing out the meaning after dialogue with the child.</p> |

Year 1

| Autumn | Spring | Summer |
|--|---|--|
| <ul style="list-style-type: none"> - General introduction to P4C enquiries - Setting ground rules - Exploring teacher guided questions - Understanding what makes a philosophical question - Introducing Big Thinking Big Books | <ul style="list-style-type: none"> - Starting to understand the 'bigger idea' behind a stimulus - Concept builder activities and concept collisions - Starting to formulate own questions with teacher support | <ul style="list-style-type: none"> - Active listening - Taking turns by building on previous speaker - Starting to give reasons |

Year 2

| Autumn | Spring | Summer |
|--|---|--|
| <ul style="list-style-type: none"> - Being familiar with the order of a full enquiry - Identifying concepts from the stimulus - Starting to ask open questions that then can be turned into philosophical questions | <ul style="list-style-type: none"> - Introducing P4C language - Moving questions away from stimulus - Starting to ask different types of questions | <ul style="list-style-type: none"> - Starting to review individual and class progress in relation to 4 C's - Starting to link questions to own experiences - Responding to each other's ideas |

Year 1&2 Expectations

| Creative thinker | Critical thinker | Caring thinker | Collaborative thinker |
|--|---|---|--|
| Can make connections between ideas, say how some things are the same and different and suggest/evaluate different possibilities. | Can ask questions about a stimulus, give reasons for their ideas that are supported with evidence and suggest what might happen if... | Can show that they've been listening to what others are saying, wait their turn and speak politely to adults and peers. | Can talk in a friendly way with peers, agree and disagree respectfully and politely, build on others' ideas and be an effective member in small group tasks. |

| Language | | Facilitation | Writing |
|--|--|--|--|
| <ul style="list-style-type: none"> - All/some/none, Always/sometimes/never, More/less (eg, important, good and so on), Better/worse - Is/isn't, If . . . then, Group/class, Is/are, Example, Alternative, Addition, Kind, Same/similar/different/like - Before/after/at the same time - Unless, Agree/disagree, Reason (because) | <p style="text-align: center;">Sentence stems</p> <ul style="list-style-type: none"> -I don't agree because... -I disagree because... -I don't think that is true because... -I think that is right because... -I think that is true because.. -I agree because... -I am unsure because... | <p>All the terms used at Foundation/Year 1 stage should be used with more complex and abstract material suitable for the children. Those terms can also be linked up into reasoning sequences with the teacher prompting children if necessary. For example, if a child expresses an <u>opinion</u>, the teacher might ask what the <u>reasons</u> are; when a reason is given, the teacher might ask for <u>alternative</u> opinions and reasons, when alternatives are given, the teacher might ask which of the alternative are the <u>best</u>, and so on.</p> | <p>Children will be encouraged to write down questions, to have some writing-thinking time during a discussion, to write a final thought and so on. Use writing prompts to give to children as a task:</p> <ul style="list-style-type: none"> - Write five <u>examples</u> of - Write two <u>reasons</u> to support your opinion about |
| | <p style="text-align: center;">Non-verbal</p> <ul style="list-style-type: none"> -Getting eye contact with others during speaking and listening -Being aware of facial expressions when people speak -Using the right volume for speaking -Beginning to change the tone/pitch of voice | | |

| | | |
|---|--|--|
| Resources/schemes to support the teaching & learning | www.P4C.com https://www.philosophy-foundation.org/ The philosophy Shop – book The If Machine – book Suggested picture book list for stimulus P4C manual – level 1 and level 2 | Tower Hamlets EMA progression in language structures PiXL sentence frames and vocab for Yrs1-6 PiXL Oracy progression ladder - use as assessment tool for language |
| Possible enrichment | | |

Big Thinking Overview of progression

Year 3

| Autumn | Spring | Summer |
|---|---|---|
| <ul style="list-style-type: none"> - Encouraging active listening and turn taking - Making links with real life other than own experience | <ul style="list-style-type: none"> - Looking more closely at concepts - Identifying different aspects of a concept and moving away from relating back to stimulus | <ul style="list-style-type: none"> - Understanding collaborative thinking during an enquiry - Looking at building blocks - Evaluating enquiry as a class looking at 4C's - Listening with care and respect - Trying to understand someone else's viewpoint |

Year 4

| Autumn | Spring | Summer |
|--|--|---|
| <ul style="list-style-type: none"> - Concept stretching - Introducing the language of critical and creative thinking | <ul style="list-style-type: none"> - Pupils setting own class Big Thinking focus and reviewing progress | <ul style="list-style-type: none"> - Looking for examples to support an idea - Identifying assumptions - Suggesting criteria |

Year 3&4 Expectations

| Creative thinker | Critical thinker | Caring thinker | Collaborative thinker |
|---|--|---|--|
| Can explain how ideas are linked, explore a range of different possibilities and suggest new and alternative ideas. | Can identify the 'big ideas' in a stimulus and ask questions related to these, draw upon evidence and their own experiences to support their ideas and suggest reasoned conclusions. | Can understand how others feel, show an interest in what others are saying and encourage others to join in. | Can support and build on the ideas of others, keep focused on the matter at hand and demonstrate a willingness to illustrate ideas with their own experiences. |

| Language | | Facilitation | Writing |
|--|-----------------------|---|--|
| <ul style="list-style-type: none"> - Impossible/possible/probable/likely/certain - Cause, effect, consequence - Opposite Part/whole - Connection (“I think that because I also know that...”) - Argument (an opinion supported by reasons... “It’s my opinion that....because..) - Principle - Conclusion, Unless (also part of conditional reasoning), Definition, Sense (in what sense is this good? – or in what way?) - Criteria | Sentence stems | <p>Experiment with conditional reasoning at this stage, spending some time with children on the “If ... then” style of construction. For example, a child might express an opinion and you might say: “would that always be true?” You would be working towards conditional reasoning in an explanation like: “It would be true if ...” or “it would be true when ...”.</p> | <p>In addition to the types of writing suggested for children in the lower year groups, children will be introduced to a variety of genres to express ideas:</p> <ul style="list-style-type: none"> - A narrative to illustrate a theme that has come up in discussion - An exchange of letters between imaginary characters with different points of view |
| | Non-verbal | | |

| | | |
|---|--|--|
| Resources/schemes to support the teaching & learning | www.P4C.com https://www.philosophy-foundation.org/ The philosophy Shop – book The If Machine – book Suggested picture book list for stimulus P4C manual – level 1 and level 2 | Tower Hamlets EMA progression in language structures PiXL sentence frames and vocab for Yrs1-6 PiXL Oracy progression ladder - use as assessment tool for language |
| Possible enrichment | Debate club | |

Big Thinking Overview of progression

Year 5

| Autumn | Spring | Summer |
|--|--|---|
| <ul style="list-style-type: none"> - Concept stretching. looking for concepts and important words in questions. | <ul style="list-style-type: none"> - Building the community of enquiry - What is still missing? What can we do differently? | <ul style="list-style-type: none"> - Asking philosophical questions with greater clarity - Understanding basic logic and reasoning - Justifying opinion with reason and evidence |

Year 6

| Autumn | Spring | Summer |
|--|--|---|
| <ul style="list-style-type: none"> - Using the question to identify concepts, assumptions, interpretations - Refining the Big Thinking question as a class | <ul style="list-style-type: none"> - Evaluating the 4C's progress - Identifying and recording the progress of an enquiry | <ul style="list-style-type: none"> - Interrogating an idea more deeply - Being able to self-reflect and review whole class progress - Pupils facilitating the enquiry with support |

Year 5&6 Expectations

| Creative thinker | Critical thinker | Caring thinker | Collaborative thinker |
|---|--|--|---|
| Can identify associated concepts, explain their connections and relevance and evaluate in some detail the range of possibilities. | Can ask questions of each other that support the progress of the enquiry, evaluate the evidence offered by themselves and others and offer/evaluate a range of reasoned conclusions. | Can acknowledge positively the contributions of others, show an interest in the progress of the enquiry and demonstrate empathy towards their peers. | Can air feelings in a way that is supportive to the enquiry, encourage others to contribute and is able to summarise the progress of the enquiry. |

| Language | | Facilitation | Writing |
|--|---|--|---|
| <ul style="list-style-type: none"> - Means/end/purpose, Compatible/incompatible - Proposition, Hypothesis - Premise, Argument, Grounds (for an opinion), Principle, Maxim, Assumption/ presupposition - Evidence (this might be introduced in lower year groups too) | <p align="center">Sentence stems</p> Continue with Year 3&4 sentence stems + -I have been persuaded to reconsider my opinion because... -The argument given doesn't hold up because.. -I am going to expand on my opinion... | These terms also initiate sequences of reasoning using terms that are already familiar. For example, if <u>evidence</u> is asked for and provided, a follow-up question might be: "what makes that a good piece of evidence in this case?" (Looking for <u>criteria</u>). "What is the <u>most</u> convincing piece of <u>evidence</u> ?" | <ul style="list-style-type: none"> - Short dialogues of ideas between imaginary characters that could be based on a classroom dialogue or could be used to prepare for a classroom dialogue - A persuasive piece of writing to make an argument |
| | <p align="center">Non-verbal</p> -Being aware and able to use 'active listening' more consistently -Use body language to help make points or indicate strong opinions -Holding good confident posture and knowing what impressions others may get from non-verbal indicators...e.g. slouching in a chair | | |

| | | |
|---|--|--|
| Resources/schemes to support the teaching & learning | www.P4C.com https://www.philosophy-foundation.org/ The philosophy Shop – book The If Machine – book Suggested picture book list for stimulus P4C manual – level 1 and level 2 | Tower Hamlets EMA progression in language structures PiXL sentence frames and vocab for Yrs1-6 PiXL Oracy progression ladder - use as assessment tool for language |
| Possible enrichment | Debate club | |

English Overview - Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|--|--|---|--|
| Year 1 | Retelling of a character's routine Text: Last Stop on Market Street | Recount Letter Text: Kipper's Toy Box. | Shakespeare Festival Poem Text: The Tempest | Narrative Short story Text: Olivia Saves the Circus | Information about chicks Text: non-fiction information books Text: non-fiction books about farms or the chicken lifecycle. | Narrative Traditional Tale Text: Little Red Riding Hood |
| | Recount Text: Elmer and the Lost Teddy | Recount Diary entry Text: Beegu | | Narrative Descriptive setting Text: The Something | | |
| Year 2 | Instruction How to Put out a Fire. Text: books on Fire Safety. | Recount Letter Text: Man on the Moon | Shakespeare Festival Storm setting Text: The Tempest | Narrative Short Story Text: Billy and the Beast | Information Biography on famous figures. Text: biographies and information books on famous figures. | Narrative Traditional stories on Dragons. Text: Tell Me a Dragon/ George and the Dragon. |
| | Explanation Explaining the events of the Great Fire of London. Text: Explanation texts Great fire | Recount Diary entry Text: The Journey Home | | Poetry: Sound collector related to sounds of the seasons Text: Sound Collector | | |
| Year 3 | Instructions Text: Stone Age Boy | Recount Letter from future characters. Text: Charlie and the Chocolate Factory. | Shakespeare Festival A speech/monologue from a main character. Text: Julius Caesar | Narrative Re-writing a section of the story. Text: Ice Palace | Non-fiction Non-chronological report on Plants Text: non-fiction texts | Narrative Short Story Text: Iron Man |
| | Poetry Shape Poems | | | | | |

English Overview – Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--|---|---|---|
| Year 4 | Poetry Structured poems | Recount Newspaper article Text: Egyptian Echo | Shakespeare Festival Recount Letter Text: Anthony and Cleopatra | Narrative Fables Text: Michael Rosen's Aesop's Fables. | Explanation Explanation on Earthquakes/ Volcanoes Text: non-fiction books | Narrative Short Story Text: Street child |
| | Narrative Re-write a section of the story from a character's POV focusing on the setting, Text: Marcy and the Riddle of the Sphinx. | | | | | |
| Year 5 | Explanation Text: Beowulf | Non-chronological report Text: non-fiction texts on Anglo Saxons | Shakespeare Festival Recount Persuasive letter Text: Macbeth | Narrative Viking Myth Text: Illustrated Norse Myths | Recount Newspaper article Text: Ice Trap (fiction) | Non-fiction Argument on sweat shops Text: non-fiction texts |
| | Recount Diary entry Text: Beowulf | | | | | Poem Narrative poem Text: The Highwayman |
| Year 6 | Non-fiction Persuasive brochure Text: travel brochures and trip to Gorsefield | Recount Diary entry Text: One Thousand and One Arabian Nights | Shakespeare Festival Soliloquy Text: Romeo and Juliet | Narrative Short story with a flashback Text: Video of The Piano | SATs revision | Transition units/creative writing |
| | | Recount Letter Text: One Thousand and One Arabian Nights | | | | |

English Year 1 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers.

Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 1 | YEAR 1 READING | |
|---|---|---|
| Key Objectives teaching knowledge, understanding and application | Child as a reader -Listens attentively to stories at an appropriate interest level -Can read aloud with the correct intonation and attention to punctuation (this indicates understanding/comprehension) -Can talk about likes / dislikes of stories and information texts -Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce -Can choose and talk about a book from a selection and explain choice -Is becoming very familiar with key stories, fairy stories and traditional tales -Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | Retrieval -Can use pictures (unprompted) and texts to identify meaning -Can retell known stories, including significant events / main ideas in sequence -Can answer simple questions / find information in response to a direct, literal question -Can sometimes talk about main points or key events in a simple text -Can begin to locate in the text where to find the answer -Can locate information and make use of non-fiction texts |
| | Word level and decoding -Can point to a full stop, speech marks, question mark and comma in text -Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes as learnt in R, including, where applicable, alternative sounds for graphemes (digraphs & tri-graphs) -Can distinguish between a word, a letter and a space -Can use phonic knowledge i.e. to attempt unknown words -Is beginning to identify when reading does not make sense and attempts to self-correct -Can read most Year 1 high frequency word lists. | Comprehension -Can make plausible predictions about the plot of an unknown story, using the text and other book features -Can make plausible predictions about characters, using knowledge of the story and own experiences -Can express opinions about main events and characters in stories, e.g. good and bad characters -Can discuss the significance of the title and events |
| Schemes/ resources to support the learning | DSR teacher guidance DSR packs | |

English Year 1 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Re-telling of CJ's routine Text: Last Stop on Market Street Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Share book cover and discuss what children see and ascribe meaning to the title and images. -Predict what the story may be about after revealing CJ's relationship to his grandma. -Listens attentively to stories at an appropriate interest level. - Can distinguish between a word, a letter and a space. -Make inferences on what is being said and done e.g., why does the outside smell like freedom? -Use immersive activities e.g., role play to sequence CJ's routine. -Orally share sequential language e.g., "first, next, then" -Create a map of CJ's routine and include sequential language. -Identify verbs in context of the story -Define, collect and magpie key vocabulary e.g., nouns, adjectives and verbs. -Composing a sentence orally before writing it. - Using spacing between words that reflects the size of the letters. -For greater depth; Letters are correctly formed and oriented, start, and finish in the correct place. -Extending sentences using the co-ordinating conjunction of "and". -Punctuating sentences correctly using a capital letter and full stop. - Re-reading what they have written to check that it makes sense. | <p>Genre: Recount Text: Elmer and the Lost Teddy Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Listens attentively to the story at an appropriate interest level. -Can read aloud with the correct intonation and attention to punctuation. -Can make plausible predictions of the story. -Sequence and re-tell the story. -Use immersive activities to express opinions about main events and characters in stories. E.g. role-play, hot seating. -Define, collect and magpie key vocabulary e.g nouns, adjectives verbs and some prepositions. -Composing a sentence orally before writing it. -Using spacing between words that reflects the size of the letters. -For greater depth; Letters are correctly formed, oriented and start and finish in the correct place. -Punctuating sentences correctly using a capital letter and full stop. -Extending sentences using the co-ordinating conjunction of "and". -Applying sentence openers of: First, next, then, finally etc. -Re-reading what they have written to check that it makes sense. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|--|---|---|--|
| | <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>All the W's Book 1 p41</p> <p>Bos/co-ordinating conjunctions Book 1 p11</p> | <p>Grammar</p> <ol style="list-style-type: none"> Nouns: identifying common nouns and personal pronoun of "I" Adjectives Verbs Co-ordinating conjunction "and" <p>Punctuation</p> <ol style="list-style-type: none"> Capital letters at beginning of sentences and for the personal pronoun (I) Capital letter for proper nouns- days of the week. Full stop at the end of a sentence. Finger spaces between words-using a lolly stick for support. <p>Tense (to be taught throughout the year): Using the simple past, present and future tense in writing.</p> | <ol style="list-style-type: none"> ai and oi vowel digraph ay and oy vowel digraph ee vowel diagraphs ea and ie vowel diagraphs with /i:/sound e digraph and i-e split diagraph. Common exception word list: and, the, a, do, you, to, with, of, what, put, her, on. | <ul style="list-style-type: none"> To form all lower case and capital letters correctly including numbers. Curly Caterpillar: <p>c a d, e, f, g, o, q, s</p> <ul style="list-style-type: none"> One-armed Robots: <p>r, b, h, k, m, n, p</p> <ul style="list-style-type: none"> Long Ladder: <p>l, i, j, t, u, y</p> <ul style="list-style-type: none"> Zig-Zag: <p>v, w, x, z</p> <ul style="list-style-type: none"> Before moving forward, children to write letters relative in size to one another and on the line. Once children meet above criteria, write words of the week learnt in phonics, or high frequency words that they need to learn to spell. |
| Planning support/resources | <p>Order Books from PDC for wider reading. Alan Peat Book 1 Purple Mash Spelling Scheme</p> | | | |

English Year 1 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 1 | Autumn 2 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount Letter Text: Kipper’s Toy Box Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Can read aloud with the correct intonation and attention to punctuation. -Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. -Use immersive activities such as role-play, freeze frames and hot seating to familiarise children with the story and allow them to explore characters. -Can discuss the significance of the title and events. -Can make plausible predictions of the story. -Sequence and re-tell the story. -Expose children to different types of letters so that they can identify features. -Identify different types of punctuation and what effect this has on the reader e.g. exclamation mark. -Define, collect and magpie key vocabulary e.g. nouns, adjectives, and verbs. Generate synonyms for key words such as “sad”. -Extending sentences using the co-ordinating conjunction of “and”. -Composing a sentence orally before writing it. -Using spacing between words that reflects the size of the letters. -For greater depth; Letters are correctly formed, oriented and start and finish in the correct place. -Punctuating sentences correctly using a capital letter and full stop. -Re-reading sentences to make sure it makes sense. | <p>Genre: Recount Diary entry Text: Beegu Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Can read aloud with the correct intonation and attention to punctuation. -Find clues from images in the book and make predictions. -Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. -Infer what a character may be thinking and how they are feeling. -Sequence and re-tell the story. -Use immersive activities such as conscious alley, role on the wall etc. to discuss and explore character’s feelings and motivations. -Can make plausible predictions of the story. -Read a range of diary entries and identify common structural and language features e.g. written in the first person with the personal pronoun “I”. -Define, collect and magpie key language features such as adjectives and start to introduce similes. -Imitate language features such as adjectives, verbs and similes. -Extending sentences using the co-ordinating conjunction of “and”. -Composing a sentence orally before writing it. -Using spacing between words that reflects the size of the letters. -For greater depth; Letters are correctly formed, oriented and start and finish in the correct place. -Punctuating sentences correctly using a capital letter and full stop. -Start applying different types of punctuation such as exclamation marks and question marks. -Re-reading sentences to make sure it makes sense. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|---|--|---|--|
| Planning support/resources | <p>Kipper's Toy Box</p> <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>All the W's Book 1 p41</p> <p>Beegu</p> <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>Similes (simple) (to add description to writing) Book 1 p15</p> | <p>Grammar</p> <ol style="list-style-type: none"> 1. Nouns: Proper nouns of names and places. 2. Verbs 3. Adjectives and verbs in a sentence. <p>Punctuation</p> <ol style="list-style-type: none"> 1. Capital letter for proper nouns- people's names and places. 2. Finger spaces between words. 3. Punctuate sentences with question mark. 4. Start to introduce exclamatory sentences and punctuating with an exclamation mark. 5. Sentences demarcated with capital letters and full stops. <p>Tense (to be taught throughout the year): Using the simple past, present and future tense in writing.</p> | <ol style="list-style-type: none"> 1. ea vowel diagraph with ε/ sound 2. er and ir diagraph with /3:/ sound. 3. er digraph /ə/ sound 4. The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. 5. The /ŋ/ sound spelt n before k and using K for the /k/ sound 6. Common exception word list: as, said, says, are, went, was, full, house, our, but, came, mr | <ul style="list-style-type: none"> • To form all lower case and capital letters correctly including numbers. • Curly Caterpillar: c a d, e, f, g, o, q, s • One-armed Robots: r, b, h, k, m, n, p • Long Ladder: l, i, j, t, u, y • Zig-Zag: v, w, x, z • Before moving forward, children to write letters relative in size to one another and on the line. <p>Once children meet above criteria, write words of the week learnt in phonics, or high frequency words that they need to learn to spell.</p> |

English Year 1 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 1 | Spring 1 WRITING | |
|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Shakespeare Festival Genre: Poem Text: The Tempest Key objectives: -Identify purpose and audience for writing. -Listens attentively to the story and can articulate likes and dislikes about certain parts of the story/characters. -Can sequence the story. -Can use immersive techniques to explore characters further- Prospero, Caliban, Antonio etc. This can be through role on the wall, conscience alley, hot seating etc. -Discuss the setting of the Tempest and the significance of the title. -Define and contextualise simple Shakespearean English. -Choose a part of the play to perform for the festival. -Define, collect and magpie language features used to describe the setting of the storm in the sea: - Simple expanded noun phrases - Verbs - Simple similes - Simple sound words e.g. CRASH! BANG! WHOOSH! -Vocalise and read script with correct intonation and expression. -Introduce children to poems e.g. Pussy Cat, Pussy Cat. Read the rhyme to children, then repeat it, encouraging them to join in. Point out to children, that the rhyming words are at the end of each line, and using a highlighter colour the pairs of rhyming words. Draw children’s attention to the repeated phrases/words. -Read a range of poems including those that describe the sounds of the sea. Identify rhymes, patterns and structural features such as verses. -Imitate language features such as adjectives (2A), verbs and similes.</p> | <p>-Draft and write by: • Composing and rehearsing sentences orally. • Progressively building a varied and rich vocabulary.</p> <p>- Using spacing between words that reflects the size of the letters.</p> <p>For greater depth, Letters are correctly formed, oriented and start and finish in the correct place. -Applying exclamations marks for effect.</p> <p>-Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors.</p> <p>-Re-reading sentences to ensure it makes sense.</p> <p>-Read-aloud their own poems to the whole class.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|--|---|---|
| Planning support/ resources | <p>Expanded noun phrase Book 1 p13</p> <p>All the W's (written) Book 1 p41</p> <p>Similes (simple) Book 1 p15</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> Nouns: Proper nouns of days of the week. Simple expanded noun phrase- placing an adjective before a noun. <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Capital letter for proper nouns- days and months. Exclamatory sentence- punctuating sentence with an exclamation mark <p><u>Tense to be taught throughout the year:</u> Using the simple past, present and future tense in writing.</p> | <ol style="list-style-type: none"> Compound words: football playground farmyard bedroom blackberry pancake rainbow springtime eyebrow suitcase ur digraph oo vowel digraph with /u:/ sound oo vowel digraph with /ʊ/ sound Days of the week and times of the day Division of words into syllables | <ul style="list-style-type: none"> Teach horizontal joins: oo ww, vv, rr Ensuring correct letter proportion so upper- and lower-case letters are not mixed up. <u>Continue</u> teaching the 4 joins Begin to teach letters that don't join (letters that end on the left don't join): b,g,j,p,s,x,y |
| | Order Books from PDC for wider reading on seas, oceans and storms. Alan Peat Book 1 Purple Mash Spelling Scheme | | | |

English Year 1 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 1 | Spring 2 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Short story Text: Olivia Saves the Circus Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for this unit of work. -Can read aloud with the correct intonation and attention to punctuation, especially inverted commas to indicate direct speech. -Is fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. -Can use phonic knowledge to attempt unknown words. -Can use pictures (unprompted) and texts to identify meaning. -Sequence and re-tell the story. -Use immersive activities such as freeze frames, role-play etc. to discuss and explore character's feelings and motivations. -Define and put words in context from the story e.g. tight ropewalker, lion tamer, and unicycle. -Collect and magpie descriptive language for each act that Olivia performs. -Imitate language features and sentence types for the story e.g.: <ul style="list-style-type: none"> - Adjectives - Simple similes - Some adverbs for G.D. -Composing a sentence orally before writing it. -Extend sentences using the co-ordinating conjunction "and" -Punctuating sentences correctly using a capital letter and full stop. -Start to insert exclamation mark and question mark where appropriate and for effect. -Assess own writing and correct spelling and punctuation errors. -Edit word choice for greater effect. | <p>Genre: Narrative Descriptive setting Text: The Something Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Plan a hook for this unit of work (based around holes) - Can read aloud with the correct intonation and attention to punctuation. - Find clues from images in the book and make predictions. - Use immersive techniques to ensure children are fully engaged in the text and understanding it so that they can begin to empathise, infer and deduce. -Infer what a character may be thinking and how they are feeling. -Sequence the story and explore alternative endings. -Discuss their own creative ideas about what could be inside the hole. - Visualise what could be inside the hole by drawing/painting. -Collect and magpie descriptive language for the setting and characters. -Imitate language features and sentence types for descriptive setting e.g.: <ul style="list-style-type: none"> - Adjectives - Verbs - Similes - Adverbs to describe movement for GD - Simple sentence openers -Composing a sentence orally before writing it. -Extend sentences using the co-ordinating conjunctions of "and". -Include some prepositions e.g. "under, below, beside, above". -Punctuating sentences correctly using a capital letter and full stop. -Insert exclamation mark and question mark where appropriate and for effect. -Assess own writing and correct spelling and punctuation errors. -Edit word choice for greater effect. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|--|--|
| | <p>Expanded noun phrase Book 1 p13</p> <p>All the W's Book 1 p41</p> <p>Similes Book 1 p15</p> | <p>Grammar 1.Co-ordinating conjunctions- Using "and"</p> <p>Punctuation Inverted commas- to be introduced during shared reading (not written).</p> <p>Tense (to be taught throughout the year): Using the simple past, present and future tense in writing.</p> | <ol style="list-style-type: none"> 1. oa, oe and ow vowel digraph 2. ou and ow vowel digraphs with /aʊ/ sound 3. ue and ew vowel digraphs 4. ear and igh trigraph 5. or digraph and ore trigraph 6. Common exception word list: Your, they, be, he, me, she, we, no, go, so, that, an | <ul style="list-style-type: none"> ▪ Teach horizontal joins: oo ww, vv, rr ▪ Ensuring correct letter proportion so upper- and lower-case letters are not mixed up. ▪ Continue teaching the 4 joins Begin to teach letters that don't join (letters that end on the left don't join): b,g,j,p,s,x,y |
| Planning support/ resources | <p>Order Books from PDC for wider reading on seas, oceans and storms. Alan Peat Book 1 Purple Mash Spelling Scheme</p> | | | |

English Year 1 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 1 | Summer 1 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Non-fiction/information Information about chicks. Text: non-fiction information books about farms or the chicken lifecycle. (Order books from the PDC). Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Plan a hook for this unit of work. -Listening to and discussing a wide range of fiction and non-fiction texts on chicks. -Identify features of a non-fiction book e.g. contents, glossary, index, images and diagrams etc. Compare and contrast with fiction books. -Define, collect and magpie technical language from texts on chickens e.g. cockerel, habitat, hatch etc. - Read and discuss potential topics for an information booklet e.g. a chicken’s habitat, differences between chickens, a chicken’s diet etc. -Composing a sentence orally before writing it. -Organise information using simple headings e.g. “Where Chickens Live” -Extend sentences using the co-ordinating conjunctions of “and” and “but”. -Punctuating sentences correctly using a capital letter and full stop. -Insert exclamation mark and question mark where appropriate and for effect. -Assess own writing and correct spelling and punctuation errors. -Edit word choice for greater effect. | <p>Genre: Recount a visit to the farm Text: non-fiction information books about farms or the chicken lifecycle. (Order books from the PDC). Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Sequence the events of the visit. -Use immersive techniques to familiarise children with the chronological events of the visit e.g. role play, freeze frames. -Use sequential language/adverbials of time to aid chronology of events. -Define, collect and magpie technical and descriptive language of the farm and animals. -Read a range of recounts and identify structural features of a recount: <ul style="list-style-type: none"> • Introduction • Main body- chronological order of events • Simple subheadings • Simple summary/comment about whether they would visit again -Identify language features: <ul style="list-style-type: none"> • Adjectives • Simple adverbials of time (Next, later etc.) • Apply question marks and exclamation marks where appropriate and for effect. • Some adverbs • Written in the first person. • Written in the past tense. -Plan recount including journey to the destination, activities at the destination and the journey back to school. -Orally rehearse sentences -Extend sentences with co-ordinating conjunctions of “and” and “but” -Use a range of punctuation including capital letters, full stops, question marks and exclamation marks -Assess own writing and correct spelling and punctuation errors. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|---|---|
| | <p>Information text Expanded noun phrase/ 2A Book 1 p13 All the W's Book 1 p41 Bos/co-ordinating conjunctions Book 1 p11</p> <p>Recount All the W's Alan Peat Non-fiction text p.33 First, next, then Alan Peat Non-fiction text p.38 What I liked and why Alan Peat Non-fiction text p.42 Finally Alan Peat Non-fiction text p.41</p> | <p>Consolidate and fill in gaps in learning from Autumn and Spring term.</p> <p>Grammar:</p> <ol style="list-style-type: none"> Co-ordinating conjunctions- Using "and" and "but" Adverb- modifying a verb with the suffix -ly <p>Punctuation:</p> <ol style="list-style-type: none"> Sentences demarcated with capital letters and full stops. Inserting exclamation and question marks where appropriate. <p>Tenses (to be taught throughout the year):</p> <p>Using the simple past, present and future tense in writing.</p> | <ol style="list-style-type: none"> aw and au digraph ear, air, and are trigraphs with /ɛə/sound New consonant spelling ph and wh Words ending – y and the e-e split diagraph making /i:/ sound Adding the prefix –un Common exception word list: my come here there some where up one mum had all can | <ul style="list-style-type: none"> To practise handwriting in conjunction with spelling and independent writing. Ensuring correct letter proportion so upper and lower case letters are not mixed up. <p>By term 3 children should either know or be aware of the 4 joins. <u>Most of the class should be able to join up.</u></p> |
| Planning support/ resources | <p>Order Books from PDC for wider reading. Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

| Year 1 | Summer 2 WRITING | | | |
|---|--|--|--|--|
| Key Objectives teaching knowledge, understanding and application | Genre: Narrative Short story based on the traditional tale Little Red Riding Hood Text: Little Red Riding Hood Key objectives: - Identify purpose and audience for writing. -Plan a hook for this unit of work e.g., basket full of clues from the text. -Use only illustration of the text to predict what happens in the story. Use speech bubbles to predict what the characters may be saying. - Can read aloud with the correct intonation and attention to punctuation. -Sequence and re-tell the story. -Use immersive techniques e.g., role-play, hot seating, to secure knowledge of the story and characters. -Do wider reading of wolves/forests and collect key vocabulary. -Draw/create setting and key characters -Use language features and senses to describe the setting. -Use language features to describe appearance, personality and behaviour of key characters. -Identify language features in the text and discuss impact e.g., adjectives, conjunctions. -Plan a simple re-telling of the story with the structure of a beginning, middle and end. HA to be extended by writing in first person from the perspective of LRH or the Wolf. -Composing a sentence orally before writing it. -Extend sentences using the co-ordinating conjunctions of "and" and "but". -Punctuating sentences correctly using a capital letter and full stop. -Insert exclamation mark and question mark where appropriate and for effect. -Assess own writing and correct spelling and punctuation errors. -Edit word choice for greater effect. | | Genre: Poetry Shape poems Text: Poetry 2: Pattern and Rhyme. See Y1 Hamilton Trust for resources. Key objectives: -Identify purpose and audience for writing. -Discuss the different forms of poetry e.g., visual/shape and structured poems. -Read aloud a range of poems and discuss its meaning. -Discuss key vocabulary for poetry e.g. verse, couplet, rhyme etc. -Identify patterns and rhyming words in the poems. -Perform poetry through drama. -Children to experiment and write their own rhyming words. -Apply descriptive language to poem with: <ul style="list-style-type: none"> • Adjectives • Onomatopoeia • Simile • Verbs -Draft and write by: <ul style="list-style-type: none"> • Composing and rehearsing sentences orally • Progressively building a varied and rich vocabulary -Evaluate and edit by: <ul style="list-style-type: none"> • Proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read-aloud their own poems to the whole class | |
| | CL: Similes Book 1 p15 Expanded noun phrase/ 2A Book 1 p13 All the W's Book 1 p41 Bos/co-ordinating conjunctions Book 1 p11 | G&P: Consolidate and fill in gaps in learning from Autumn and Spring term. Grammar: Co-ordinating conjunctions- Using "and" and "but" Punctuation: <ol style="list-style-type: none"> 1. Sentences demarcated with capital letters and full stops. 2. Inserting exclamation and question marks where appropriate. Tenses (to be taught throughout the year): Using the simple past, present and future tense in writing. | Spellings: <ol style="list-style-type: none"> 1. o-e and u-e split diagraph with /əʊ/ and /oo/ sound 2. words with -tch 3. The /v/ sound at the end of words. 4. Adding s and -es to words. 5. Adding the endings -ing, ed, and er to verbs where no change is needed to the root word. 6. Adding -er and -est to adjectives where no change is needed to the root word. | Handwriting: <ul style="list-style-type: none"> ▪ To practise handwriting in conjunction with spelling and independent writing. <ul style="list-style-type: none"> ▪ Ensuring correct letter proportion so upper- and lower-case letters are not mixed up. ▪ By term 3 chn should either know or be aware of the 4 joins. Most of the class should be able to join up. |
| Planning support | Order Books from PDC for wider reading. Alan Peat Book 1 Purple Mash Spelling Scheme | | | |

English Year 2 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers. Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 2 | YEAR 2 READING | |
|---|--|--|
| Key Objectives teaching knowledge, understanding and application | Word Meaning and Decoding | Comprehension (Language and context) |
| | <ul style="list-style-type: none"> -Can read all of the Y1 / 2 high frequency words (fluent reading of frequently encountered words without 'segmenting and blending'). -Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. ai a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, plaid, raid). -Can read aloud, taking into account . ? ! and using correct information -Can use a range of phonic strategies to read unknown words -Can identify when reading does not make sense and self-corrects in order for the text to make sense -Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (chunking; e.g. un-import-ant) -Can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> -Can use the front cover and book title as well as illustrations and the words inside to make reading choices -Can compare similarities and differences between texts / books in terms of characters, settings and themes -Can talk about how different words and phrases affect meaning |
| | Comprehension (Retrieval) | Comprehension (Deduction and Inference) |
| | <ul style="list-style-type: none"> -Can retell an unknown story (i.e. one that's unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity but children have got the general gist of the story as a whole) -Can locate specific information on a given page in response to a direct question -Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page -Having read a text (level / standard appropriate), can find the answers to literal questions, both written and oral -Can ask questions before reading a non-fiction text and look for the answers within the text when reading | <ul style="list-style-type: none"> -Can relate stories / texts to their own experiences, including story settings and incidents -Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) -Can comment on obvious characteristics and actions of characters in stories -Can provide simple explanations about events or information (e.g. why a character acted in a particular way) -Can explain the meaning of 'WOW' words in context (appropriate 'standard level text'), e.g. despair, marvel (including words with common prefixes and suffixes e.g. undecided, forgetful) -Can discuss reasons for events in stories by beginning to use clues in the story. -Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions |
| Schemes/ resources to support the learning | <ul style="list-style-type: none"> -Guided reading packs -KS1 question stems/ Guided Reading question types -Progression of reading ladder -Progression of reading activity ideas | |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 WRITING | |
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| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Instruction How to Put out a Fire. Text: Fiction and non-fiction books on Fire Safety (order from PDC). Key objectives: -Identify purpose and audience for writing. -Listening to and discussing a wide range of fiction and non-fiction texts on the Great Fire of London. -Use immersive techniques to familiarise children with putting out a fire e.g. real-life demonstration, role-play, hot seating. -Defining and Collecting technical and descriptive language from wider reading on the Great Fire of London era. E.g. blazing fire, fire hooks -Read and identify structural features from a range of instruction texts. E.g.:</p> <ul style="list-style-type: none"> • Headings • Subheadings • Opening statement • Equipment using bullet points or numbers • Method • Tips (GD children) <p>-Read and identify language features of instruction texts. E.g.</p> <ul style="list-style-type: none"> • Adverbs of time: first, next, after • Imperative verbs • Adjectives <p>-Plan writing and orally rehearse before writing. -Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing effectiveness of their own and others' writing and suggest improvements • Read aloud their own writing to others <p>-Secretarial editing (correcting grammar, punctuation and spelling errors) -Language choice editing- children should be effectively up-levelling word choice and sentence structure.</p> | <p>Genre: Explanation Explaining the events of the Great Fire of London. Text: Fiction and non-fiction texts on the Great Fire of London (order from PDC). Key objectives: -Identify purpose and audience for writing. -Listening to and discussing a wide range of fiction and non-fiction texts on the Great Fire of London. -Sequence the events of the Great Fire of London. -Use immersive techniques to familiarise children with the timeline e.g. role play, hot seating. -Define, collect and magpie technical and descriptive language from texts on the Great Fire of London. -Read and discuss a wide range of explanation texts. -Identify the structural features of an explanation text:</p> <ul style="list-style-type: none"> • Title • subheadings • Introduction • Main body • Summary-what happened next or something interesting (GD) <p>-Identify the language features of an explanation text e.g.:</p> <ul style="list-style-type: none"> • Conjunctions • Question sentences • Adverbs of time: first, next, after • Adverbs • Adjectives <p>-Plan the explanation text and orally rehearse sentences. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|---|--|
| | <p><u>Instruction</u> List Book 1 page 43 BOYS/ co-ordinating conjunctions (to extend sentences to give more information) Book 1 p11 Verbing an Object Alan Peat Non-fiction text p.13 How to Alan Peat Non-fiction text p.13 2A Opener Alan Peat Non-fiction text p.16 Sequence word, action verb Alan Peat Non-fiction text p.21</p> <hr/> <p><u>Explanation</u> 5W's/H? Alan Peat Non-fiction text p.52 The truth/facts behind Alan Peat Non-fiction text p.55 Sequence words Alan Peat Non-fiction text p.64 BOYS/ co-ordinating conjunctions Book 1 p11 Did you know? Alan Peat Non-fiction text p.77</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Identifying nouns- Proper nouns. 2. Nouns: common nouns 3. Adjectives 4. Verbs/imperative verbs 5. Co-ordinating conjunction "and" and "so" 6. Identify sentence types- questions and commands. 7. Adverbs that express time (first, next, after etc.) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Sentences demarcated with capital letters and full stops. 2. Capital letters for proper nouns. 3. Review use of question marks. <p><u>Tense (taught throughout the year):</u></p> <p>Correct and consistent use of simple present tense and simple past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> | <ol style="list-style-type: none"> 1. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y 2. Homophones and near homophones. 3. The /i:/ sound spelt ey 4. he /ɒ/ sound spelt a after w and q 5. Common exception word list: 6. move prove just sure sugar eye could should would like big then | <p>To continue using and practising the four basic handwriting joins:</p> <ul style="list-style-type: none"> ▪ Diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ Horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ Diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ Horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ Children to ensure consistency in size and proportions of letters and the spacing between letters and words. ▪ To build up handwriting speed, fluency and legibility through practice. |
| Planning support/ resources | Order Books from PDC for wider reading. Alan Peat Book 1 Alan Peat Non-Fiction Book Purple Mash Spelling Scheme | | | |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Autumn 2 WRITING | |
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| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount Letter Text: Man on the Moon Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Can read aloud, taking into account. ? ! and using correct information -Sequence the story of the Man on the Moon -Use immersive strategies to consolidate knowledge of the plot and explore character thoughts, opinions and feelings e.g. role-play, hot seating, freeze frames etc. -Do wider reading (fiction and non-fiction) on the moon/aliens/space. Show children video of the first ever man on the moon and its significance. -Children to collect and magpie technical vocabulary and descriptive language from wider reading. E.g. expanded noun phrases to describe the moon, verbs, adverbs, similes etc. -Imitate sentences types and language features to describe the setting/characters. -Read and discuss a wide range of letters. -Identify the structural features of a letter e.g.: <ul style="list-style-type: none"> • Sender’s address • Date • Greeting • Main body • Closing -Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. | <p>Genre: Recount Diary entry Text: The Journey Home Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Read the story with the correct intonation (using phonics where necessary) and take heed of punctuation. -Sequence the story e.g. story maps, comic strips etc. -Discuss and explore the wider issues in the book: climate change, poachers, loss of habitats and extinction. -Use Immersive techniques/character profiles of each character to understand their significance in the book. -Make plausible predictions especially at the end-will they ever return to their original home? -Do wider reading (fiction and non-fiction) of the different settings children will encounter: the Arctic, the sea, elephant/Orang-utan/panda habitat. -Collect and magpie descriptive language. E.g. expanded noun phrases, similes, verbs, adverbs. -Describe the different settings by imitating sentence types and language that has been collected. Read a wide range of diary entries and identify features: <ul style="list-style-type: none"> - Written in the first person - Write in the past tense - Describe characters and settings - Expressing how you are feeling - Using adverbs of time to sequence the journey (first, next, later, after a while, soon) -Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|--|---|
| Planning support/ resources | Order Books from PDC for wider reading. Alan Peat Book 1 Purple Mash Spelling Scheme | | | |
| | <p>Letter BOYS/ co-ordinating conjunctions Book 1 p11 Simile (extended from year 1) Book 1 p15 List (to add description to writing) Book 1 page 43 One Pair sentence (to add description about characters and their feelings) Book one page 19 (adapted from 2 pair sentences) Diary entry 1 ed sentence? (to create mood in a description) Book 1 p17 BOYS/ co-ordinating conjunctions Book 1 p11 Simile (extended from year 1) Book 1 p15 List (to add description to writing) Book 1 page 43 One Pair sentence (to add description about characters and their feelings) Book one page 19 (adapted from 2 pair sentences)</p> | <p>Grammar</p> <ol style="list-style-type: none"> Nouns: pronouns Expanded noun phrase- placing two or more adjectives before a noun Identify sentence types- questions, statements and commands. Identify main clause Identify subordinate clause Co-ordinating conjunctions "and", "so" and "but" <p>Punctuation</p> <ol style="list-style-type: none"> Sentences punctuated with question mark and exclamation point. Use of commas in a list. <p>Tense (to be taught throughout the year):</p> <ol style="list-style-type: none"> Correct and consistent use of simple present tense and simple past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <p>Spellings:</p> <ol style="list-style-type: none"> The /3:/ sound spelt or after w and the /ɔ/ sound spelt ar after w The suffixes –ment, –ness, –ful, –less and –ly Contractions Words ending in –tion Common exception word list: <p>door floor poor because find kind have behind child children help will</p> | <p>Handwriting:</p> <p>To continue using and practising the four basic handwriting joins:</p> <ul style="list-style-type: none"> diagonal joins to letters without ascenders, e.g. ai, ar, un horizontal joins to letters without ascenders, e.g. ou, vi, wi <p>diagonal joins to letters with</p> <ul style="list-style-type: none"> ascenders, e.g. ab, ul, it horizontal joins to letters with ascenders, e.g. ol, wh, ot Children to ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice. Children can engage in spelling practice, writing of their own story etc. Teacher to consistently give verbal feedback and model writing skills. |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Spring 1 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Shakespeare Festival Genre: Storm setting Text: The Tempest Key objectives: -Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Read the story with the correct intonation and take heed of punctuation. -Sequence the story e.g. story maps, comic strips etc. -Discuss and do some research on William Shakespeare and the historical setting. -Translate simple Shakespearean English to modern English. -Use immersive techniques to further explore the plot and delve deeper into character traits e.g. freeze frames, whoosh! Etc. -Visualise the storm or tempest through techniques such as drawing or painting. -Collect and magpie descriptive language of storms through wider reading e.g. poems, fictional and non-fictional texts on storms. -Imitate sentence types and language features that will be used in the end outcome. E.g.: - Expanded noun phrases - Similes - verbs - adverbs</p> <p>-Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions -Extend sentences with subordinating conjunctions (when, if, that, because). -Use a range of punctuation including question marks, exclamation marks and apostrophes. -Secretarial editing (correct GPS errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> | <p>Genre: Poetry Sound collector related to sounds associated with the seasons. Text: Sound Collector Key objectives: -Identify purpose and audience for writing. -Discuss the different forms of poetry e.g., visual/shape poems, structured and free verse. -Read aloud the Sound Collector by Roger McGough and discuss its meaning. -Perform poetry through drama. -Discuss what poetic devices have been used in the poem. -Collect sounds related to the different seasons. -Describe sounds using a range of language features: • Expanded noun phrase • Onomatopoeia • Simile • Adverb</p> <p>-Apply a range of punctuation e.g., commas in a descriptive list and exclamation mark for effect.</p> <p>-Draft and write by: • Composing and rehearsing sentences orally • Progressively building a varied and rich vocabulary</p> <p>-Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors</p> <p>-Read-aloud their own writing to the whole class.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|---|---|
| | BOYS/ co-ordinating conjunctions. Book 1 p11 Simile Book 1 p15 Sound! Cause / exclamation sentence Book 2 p 102 One Pair sentence Book 1 p 19 (adapted from 2 pair sentences) | <u>Grammar</u> 1. Co-ordinating conjunctions- Using "and" "but" and "so" 2. Subordinating conjunction- "because" and "when" 3. Modifying verbs into adverbs using the suffix -ly <u>Punctuation</u> 1. Apostrophe to indicate singular Possession. 2. Apostrophe to indicate plural possession. 3. Introduce a comma after a subordinate clause for G.D. <u>Tense (to be taught throughout the year):</u> 1. Correct and consistent use of simple present tense and simple past tense throughout writing. 2. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | 1. The /l/ or /əl/ sound spelt -le at the end of words 2. Homophones and near homophones 3. The /l/ or /əl/ sound spelt -el at the end of words 4. The /l/ or /əl/ sound spelt -al at the end of words 5. Common exception word list: wild climb most only both old cold gold into told called | <ul style="list-style-type: none"> ▪ To use and practise the four basic handwriting joins: ▪ Diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ Diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ Horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ Children to ensure consistency in size and proportions of letters and the spacing between letters and words. ▪ To build up handwriting speed, fluency and legibility through practice. <p>Children can engage in spelling practice, writing of their own story etc. Teacher to consistently give verbal feedback and model writing skills.</p> |
| Planning support/ resources | Order Books from PDC for wider reading. Alan Peat Book 1 &2 Sound Collector poem by Roger McGough Purple Mash Spelling Scheme | | | |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Spring 2 WRITING | |
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| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Short Story Text: Billy and the Beast Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Read blurb and make plausible predictions about the text by using a range of clues. -Can read aloud with intonation and take heed of punctuation. -Use retrieval and inference skills to predict and make statements about characters. -Can re-tell and sequence the story. -Use a range of immersive techniques to explore characters and story plot further. -Collect and magpie descriptive language for characters. E.g., expanded noun phrases, similes, verbs, adverbs. -Draw and create their own Beast. -Describe appearance, personality and behaviour of key characters using the language features collected. - Collect and magpie descriptive language for their own setting. E.g., expanded noun phrases, similes, verbs, adverbs. -Imitate sentence types in the lead up to the written outcome. -Plan story structure especially the problem and solution. - Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Subordinate sentences with subordinating conjunctions. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. | <p>Genre: Recount: Recount a trip to the seaside. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Cold Task -Plan a hook for this unit of work. -Sequence the events of the trip. -Use immersive techniques to familiarise children with the chronological events of the trip e.g. role play, hot seating. -Define, collect and magpie technical and descriptive language of the seaside. -Read a range of recounts and identify structural features of a recount: <ul style="list-style-type: none"> • Introduction- answering the 5W's • Main body- chronological order of events • Simple summary • Subheadings -Identify language features: <ul style="list-style-type: none"> • Adjectives/expanded noun phrase • Adverb • Simple adverbials of time (next, later etc.) • Apply question marks and exclamation marks where appropriate and for effect • Written in the first person • Written in the past tense -Plan recount including journey to the destination, activities at the destination and the journey back to school. -Orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Extend sentences with subordinating conjunctions. -Use a range of punctuation including question marks, exclamation marks and apostrophes. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|--|--|
| Planning support/ resources | Order Books from PDC for wider reading. Alan Peat Book 1 &2 and Non-Fiction Book Purple Mash Spelling Scheme | | | |
| | <p>Common Language:</p> <p>Traction Man Simile Book 1 p15 Sound! Cause / exclamation sentence Book 2 p 102 1 ed sentence? Book 1 p17 One Pair sentence Book one page 19</p> <p>Recount All the W's Alan Peat Non-fiction text p.33 Time starters Alan Peat Non-fiction text p.34 List sentences Alan Peat Non-fiction text p.37 First, next, then Alan Peat Non-fiction text p.38 What I liked and why Alan Peat Non-fiction text p.42 In the end Alan Peat Non-fiction text p.45</p> | <p>G&P:</p> <p>Grammar</p> <ol style="list-style-type: none"> Subordinating conjunction- "because" and "when" More ambitious use of expanded noun phrases <p>Punctuation</p> <ol style="list-style-type: none"> Introduce a comma after a subordinate clause for G.D. Apostrophe to indicate singular and plural Possession. Apostrophe to indicate contraction. <p>Tense (to be taught throughout the year):</p> <ul style="list-style-type: none"> Correct and consistent use of simple present tense and simple past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <p>Spellings:</p> <ol style="list-style-type: none"> The possessive apostrophe (singular nouns) Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it. Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Common exception word list: very everybody even great break from pretty beautiful after fast asked | <p>Handwriting:</p> <ul style="list-style-type: none"> To use and practise the four basic handwriting joins: Diagonal joins to letters without ascenders, e.g. ai, ar, un horizontal joins to letters without ascenders, e.g. ou, vi, wi Diagonal joins to letters with ascenders, e.g. ab, ul, it Horizontal joins to letters with ascenders, e.g. ol, wh, ot Children to ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice. <p>Children can engage in spelling practice, writing of their own story etc. Teacher to consistently give verbal feedback and model writing skills.</p> |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Summer 1 WRITING | | | |
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| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Information Biography on famous figures. Text: Biographies and information books on famous figures (Order books from the PDC) Key objectives: - Identify purpose and audience for writing. Plan a hook for this unit of work -Cold Task -Discuss the difference between an autobiography and biography. -Read a range of biographies and identify features:</p> <ul style="list-style-type: none"> • Introduction/opening statement • Significant events ordered chronologically • Closing statement • Subheadings to organise paragraphs • Written in formal English • Written in the past tense • Inclusion of dates • Use of conjunctions, especially time. • Pictures and captions | | <ul style="list-style-type: none"> -Do wider reading of chosen famous figure and research significant events. -Define, collect and magpie technical and descriptive language of the chosen figure. -Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Extend sentences with subordinating conjunctions. -Use a range of punctuation including question marks, exclamation marks and apostrophes. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. | |
| | <p>CL:</p> <p>BOYS/ co-ordinating conjunctions Book 1 p11 List Book 1 page 43</p> | <p>G&P:</p> <p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> Grammar:</p> <ol style="list-style-type: none"> 1. Subordinating conjunction- "if" and "that" 2. Coordinating conjunction of "or" 3. Review of statements, commands and questions. <p>Punctuation:</p> <ol style="list-style-type: none"> 1. Introduce a comma after a subordinate clause GD 2. Inverted commas- to be introduced during shared reading (not written). <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Correct and consistent use of simple present tense and simple past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <p>Spellings:</p> <ol style="list-style-type: none"> 1. The /r/ sound spelt wr at the beginning of words. 2. The /ai/ sound spelt - y at the end of words 3. Adding -es to nouns and verbs ending in -y 4. The /ɔ:/ sound spelt a before l and ll 5. Common exception word list: last past father class grass dad plant path bath hour make | <p>Handwriting:</p> <ul style="list-style-type: none"> ▪ To use the four basic handwriting joins with confidence and use these in independent writing: ▪ Diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ Horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ Diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ Horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ Children to ensure consistency in size and proportions of letters and the spacing between letters and words. ▪ To build up handwriting speed, fluency and legibility through practice. |
| <p>Planning support/ resources</p> | <p>Order Books from PDC for wider reading Alan Peat Book 1 Purple Mash spelling Scheme</p> | | | |

English Year 2 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 2 | Summer 2 WRITING | |
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| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Traditional stories on Dragons.</p> <p>Text: Tell Me a Dragon/ George and the Dragon.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Cold Task. -Plan a hook for this unit of work. -Can read aloud with intonation and take heed of punctuation. -Can make plausible predictions about the text by using a range of clues. -Can re-tell and sequence the story. -Use a range of immersive techniques to explore characters and story plot further. -Identify features of a dragon story: <ul style="list-style-type: none"> - Setting - Characters - Problem - Solution - Ending | <ul style="list-style-type: none"> -Do wider reading of dragons and collect technical and descriptive language to describe dragons and their setting. -Draw and label parts of a dragon. -Magpie and imitate language features in the lead up to describing the dragon by using: <ul style="list-style-type: none"> - Adjectives/expanded noun phrases - Adverbs - Similes - Powerful verbs - Sentence starters -Plan the plot for children’s own stories using a story map. -Plan what will be written for each paragraph and orally rehearse sentences. -Extend sentences with co-ordinating conjunctions. -Extend sentences with subordinating conjunctions. -Use a range of punctuation including question marks, exclamation marks and apostrophes. -Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveiling word choice and sentence structure. -Final draft to be published to the best possible standard. |

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| | <p>Common Language: BOYS/ co-ordinating conjunctions Book 1 p11 Simile Book 1 p15 Sound! Cause / exclamation sentence Book 2 p 102 List Book 1 page 43 One Pair sentence Book one page 19 (adapted from 2 pair sentences)</p> | <p>G&P: <u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></p> <p><u>Grammar:</u></p> <ol style="list-style-type: none"> 1. Review of co-ordinating conjunctions. 2. Review of subordinating conjunctions. 3. Review of different types of nouns. 4. Review of verbs, adverbs and adjectives. 5. Review of expanded noun phrases. <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Review of use of exclamation mark and question mark. 2. Review of apostrophe for possession (singular and plural) <p>Review of commas in a list and after subordinate clause.</p> <p><u>Tenses (to be taught throughout the year): refer to Summer 1</u></p> | <p>Spellings:</p> <ol style="list-style-type: none"> 1. The /ʌ/ sound spelt o 2. Words ending -il 3. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, I and y. 4. The /s/ sound spelt c before e, i and y 5. Common exception word list: whole any many clothes busy people water again half money | <p>Handwriting: Refer to Summer 1</p> |
| <p>Planning support/ resources</p> | <p>Order Books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash spelling Scheme</p> | | | |

English Year 3 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers. Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 3 | YEAR 3 READING | |
|---|---|---|
| Key Objectives teaching knowledge, understanding and application | Child as a reader -Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Can read for enjoyment and chooses to read (can absorb themselves in a book/text) -Can recognise some different forms of poetry (for example, free verse, narrative poetry) -Can read books that are structured in different ways and comment on their structures -Can read for a range of purposes -Can use a dictionary to check the meaning of words they have read | Comprehension (Retrieval) -Shows understanding of main points with reference to the text - (who, what, where, when, how, why answers) Can read closely to obtain specific information e.g. what type of clothes someone was wearing -Can identify, select and highlight key words in a sentence to answer recall questions -Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters -Is beginning to skim e.g. to search for adjectives which describe a character -Can recognise and talk about the main differences between fiction and non-fiction texts -Can identify the key features of different text types -Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about... -Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts |
| | Word reading and decoding | Comprehension (Deduction and Inference) |
| | -Can decode unknown words rapidly and without undue hesitation -Can recognise, read and identify the full range of vowel graphemes -Can recognise, read and identify the full range of consonant graphemes -Can break words into syllables -Can read 200 words at expected level in 2 minutes -Can recognise and read a range of prefixes and use these to construct the meanings of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti... -Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ...tion, ...ive, ...ic -Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission -Can use the context of the sentence to help read unfamiliar words | -Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) -Can discuss the actions of the main characters and justify views using evidence from the text -Can summarise the main points from a passage or a text -Can make inferences about characters' actions in a story based upon evidence from the text -Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text -Can empathise with a character's motives and behaviour -Can identify the language used to create mood |
| | | |

| Year 3 | YEAR 3 READING | |
|---|--|--|
| Key Objectives teaching knowledge, understanding and application | Comprehension (Language & Context) | Comprehension (Responding to text) |
| | <ul style="list-style-type: none"> -Can discuss word meanings, linking new meanings to those they already know -Can recognise adjectives and adverbs/simple adverbial phrases and similes -Can identify how vocabulary choices effect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' -Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next -Can collect words from their reading to use in their own writing -Can explain how simple and complex sentences influence meaning | <ul style="list-style-type: none"> -Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' -Is beginning to identify main ideas drawn from more than one paragraph -Can explain how they think the author wants the reader to respond -Can explain what the writer might be thinking - 'He thinks they are being mean' -Is beginning to identify and comment on different points of view in the text -Can simply evaluate specific texts with reference to text type e.g. these are good instructions because... |
| | Comprehension (Themes & Conventions) | Oracy and Reading |
| | <ul style="list-style-type: none"> -Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals' -Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.' | <ul style="list-style-type: none"> -Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books -Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say -Can ask questions to improve their understanding of a text -Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Can read dialogue with appropriate expression |
| Schemes/ resources to support the learning | <ul style="list-style-type: none"> -Guided reading packs -KS2 question stems -Progression of reading ladder -Progression of reading activity ideas -Guided Reading question types | |

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Instructions (4-5 weeks) Instructions for making fire/making tools/using tools/preparing and using animal skins/ preparing and cooking food. Text: Stone Age Boy and other related non-fiction texts Key objectives: -Identify purpose and audience for writing. -Read and sequence the story of Stone Age Boy. -Listening to and discussing a wide range of fiction and non-fiction texts on the stone age era. -Defining and Collecting technical and descriptive language from wider reading on the Stone Age era. E.g. striking flint stones. -Read and identify structural features of instruction texts:</p> <ul style="list-style-type: none"> • Headings • Subheadings • Opening statement • Equipment using list layout of bullet points, numbers or alphabets • Method • Summary • Tips/extras <p>For G.D: Different structures may be chosen independently to support the purpose and engage the reader. -Read and identify language features of instruction texts. E.g :</p> <ul style="list-style-type: none"> • Adverbials of time: first, next, etc • Adverbials of manner: gradually, slowly, etc • Imperative verbs <p>-Imitate vocabulary and language features for outcome before write up. -Can identify how vocabulary choices effect meaning -Plan writing -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> | <p>Genre: Poetry Visual/Shape poems Text: See Yr3 Hamilton Scheme (Shape Poem) for resources. Key Objectives: -Identify purpose and audience for writing. -Discuss different forms of poetry: visual, structured, free verse and narrative. -Reading aloud poems. -Discuss the poetic device of a calligram/shape poems and what impact this has on the reader. -Read a range of calligrams/shape poems. Identify structural features. -Identify key language features e.g. onomatopoeia, similes, personification, expanded noun phrase etc. -Plan poem by taking into account structural and language features. -Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally • Progressively building a varied and rich vocabulary • An increasing range of sentence structures <p>-Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proposing changes to grammar and vocabulary to improve consistency. • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proof-read for spelling and punctuation errors <p>-Read-aloud their own writing to the whole class. -Publish final draft to a high standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|-----------------|-------------------|---------------------|
| Planning support/ resources | Order Books from PDC for wider reading Alan Peat Book 1 &2 and Non-Fiction Book Purple Mash spelling Scheme | | | |

Common Language:**Instructions**

2A (two adjectives) opener

Alan Peat Non-fiction text p.16

When, then

Alan Peat Non-fiction text p.24

Struggling to?

Alan Peat Non-fiction text p.16

Sequence word, action verb

Alan Peat Non-fiction text p.21

Adverbs of manner +verb

Alan Peat Non-fiction text p.22

Exclamation summary

Alan Peat Non-fiction text p.25**Poem**

(Year 2) List

Book 1 page 43

(Year 2) Simile

Book 1 p15

(Year 2) Sound! Cause / exclamation sentence

Book 2 p 102**G&P:****Grammar**

1. Identify determiners in a sentence.
2. Identify articles (a/an/the)
3. Identify proper nouns, common nouns and abstract nouns.
4. Expanded noun phrases
5. Adverbs that express time, place and cause (soon, next, then, therefore)
6. Imperative verbs
7. Co-ordinating conjunctions (BOYS)

Punctuation

- 1.Capital letters and full stops are used in sentences.
- 2.Use of exclamation marks and question marks are secure.
- 3.Experiment with inverted commas for direct speech.

Tense (to be taught throughout the year):

- 1.Use of the present perfect form of verbs instead of the simple past.
- 2.Use of the progressive form of verbs in the present and past tense to mark actions in progress.

Spellings:

1. Homophones and near homophones
2. Words with the /ei/ sound spelt **ei, eigh or ey**
3. Words with the /ʃ/ sound spelt **ch**
4. Statutory list:
**eight arrive
breath circle fruit
guard height
often popular
eighth**

Handwriting:

- To practise correct formation of basic joins from Year 2:
- Diagonal joins to letters without ascenders, e.g. ai, ar, un
- Horizontal joins to letters without ascenders, e.g. ou, vi, wi
- Diagonal joins to letters with ascenders, e.g. ab, ul, it
- Horizontal joins to letters with ascenders, e.g. ol, wh, ot
- To ensure consistency in size and proportions of letters and the spacing between letters and words.

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Autumn 2 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount Letter from main characters in the future. Text: Charlie and the Chocolate Factory. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read and sequence the story. -Use immersive techniques to discuss the actions of the main characters and justify views using evidence from the text. E.g. role on the wall, conscience alley, hot seating etc. -Can make inferences about characters' actions in the story based upon evidence from the text. -Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. -Define, collect and magpie descriptive language for characters and settings. -Read a range of letters and identify structural features e.g.: <ul style="list-style-type: none"> • Address • Date • Greeting • Opening • Main body • Close | <ul style="list-style-type: none"> -Imitate sentence types and language features in the lead up to end outcome. -Plan the content and language features for each paragraph. -Apply a range of language features and punctuation including: <ul style="list-style-type: none"> • Adverbials that express time, place and manner • prepositions • Expanded noun phrases • Similes • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses • Extend sentences with a range of co-ordinating and subordinating sentences -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|--|--|---|--|
| | <p>Exclamatory sentence <i>What +!/ Book 2 p74</i></p> <p>Emotion word, comma <i>(emphasise a character's feelings) Book 1 p29</i></p> <p>Short sentence Book 1 p53</p> <p>2Ed sentence Book 1 p17</p> | <ol style="list-style-type: none"> 1. Identify main and subordinate clause. 2. Subordinating conjunctions. 3. Adverbs that express time, place and cause (soon, next, then, therefore). <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Re-cap apostrophe for contraction. 2. Re- cap apostrophe for singular possession. 3. Apostrophe for plural possession. 4. Comma after a subordinate clause. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> 1. endings which sound like ʃən spelt –cian 2. he /I/ sound spelt y elsewhere than at the end of words 3. The /ʌ/ sound spelt ou 4. Prefixes – in 5. Statutory list: difficult famous extreme guide heart history popular minute natural believe | <ul style="list-style-type: none"> ▪ To practise correct formation of basic joins from Year 2: ▪ Diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ Horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ Diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ Horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ To ensure consistency in size and proportions of letters and the spacing between letters and words. |
| Planning support/resources | <p>Order Books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash spelling Scheme</p> | | | |

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Spring 1 WRITING | |
|--|--|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Shakespeare Festival Genre: A speech/monologue from a main character. Text: Julius Caesar</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Research William Shakespeare and his historical setting. -Read the play of Julius Caesar and re-tell the story. -Identify features of a play script. -Explore Shakespearean English and translate into modern English. -Do wider research/reading of the historical setting and significance of key characters. -Use immersive techniques e.g. role on the wall, hot seating etc. to explore character motives, opinions and feelings. -Use intonation, expression, body language and action to perform a section of the play. -Discuss the importance of monologues as a writing device for playwrights. | <ul style="list-style-type: none"> -Read a range of monologues/speeches. -Define and put into context technical vocabulary e.g. democracy, republic, senate. -Collect and magpie language features/vocabulary, which will be used to describe characters or the setting. -Identify features of a monologue: <ul style="list-style-type: none"> • Written in first person • Use of personal tone • Rhetorical questions • Use of imagery • Use of persuasion if trying to persuade • Paragraphs organised around a theme • Correct and consistent tense -Imitate language features/sentence types in the build up to the written outcome. -Plan the content and language features for each paragraph. -Apply cohesive devices such as co-ordinating, subordinating conjunctions and adverbs that express time, place and cause. -Use a range of punctuation including commas to subordinate, question marks, exclamation marks and apostrophes. Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. -Perform and read aloud own monologue. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|---|--|
| Planning support/ resources | Order Books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash spelling Scheme | | | |
| | <p>Common Language</p> <p>Emotion word, comma Book 1 p29</p> <p>Exclamatory sentence <i>What +!</i> Book 2 p74</p> <p>Short sentence (<i>for effect</i>) Book 1 p53</p> <p>2Ed sentence Book 1 p17</p> | <p>Grammar</p> <ol style="list-style-type: none"> Co-ordinating conjunctions. Subordinating conjunctions Conjunctions that express time, place and cause (when, before, after, while, so, because) <p>Punctuation</p> <ol style="list-style-type: none"> Comma to demarcate a subordinate clause (middle or towards the end of a sentence) <p>Tense (to be taught throughout the year):</p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> Prefixes – super Prefixes – im Endings which sound like /ʒen/ spelt as –sion Statutory list: appear material library perhaps sentence various regular bicycle possess caught | <p>To use and practise the four basic handwriting joins:</p> <ul style="list-style-type: none"> diagonal joins to letters without ascenders, e.g. ai, ar, un horizontal joins to letters without ascenders, e.g. ou, vi, wi diagonal joins to letters with ascenders, e.g. ab, ul, it horizontal joins to letters with ascenders, e.g. ol, wh, ot <p>Children to ensure consistency in size and proportions of letters and the spacing between letters and words.</p> <ul style="list-style-type: none"> To build up handwriting speed, fluency and legibility through practice. <p>Children can engage in spelling practice, writing of their own story etc. Teacher to consistently give verbal feedback and model writing skills.</p> |

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Spring 2 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Re-writing a section of the story Text: The Ice Palace Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read and sequence the story. -Use immersive techniques to discuss the actions of the main characters and justify views using evidence from the text. -Identify and discuss characters, speculating how they might behave and giving reasons linked to the text. - Children to comment on the author's choice of language to create mood and effective setting and character description. -Visualise and draw settings created by the author. -Do wider reading of cold climates and of similar characters in the book (e.g. wolves) and collect technical and descriptive language. -Children to create their own setting and character description -Imitate language features and sentence types in the lead up to the end outcome. -Children to use inverted commas to show direct speech. -Children to discuss what part of the story they can innovate | <ul style="list-style-type: none"> -Plan what section of the story they would like to re-write by including the content and language features for each paragraph. <p>Apply a range of language features and punctuation including:</p> <ul style="list-style-type: none"> • Adverbials of time, place and manner • Prepositions • Expanded noun phrases • Similes • Personification of weather • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses. • Extend sentences with a range of co-ordinating and subordinating sentences. • Inverted commas to indicate direct speech <ul style="list-style-type: none"> -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|---|---|---|
| | <p>Personification of weather (<i>description</i>) Book 1 p47</p> <p>Emotion word, comma (<i>emphasise a character's feelings</i>) Book 1 p29</p> <p>Short sentence (<i>for effect</i>) Book 1 p53</p> <p>2Ed sentence (<i>create atmosphere, add description</i>) Book 1 p17</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> Adverbs that express time, place and cause (soon, next, then, therefore) Prepositions of position. Prepositions that express time, place and cause (before, after, during, in, because of) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Secure in using commas in a list and to demarcate a subordinate clause. Use inverted commas to indicate direct speech. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> Endings which sound like fən spelt – tion Endings which sound like fən spelt – sion Prefix- re Words with endings sounding like /ʒə/ or /tʃə/ Statutory list: Decide Imagine group learn weight build early island grammar therefore | <p>To use and practise the four basic handwriting joins:</p> <ul style="list-style-type: none"> diagonal joins to letters without ascenders, e.g. ai, ar, un horizontal joins to letters without ascenders, e.g. ou, vi, wi diagonal joins to letters with ascenders, e.g. ab, ul, it horizontal joins to letters with ascenders, e.g. ol, wh, ot Children to ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice. Children can engage in spelling practice, writing of their own story etc. Teacher to consistently give verbal feedback and model writing skills. |
| Planning support/ resources | <p>Order Books from PDC for wider reading Alan Peat Book 1 Purple Mash spelling Scheme</p> | | | |

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Summer 1 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Non-fiction</p> <p>Non-chronological report on plants.</p> <p>Text: Non-fiction texts on plant growth/parts of a plant and its functions.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read a range of non-fiction/fiction texts on different types of plants, variables for growth and different parts of a plant and its functions. - Summarise the main points from a passage or a text. -Define and collect technical and descriptive vocabulary from wider reading e.g. roots and shoots. -Research and take notes on plants. -Use simple subheadings to organise notes. -Read a wide range of non-chronological reports. | <ul style="list-style-type: none"> -Identify structural features of a non-chronological report: <ul style="list-style-type: none"> - Heading and subheadings - Opening (introductory summary of what is to follow) - Main body content (organised with subheadings) - Closing (summary and significance) Identify language features that will be used in the report: <ul style="list-style-type: none"> - Formal English - Written in third person and present tense - Adverbials of time, place and manner - Expanded noun phrase/ 2A sentence - Co-ordinating and subordinating conjunctions - Rhetorical questions - See Common language for sentence types -Imitate sentence types and language features appropriate for the report. -Plan the content and language features for each paragraph. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|--|---|
| | <p>BOYS/ co-ordinating conjunctions Book 1 p11</p> <p>The Question is:? Alan Peat Non-fiction book p. 88</p> <p>The W's Alan Peat Non-fiction book p. 89</p> <p>The BIG 'E' Alan Peat Non-fiction book p. 90</p> <p>Summary sentences Alan Peat Non-fiction book p. 98</p> | <p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></p> <p><u>Grammar:</u> 1.Subordinating conjunctions/clauses</p> <p><u>Punctuation:</u> 1. Secure in inverted commas.</p> <p><u>Tenses (to be taught throughout the year):</u> 1. Use of the present perfect form of verbs instead of the simple past. 2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> | <p>1. Suffix – ly</p> <p>2. Homophones and near homophones</p> <p>3. Statutory list: earth answer busy centre century describe exercise February occasion straight</p> | <ul style="list-style-type: none"> ▪ To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing: ▪ diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ To ensure consistency in size and proportions of letters and the spacing between letters and words. <p>To build up handwriting speed, fluency and legibility through practice.</p> |
| Planning support/ resources | <p>Order Books from PDC for wider reading Alan Peat Book 1 and non-fiction book Purple Mash Spelling Scheme</p> | | | |

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 3 | Summer 2 WRITING | |
|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Short Story</p> <p>Text: Iron Man</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read and sequence the story. -Use immersive techniques to delve deeper into the plot and investigate different characters e.g. through role play. -Do wider reading on the Iron Man or similar characters in other texts to collect and magpie descriptive language. -Children to draw and describe their own Iron Man/creature. -Children to apply language features to describe the different settings. -Discuss alternative endings or journey for the characters. -Imitate sentence types and language features in the lead up to the end outcome. | <ul style="list-style-type: none"> -Plan a short story including the content and language features for each paragraph. - Apply a range of language features and punctuation including: <ul style="list-style-type: none"> • Adverbials of time, place and manner • Prepositions • Expanded noun phrases • Similes • Personification of weather • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses • Extend sentences with a range of co-ordinating and subordinating sentences • Inverted commas to indicate direct speech -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|--|---|
| | Double ly ending Book 1 page 39 Exclamatory sentence <i>What +!/ Book 2 p74 Personification of weather Book 1 p47 Emotion word, comma Book 1 p29 Short sentence Book 1 p53 2Ed sentence Book 1 p17 </i> | <u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> <u>Grammar:</u> Expressing time. Place and cause using adverbs, conjunctions and prepositions. <u>Punctuation:</u> 1. Capital letters, full stops, commas, exclamation point and question marks are used throughout writing. 2. Apostrophe for contraction and possession used throughout writing. 3. Review use of comma in a list and after a subordinate clause, beginning or middle. <u>Tenses (to be taught throughout the year.)</u> Use of the present perfect form of verbs instead of the simple past. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | Spellings: 1. Initial 's' sound spelt with ci, ce and cy 2. 's' sound within word spelt with ce 3. Statutory list: special strange possible probably strength surprise remember although notice recent 4. End of year assessment | Handwriting: <ul style="list-style-type: none"> ▪ To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing: ▪ diagonal joins to letters without ascenders, e.g. ai, ar, un ▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi ▪ diagonal joins to letters with ascenders, e.g. ab, ul, it ▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot ▪ To ensure consistency in size and proportions of letters and the spacing between letters and words. ▪ To build up handwriting speed, fluency and legibility through practice. |
| Planning support/ resources | Order Books from PDC for wider reading Alan Peat Book 1 Purple Mash Spelling Scheme | | | |

English Year 4 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers. Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 4 | YEAR 4 READING | |
|---|---|---|
| Key Objectives teaching knowledge, understanding and application | Child as a reader | Comprehension (Retrieval) |
| | <ul style="list-style-type: none"> -Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it -Is able to choose books that they enjoy and will challenge them -Is familiar with different types of poetry -Recognises similarities and differences between texts structured in different ways -Uses reading as a tool to support other aspects of learning -Understands when it would be helpful to use a dictionary to support reading | <ul style="list-style-type: none"> -Understands and explains the main points from what they have read, with direct reference to the text -Identify explicit details from the text, showing exactly where in the text they found the information -Is able to skim short passages to answer recall questions -Is able to scan short passages to answer recall questions -Can talk about key differences between text types, including texts of the same type but written by different authors -Is able to explain how paragraphs have been used to organise a text -Is able to explain how the format and presentation of a text impacts on the reader |
| | Word reading and decoding | Comprehension (Deduction and Inference) |
| | <ul style="list-style-type: none"> -Can read age appropriate texts with a good level of fluency and stamina -Can use a range of strategies to decode unfamiliar words -Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum -Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum -Uses a range of punctuation to add meaning to what they are reading -Gives meaning to new language using the context in which it appears | <ul style="list-style-type: none"> -Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas -Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative -Can summarise the main points from a section of text -Can make inferences about characters' actions in a story based on evidence from the text -Can empathise with a character's motives and behaviours |

| Year 4 | YEAR 4 READING | |
|---|---|---|
| Key Objectives teaching knowledge, understanding and application | Comprehension (Language & Context) -Can discuss word meanings, based on their existing vocabulary knowledge -Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc -Can explain how vocabulary choices affect meaning in a range of text types -Can identify language used to create atmosphere and discuss why this language has been chosen -Uses new language from their own reading experiences in their written and spoken work -Can discuss how the use of different sentence types changes the meaning of a passage | Comprehension (Responding to text) -Identifies the main purpose of a text -Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening -Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect -Discusses viewpoints in a text, where appropriate of more than one character -Can evaluate the overall quality of a text, as well as the inclusion of specific features |
| | Comprehension (Themes & Conventions) -Uses their broad reading experiences to compare books by the same author or on a similar theme -Begins to recognise the importance of cultural or historical settings on how a text is composed | Oracy and Reading -Confidently discusses a range of reading experiences with peers and adults -Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion -Chooses skilful questions to improve their understanding of the text -Confidently reads a range of texts aloud, considering intonation, tone, volume and actions -Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud |
| Schemes/ resources to support the learning | -Guided reading packs -KS2 question stems -Progression of reading ladder -Progression of reading activity ideas -Guided Reading question types | |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 WRITING | |
|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Poetry (Free verse or structured) Image poems with a focus on similes, metaphors and figurative language. (2 weeks) Key objectives: Refer to Hamilton Scheme: yr4 Poetry 1 Image poems for resources.</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Discuss different forms of poetry: visual, structured, free verse and narrative. -Reading aloud poems. -Identify expanded noun phrases, similes, metaphors and personification. -Drawing and visualising images. -Explore poetic devices e.g. alliteration, rhyming couplets etc. -Discuss language choice and impact on the reader. -Plan structure and content of the poem. -Secretarial editing (grammar, punctuation and spelling). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. -Children to perform their published poems. | <p>Genre: Narrative Re-write a section of the story from a character's point of view. Focusing on the setting. Text: Marcy and the Riddle of the Sphinx. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Can discuss the text that they have read, explaining key information and giving their opinion about it. -Sequence and story map the plot. -Discuss character's motivations, opinions and feelings through immersive activities e.g. hot seating, role play, role on the wall, conscience alley etc. -Can discuss the historical and cultural setting of Egypt. -Can identify language used to create atmosphere and discuss why this language has been chosen. Look at how the author has utilised the different types of fronted adverbials. -Can magpie and collect language features used to effectively describe the setting or atmosphere: expanded noun phrases, similes, metaphors, personification, adverbial phrases etc. -Read and collect technical language and language features for end outcome from a wide range of resources. E.g. non-fiction books on an Egyptian sphinx, Pharos and Egyptian gods, poems based on the Nile or the desert etc. -Imitate sentence types and language features in the lead up to end outcome. E.g. fronted adverbials -Plan the content and language features/punctuation for each paragraph. -For greater depth: characters are developed through show not tell techniques, using actions, speech and reactions. -Use character speech in writing. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|---|---|--|
| | <p>3ed sentence (<i>create atmosphere, add description</i>) Book 1 p17</p> <p>The more, the more Book 1 p51</p> <p>Metaphors (this is that) Book 2 page 70 (Year 3)</p> <p>Personification of weather (<i>description</i>) Book 1 p47</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Re-cap determiners 2. Re-cap articles 3. Fronted adverbials 4. Expanded noun phrases <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Re-cap use of capital letters, full stops, exclamation point and question mark. 2. Commas after fronted adverbials. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> 1. Homophones and near homophones 2. Words with the /s/ sound spelt sc 3. Endings which sound like ʃən spelt – sion 4. Statutory list: actual address disappear experience particular thought separate difficult weight | <ul style="list-style-type: none"> ▪ To use joined handwriting for all writing except where other special forms are required. ▪ To know when to use: <p>clear neat hand for finished, presented work; informal writing for rough drafting etc.</p> <ul style="list-style-type: none"> ▪ To ensure consistency in size and proportions of letters and spacing between letters and words. |
| Planning support/ resources | <p>Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Autumn 2 WRITING | |
|--|--|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount Newspaper article Text: Egyptian Echo Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit (related to newspaper articles). -Read the Egyptian echo. Define, collect and magpie technical vocabulary e.g. delta, province etc. -Read a wide range of newspapers alongside the Egyptian echo (First News) and identify structural features: <ul style="list-style-type: none"> - Headline - By-line - Introduction (single sentence challenge) - Body - Short Summary - Sources (direct speech) - Illustration and caption -Choose a topic/news event to report on e.g. the death of King Tut or the robbery of his tomb. -Do wider reading of chosen topic and collect research. -Complete a chronological timeline of the chosen event. | <ul style="list-style-type: none"> -Participate In immersive activities e.g. role-play of chosen event. -Identify language features/punctuation for the newspaper report. See common language for sentence types e.g.: <ul style="list-style-type: none"> - Fronted adverbials of place, time and manner - Alliteration - Puns/idioms - Expanded noun phrase - Use of pronouns (personal, possessive and demonstrative) for cohesion - Extend sentences with a range of co-ordinating and subordinating conjunctions -Inverted commas for direct speech. -Imitate sentence types and language features in the lead up to end outcome. -Plan the content and language features/punctuation for each paragraph. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|--|---|---|--|
| Planning support/resources | Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme | | | |
| | <p>Alliteration Alan Peat Non-fiction book p. 107</p> <p>Main point summary Alan Peat Non-fiction book p. 106</p> <p>Puns Alan Peat Non-fiction book p. 108</p> <p>The Single Sentence Challenge Alan Peat Non-fiction book p. 110</p> <p>Direct Speech Alan Peat Non-fiction book p. 117</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Identify main and subordinate clauses 2. Expand knowledge of co-ordinating conjunctions 3. Expand knowledge of Subordinating conjunctions 4. Re-cap nouns 5. Personal pronouns <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Commas to demarcate subordinate and main clause 2. Inverted commas- including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> 1. Prefixes – dis and mis 2. Prefixes – il and il words 3. Adding suffix – ation 4. Adding suffixes beginning with vowel letters to words of more than one syllable 5. Statutory list: notice ordinary certain suppose breathe increase recent quarter group island | <ul style="list-style-type: none"> ▪ To use joined handwriting for all writing except where other special forms are required. ▪ To know when to use: <p>clear neat hand for finished, presented work; informal writing for rough drafting etc.</p> <ul style="list-style-type: none"> ▪ To ensure consistency in size and proportions of letters and spacing between letters and words. |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Spring 1 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Shakespeare Festival Genre: Recount: Letter Text: Anthony and Cleopatra Key objectives: -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Research William Shakespeare and his historical setting. -Read the play of Anthony and Cleopatra and re-tell the story. -Re-cap Julius Caesar from the previous year and discuss how the story links. -Identify features of a play script. -Explore Shakespearean English and translate into modern English and vice versa. -Do wider research/reading of the historical setting and significance of key characters. -Use immersive techniques e.g. role on the wall, hot seating etc. to explore character relationships, motives, opinions and feelings. -Use intonation, expression, body language and action to perform a section of the play. -Define and put into context technical vocabulary e.g. triumvirate, treaty, senator. -Collect and magpie language features/vocabulary, which will be used to describe characters or the setting.</p> | <p>-Identify purpose and features of a letter:</p> <ul style="list-style-type: none"> • Formal/informal register • Address • Date • Greeting • Opening • Main body (paragraphs organised around a theme) • Close <p>-Imitate language features/sentence types in the build up to the written outcome.</p> <p>-Plan the content and language features for each paragraph.</p> <p>-Apply a range of language features/punctuation in the letter including:</p> <ul style="list-style-type: none"> • Fronted adverbials • Co-ordinating and subordinating conjunctions • Expanded noun phrases • Pronouns for cohesion • Similes/metaphors • Question marks and exclamation points for varied sentence types • Commas to subordinate clauses <p>-Secretarial editing (correcting grammar, punctuation and spelling errors).</p> <p>-Language choice editing- children should be effectively up-levelling word choice and sentence structure.</p> <p>-Final draft to be published to the best possible standard and read aloud.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|--|---|--|
| | <p>Many questions Book 1 page 33</p> <p>Metaphors (this is that) Book 2 page 70</p> <p>Description, which + simile Book 2 page 66</p> <p>Then and now sentence Book 2 p50</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Adverbial phrases of place, time and manner 2. Prepositional phrases 3. Demonstrative pronouns <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Re-cap apostrophe for contraction. 2. Re-cap apostrophe for singular possession. 3. Apostrophe for plural possession <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> 1. Words ending with the /g/ sound spelt – gue and the /k/ sound spelt -que 2. Endings which sound like /ən/ spelt – ssion 3. words with the /k/ sound spelt ch 4. Statutory list: through potatoes enough possess natural believe different possible probably although | <ul style="list-style-type: none"> ▪ To use joined handwriting for all writing except where other special forms are required. ▪ To build up speed, particularly for notes, drafts, lists etc. ▪ To know when to use: a clear neat hand for finished, presented work; informal writing for rough drafting etc. ▪ To ensure consistency in size and proportions of letters and spacing between letters and words. |
| Planning support/ resources | <p>Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Spring 2 WRITING | |
|--|--|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative/Fables</p> <p>Text: Michael Rosen’s Aesop’s Fables.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Discuss and define a fable: a short story which teaches a moral and has talking animal characters. Ensure children know what a moral is: give examples. -Listen to, read and discuss a wide range of fables. -Compare and contrast fables to other narratives such as, fairy tales, myths, legends etc. -Read and discuss a range of proverbs which originate from the fables. E.g. Actions speak louder than words, all that glitters is not gold. -Children to identify features of a fable including: <ul style="list-style-type: none"> - Short and to the point story - Includes a moral lesson - Includes talking animals or in some cases nature e.g. the sun or the wind - Usually a good character who does the right thing and follows the lesson - Usually a foolish\bad character who does the wrong thing and does not listen - The story is usually set outside, in the countryside | <ul style="list-style-type: none"> -Define, collect and magpie descriptive language for the animals/settings. -Imitate language features/sentence types in the lead up to the written outcome. -Children to plan their own fable and make sure they have: <ul style="list-style-type: none"> - A moral - Characters - Plot - Setting -Apply a wide range of language features/punctuation including: <ul style="list-style-type: none"> - A range of fronted adverbials that express time, place and manner - Expanded noun phrases - Some figurative language including similes, personification and metaphors - Prepositional phrases - Extend sentences using a range of subordinating and co-ordinating conjunctions - Applying a range of devices for cohesion - Applying commas after fronted adverbials and to demarcate subordinate clauses - Inverted commas to indicate direct speech -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|--|--|---|
| | <p>3ed sentence Book 1 p17</p> <p>The more, the more Book 1 p51</p> <p>Description, which + simile Book 2 page 66</p> <p>Metaphors Book 2 page 70</p> <p>Adverb from adjective Book 2 p62</p> | <p><u>Grammar</u></p> <p>1. Expressing time, place and manner using adverbial and prepositional phrases.</p> <p><u>Punctuation</u> Re-cap inverted commas and other punctuation used to indicate direct speech.</p> <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use of the present perfect form of verbs instead of the simple past. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <p>1. Endings which sound like ʃən spelt – tion</p> <p>2. Suffix – ous</p> <p>3. Homophones and near homophones</p> <p>4. Statutory list: complete opposite experiment naughty grammar knowledge favourite caught promise occasion</p> | <ul style="list-style-type: none"> ▪ To use joined handwriting for all writing except where other special forms are required. ▪ To build up speed, particularly for notes, drafts, lists etc. ▪ To know when to use: <p>a clear neat hand for finished, presented work; informal writing for rough drafting etc.</p> <ul style="list-style-type: none"> ▪ To ensure consistency in size and proportions of letters and spacing between letters and words. |
| Planning support/ resources | <p>Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Summer 1 WRITING | | | |
|--|--|---|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Explanation on Earthquakes/ Volcanoes Text: non-fiction books Key objectives: -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Do wider reading (fiction and non-fiction) of Volcanos. -Gather and organise research on chosen topic e.g. How earthquakes are caused. -Define, collect and magpie technical and descriptive language from texts e.g. core, crust, eruption. -Read and discuss a wide range of explanation texts. -Identify the structural features of an explanation text:</p> <ul style="list-style-type: none"> • Title • subheadings • Introduction • Main body • Summary-what happened next or something interesting (GD) • Extra information | | <p>-Imitate sentence types for explanation text in the lead up to the written outcome. -Plan structure and language features for explanation text. -Apply a range of language features/punctuation in the explanation text including:</p> <ul style="list-style-type: none"> • A range of fronted adverbials that express time, place and manner • Extend sentences using co-ordinating and subordinating conjunctions • Expanded noun phrases • Pronouns for cohesion • Question marks and exclamation marks for varied sentence types • Commas to subordinate clauses • Colons in a list <p>-Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> | |
| | <p>Common Language:</p> | <p>G&P:</p> | <p>Spellings:</p> | <p>Handwriting:</p> |
| | <p>How to write a title Alan Peat Non-fiction book pp. 52-55 Time, details Alan Peat Non-fiction book p. 56 2A opener Alan Peat Non-fiction book p.57 Then and Now Alan Peat Non-fiction book p.57 Statement of fact. The question is: Alan Peat Non-fiction book p.58 The question is Alan Peat Non-fiction book p.60 Lists Alan Peat Non-fiction book pp.60-61 Sequence, words Alan Peat Non-fiction book p.64 Description: reason Alan Peat Non-fiction book p.66</p> | <p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> Grammar: Applying a range of personal and demonstrative pronouns to aid cohesion across writing. Punctuation: Introduce colons for extra detail not just in list format. Tenses: 1.Use of the present perfect form of verbs instead of the simple past. 2.Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> | <p>1. Suffix – ly 2. prefix – sub, anti and auto 3. Prefix – inter 4. Statutory list: purpose straight surprise therefore pressure peculiar heard important interest consider</p> <p>Planning/resources: Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | <ul style="list-style-type: none"> ▪ To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words. ▪ To use a range of presentational skills, e.g. ▪ print script for captions, sub-headings and labels; ▪ capital letters for posters, title plates, headings and a range of computer-generated fonts and point sizes. |

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 4 | Summer 2 WRITING | | |
|--|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Short Story Text: Street Child Key objectives: -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. - Read and sequence the story. - Use immersive techniques to consolidate and explore plot and character development further. E.g. Role on the wall, conscious alley. -Do wider reading on the 'Victorian era' Children's life -Children to draw and describe their own 'Victorian child'. -Define, collect and magpie descriptive language for the setting/characters. -Imitate sentence types and language features in the lead up to the written outcome. -Children to apply language features to describe the different settings. -Plan a short story including the content and language features for each paragraph.</p> | | <p>-Apply a range of language features/punctuation in writing including:</p> <ul style="list-style-type: none"> • A range of fronted adverbials that express time, place and manner • Extend sentences using co-ordinating and subordinating conjunctions • Expanded noun phrases • Cohesive devices including pronouns and conjunctions. • Figurative language including similes, metaphors and personification of weather • Question marks and exclamation points for varied sentence types. • Prepositional language • Applying commas after fronted adverbials and to demarcate subordinate clauses • Inverted commas to indicate direct speech <p>-Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> |
| <p>CL: 3ed sentence <i>Book 1 p17</i> Then and now sentence <i>Book 2 p50</i> The more, the more <i>Book 1 p51</i> Description, which + simile <i>Book 2 page 66</i> Many questions <i>Book 1 page 33</i> Adverb from adjective <i>Book 2 p62</i> Metaphors <i>Book 2 page 70</i></p> | <p>G&P: <u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> Grammar:</p> <ol style="list-style-type: none"> 1. Children to be applying a range of sentence openers by using fronted adverbials, adverbial phrases and prepositional phrases. 2. Children to have good knowledge of both co-ordinating and subordinating conjunctions. <p>Punctuation:</p> <ol style="list-style-type: none"> 1. Children to be secure in applying the correct punctuation for direct speech. 2. Children to be secure in applying commas after fronted adverbials. 3. Children to demarcate main and subordinate clause using commas. <p>Tenses (to be taught throughout the year): Refer to Summer 1</p> | <p>Spellings:</p> <ol style="list-style-type: none"> 1. Possessive apostrophes with plural words 2. Statutory list: address believe business complete different eighth experience increase island medicine 3. End of year assessment <p>Planning/resources: Order Books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | <p>Handwriting:</p> <ul style="list-style-type: none"> ▪ To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words. ▪ To use a range of presentational skills, e.g. print script for captions, sub-headings and labels, capital letters for posters, title plates, headings and a range of computer-generated fonts and point sizes. |

English Year 5 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers.

Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 5 | YEAR 5 READING | |
|---|---|--|
| Key Objectives teaching knowledge, understanding and application | Child as a reader | Comprehension (Retrieval) |
| | <ul style="list-style-type: none"> -Gives developed detail in discussion about a range of texts, including personal opinion -Explains different reasons for reading including for enjoyment -Perseveres with challenging texts -Can read and discuss the construction and meaning of different types of poetry -Can compare and evaluate different texts against their intended purpose | <ul style="list-style-type: none"> -Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text -Identify explicit details from the text, showing exactly where in the text they found the information -Is able to skim whole texts to answer recall questions -Is able to scan whole texts to answer recall questions -Can identify the text type according to key features -Recognises common themes/styles in texts written by the same author -Comments on the impact of organisational and presentational features of a text |
| | Word reading and decoding | Comprehension (Deduction and Inference) |
| | <ul style="list-style-type: none"> -Reads with fluency and stamina -Can use a range of strategies to decode unfamiliar words without impacting on overall fluency -Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum -Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum -Explains how punctuation and sentences construction is used to enhance meaning -Uses knowledge of vocabulary and context to give meaning to new language | <ul style="list-style-type: none"> -Gives feasible, reasoned predictions based on evidence -Explains isolated events from a text, in the context of the whole narrative -Can summarise the main points from a whole text -Can prove or disprove simple statements about a character by finding evidence in a text -Begins to use evidence from description, dialogue and action to -- support their ideas -Can empathise with a character's motives and behaviours |

| Year 5 | YEAR 5 READING | |
|---|--|---|
| Key Objectives teaching knowledge, understanding and application | Comprehension (Language & Context) | Comprehension (Responding to text) |
| | <ul style="list-style-type: none"> -Explains clearly how vocabulary choices affect meaning in a range of text types -Recognises a range of descriptive devices including figurative language -Comments upon language choices/structures of different authors (particularly in poetry) -Confidently uses new language from their own reading experiences in their written and spoken work -Explains the use of sentence structures according to desired effect on the reader | <ul style="list-style-type: none"> -Explains the inclusion of different sections of a text i.e. tables in non-fiction, flashbacks in narrative etc -Selects information from across a text to explain or illustrate their ideas -Compares the behaviour and feelings of different characters in a text |
| | Comprehension (Themes & Conventions) | Oracy and Reading |
| <ul style="list-style-type: none"> -Identifies key themes and styles in books and extracts by a range of authors -Can explain the importance of cultural or historical settings on how a text is composed | <ul style="list-style-type: none"> -Makes links between own reading experiences and that of others -Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader -Probes texts deeply through their own questioning and evaluation -Confidently presents texts aloud to a range of audiences -Uses information from the text to direct their presentation of it to others | |
| Schemes/ resources to support the learning | <ul style="list-style-type: none"> -Guided reading packs -KS2 question stems -Progression of reading ladder -Progression of reading activity ideas -Guided Reading question types | |

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Explanation on how to slay a monster Text: Beowulf (4 weeks) Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for this unit of work -Plan a cold task -Identify the story as a legend. -Place the story in its historical context: Anglo Saxon era - Read the story (note that it is divided into 3 key episodes) -Give developed detail in discussion about the text, including personal opinion. -Sequence and story map text and identify key themes e.g. heroism, loyalty, good versus evil. -Discuss how the author’s language choice has impacted the mood or impression of a character in key points of the story e.g. kennings. -Identify the monsters Beowulf has encountered and what language features the author has used to describe it. -Do wider reading of other monsters in the literary and collect technical and descriptive vocabulary e.g. razor-sharp talon. -Children to draw their own monster and use language features to describe it e.g. expanded noun phrases, metaphors, similes -Read and discuss a wide range of explanation texts. -Identify the structural features of an explanation text: <ul style="list-style-type: none"> • Title • subheadings • Introduction • Main body • Summary-what happened next or something interesting • Extra information like interesting facts | <ul style="list-style-type: none"> -Imitate sentence types for explanation text in the lead up to the written outcome. -Plan structure and language features for explanation text. -Apply a range of language features/punctuation in the explanation text including: <ul style="list-style-type: none"> • A range of fronted adverbials that express time, place and manner • Extend sentences using co-ordinating and subordinating conjunctions • Expanded noun phrases • Relative clauses and parentheses for extra detail • Commas to subordinate clauses • Colons in a list -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| Year 5 | Autumn 1 WRITING | |
|--|--|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount – diary entry Text: Beowulf (3-4 weeks) Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task -Identify features of a legend e.g.: <ul style="list-style-type: none"> • Good and evil characters • Are often told chronologically, often in episodes • Usually contain a moral • Focuses on a single main character as they overcome several obstacles. <p>- Read the story (note that it is divided into 3 key episodes). -Give developed detail in discussion about the text, including personal opinion. -Explore character’s motives, opinions and feelings through immersive activities such as role on the wall, conscious alley etc. -Compare and contrast characteristics of key characters in the story e.g. Beowulf and Grendel. Use evidence from the text to support this. -Do wider reading and collect technical and descriptive vocabulary for settings and character description. -Use sentence types and language features to describe a chosen setting e.g. Grendel’s lair. -Draw and describe Beowulf and children’s own monster that will fit into the story. -Identify the structural features of a diary entry by looking at a wide range of diary entries.</p> <p>-Identify the language features of a diary entry e.g. first person, metaphors, similes and rhetorical questions etc.</p> | <ul style="list-style-type: none"> -Discuss the impact/effect of above language features. - Plan the content and language features/punctuation for each paragraph. -Include a wide range of language features and punctuation in the diary entry including: <ul style="list-style-type: none"> • Fronted adverbials of time, place and manner • Expanded noun phrases • Figurative language: metaphors, personification and similes • Extend sentences with co-ordinating and subordinating conjunctions • Relative clauses • Parentheses • Rhetorical questions -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|-----------------|--|---------------------|
| Planning support/ resources | Order books from PDC for wider reading Alan Peat Book 1&2 and non-fiction book | | http://www.mythencyclopedia.com/Ar-Be/Beowulf.html Purple Mash Spelling Scheme | |

Explanation
How to write a title
Alan Peat Non-fiction book pp. 52-55
Noun, who/which/where
Alan Peat Non-fiction book p. 56
2A opener
Alan Peat Non-fiction book p.57
Then and Now
Alan Peat Non-fiction book p.57
Process steps: list
Alan Peat Non-fiction book p.59
The question is
Alan Peat Non-fiction book p.60
Lists
Alan Peat Non-fiction book pp.60-61
Name-adjective-pair
Alan Peat Non-fiction book p.62
When;when;when,then
Alan Peat Non-fiction book p.66

Diary Entry
If, if, if, then
Book 2 p27
Relative clauses also known as
Noun, which who, where
Book 1 p31
O(I)
Book 1 p25
(Year 4) The more, the more
Book 1 p51
(Year 4)
3ed sentence (*create atmosphere, add description*)
Book 1 p17

Grammar

1. Re-cap determiners
2. Re-cap articles
3. Re -cap fronted adverbials
4. Expanded noun phrases for precision and concision.
5. Recap identifying main and subordinate clauses.
6. Relative clauses using the relative pronouns of: who, whose and that.

Punctuation

1. Re-cap use of capital letters, full stops, exclamation point and question mark.
2. Re-cap commas after fronted adverbials.
3. Commas to demarcate subordinate (relative) and main clause.
4. Parenthesis using brackets, commas and dashes.
5. Colon in a list format

Tense (to be taught throughout the year):

1. Use the present perfect and past perfect tense to mark relationships of time and cause.
2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.

1. Recap of mixed spellings from previous years
2. Words ending in – **able** and – **ably**
3. Statutory list:
accompany
amateur bargain
bruise community
competition
explanation
guarantee
individual
prejudice

To use fluent joined up handwriting for all writing except where other special forms are required.

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

Previous unit on King Arthur removed on curriculum review July 2021

| Year 5 | Autumn 2 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Non-Chronological report on Earth and Space/Anglo Saxons/Local environment/forces</p> <p>Text: Non-fiction and fiction texts (order from PDC)</p> <p>Key Objectives:</p> <ul style="list-style-type: none"> -Identify audience and purpose for writing and selecting the appropriate form. -Provide a hook for this unit of work - Read and research from a wide range of fictional and non-fiction resources on chosen topic. -Organise research around a theme e.g. architecture, religion. -Define and collect technical vocabulary e.g. runes, thatched house etc. -Read and identify structural features of a non-chronological report from a range of reports. -Comments on the impact of organisational and presentational features of a report: headings, subheadings, opening, main body, closing statement, diagrams and glossary/index. -Imitate different openers for each paragraph. -Imitate sentence types and language features appropriate for the report. | <ul style="list-style-type: none"> -Plan the structure, content and language features for each paragraph in the report. -Using a range of cohesive devices including adverbials of time, place and number, within and across paragraphs. -Use punctuation (parenthesis of commas, brackets and dashes) to add extra information. For G.D: Paragraphs are well-controlled and shape the text, guiding the reader effectively through shifts in time and place, and changes of events or information. -Include a glossary of key terms. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveiling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|---|---|
| Planning support/ resources | Order books from PDC for wider reading Alan Peat Book 1&2 and non-fiction book Purple Mash Spelling Scheme | | | |
| | <p><u>Alternate ending</u> De:de Book 1 p21 Ad some ad Book 1 p35 O(I) Book 1 p25 As_ly Book 2 p118 Imagine Book 1 p59 Metaphors (this is that) Book 2 page 70 Relative clauses also known as Noun, which who, where Book 1 p31 The more, the more Book 1 p51 <u>Non-chronological report</u></p> <p>Relative clauses also known as Noun, which who, where Book 1 p31 De:de Book 1 p21 The Question is:? Alan Peat Non-fiction book p. 88 Name-adjective pair- Alan Peat Non-fiction book p. 93 Tell: show 3 ; sentences Alan Peat Non-fiction book p. 93 The BIG `E` Alan Peat Non-fiction book p. 90</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Relative clauses using the relative pronouns of: which, where, when and whom. 2. Parenthesis using brackets, commas and dashes. 3. Adverbial phrases of place, time and manner. 4. Prepositional phrases 5. Modal verbs <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Commas to clarify meaning or avoid ambiguity. 2. Commas to demarcate subordinate (relative) and main clause. 3. Brackets to indicate parenthesis. 4. Pair of dashes to indicate parenthesis. 5. Commas to indicate parenthesis. 6. Inverted commas to indicate direct speech. <p><u>Tense (to be taught throughout the year):</u></p> <ol style="list-style-type: none"> 1. Use the present perfect and past perfect tense to mark relationships of time and cause. 2. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <p><u>Spellings:</u></p> <ol style="list-style-type: none"> 1. Words with silent K 2. Words with the /i:/ sound spelt ei after c and other consonants 3. Exceptions to the i before e rule except after c 4. Words containing the letter string ough 5. Statutory list: occur forty according lightning stomach pronunciation signature criticise immediately attached | <p><u>Handwriting:</u></p> <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 5 | Spring 1 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Shakespeare Festival Recount: Persuasive letter Text: Macbeth</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Research William Shakespeare, his historical setting and other famous plays he has written. -Read the play of Macbeth and re-tell the story. -Identify key themes of the play and compare to other plays the children have studied in previous years. -Identify features of a play script. -Explore Shakespearean English and translate into modern English and vice versa. -Use immersive techniques e.g. role on the wall, hot seating etc. to explore Macbeth and Lady Macbeth's relationships, motives, opinions and feelings. -Use intonation, expression, body language and action to perform a section of the play. -Define and put into context technical vocabulary e.g. Thane prophecy. -Collect and magpie language features/vocabulary, which will be used to describe characters and the setting. | <ul style="list-style-type: none"> -Read a range of letters and identify structural features including: <ul style="list-style-type: none"> • Formal/informal register • Address • Date • Greeting • Opening • Main body (paragraphs organised around a theme) • Close -Imitate language features/sentence types in the build up to the written outcome. -Formulate persuasive arguments using the PEE (point, evidence and explanation) method. -Plan the content and language features for each paragraph. -Apply a range of language features/punctuation in writing including: <ul style="list-style-type: none"> • Adverbial phrases of place, time and manner • Expanded noun phrases • Figurative language including similes, metaphors and personification • Modal verbs/adverbs of possibility • Relative clauses • Devices to aid cohesion including pronouns and subordinating and co-ordinating conjunctions • Commas, brackets and dashes to indicate parenthesis • Colon for more detail -Assess the effectiveness of their own and other's writing. -Secretarial editing: Proof-read for spelling and punctuation errors. -Language choice editing- children should be effectively up-leveiling word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|---|---|--|---|
| | <p>If, if, if, then Book 2 p27</p> <p>De:de Book 1 p21</p> <p>Relative clauses also known as Noun, which who, where Book 1 p31</p> <p>Ad some ad Book 1 p35</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Adverbs of possibility 2. Adverbial phrases of place, time and manner 3. Re-cap Preposition 4. Expand knowledge of co-ordinating conjunctions 5. Expand knowledge of Subordinating conjunctions 6. Review personal, possessive and demonstrative pronouns <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Inverted commas - including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas. 2. Re-cap use of apostrophes: contraction, singular and plural possession. 3. Colon for more detail. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use the present perfect and past perfect tense to mark relationships of time and cause. • Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> 1. Words containing the letter string ough 2. Words ending in able 3. Homophones – words that are confused 4. Statutory list: especially neighbour determined accommodate interfere committee apparent harass aggressive communicate | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |
| Planning support/resources | <p>Order books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 5 | Spring 2 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Viking Myth Text: Illustrated Norse Myths Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read a range of Viking myths and discuss historical and mythical context. -Use immersive techniques to consolidate and explore plot and character development further. -Compare and contrast with other legends and genres e.g. fairy tales -Identify features of a Viking myth including: <ul style="list-style-type: none"> • A mythical setting e.g. Asgard • Main characters involving gods • Usually a long and dangerous journey the gods have to embark on • A quest/series of trials or villain that the hero needs to overcome -Do wider reading of Viking myths including poems, information texts on Viking gods etc. -Define, collect and magpie descriptive language for the setting/characters. -Imitate sentence types and language features in the lead up to the written outcome. -Identify WMG setting description and create and describe own setting using language features, which will be used in children's own myth. | <ul style="list-style-type: none"> -Identify WMG character description and use language features to describe characters, which will be used in children's own myth. -Plan own Viking myth, which will include content and language features for each paragraph. -Apply a range of language features/punctuation in writing including: <ul style="list-style-type: none"> • Adverbial phrases of place, time and manner • Expanded noun phrases • Figurative language including similes, metaphors and personification • Modal verbs/adverbs of possibility • Relative clauses • Devices to aid cohesion including pronouns and subordinating and co-ordinating conjunctions • Commas, brackets and dashes to indicate parenthesis • Colon for more detail • Inverted commas to indicate direct speech. -Include dialogue which moves the action forward. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levering word choice and sentence structure. -Final draft to be published to the best possible standard. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|--|---|---|
| | <p>Imagine Book 1 p59</p> <p>De:de Book 1 p21</p> <p>Relative clauses also known as Noun, which who, where Book 1 p31</p> <p>Emotion-consequence Book 2 p98</p> <p>As_ly Book 2 p118</p> <p>3ed sentence (<i>create atmosphere, add description</i>) Book 1 p17</p> <p>The more, the more Book 1 p51</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> Children to be applying a range of subordinate clauses- by using relative clauses and parenthesis. Modal verbs and adverbs of possibility Re-cap possessive and demonstrative pronouns. Expand knowledge of co-ordinating conjunctions Expand knowledge of Subordinating conjunctions. Review personal, possessive and demonstrative pronouns <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> Hyphens Children to be applying a range of brackets, dashes and commas to indicate parenthesis. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> Use the present perfect and past perfect tense to mark relationships of time and cause. Use of the progressive form of verbs in the present and past tense to mark actions in progress. | <ol style="list-style-type: none"> Endings which sound like /ʃəs/ spelt -cious Words ending in -ancy Nouns that end in -ce/-cy and verbs that end in -se/-sy Words with silent letters Statutory list: dictionary existence especially neighbour average conscience vehicle shoulder relevant twelfth | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |
| Planning support/ resources | <p>Order books from PDC for wider reading Alan Peat Book 1&2 Purple Mash Spelling Scheme</p> | | | |

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 5 | Summer 1 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Newspaper article Text: Ice Trap Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task -Plan a hook for the start of this unit. -Read and sequence the story of Ice Trap. -Use immersive techniques to further explore character and plot development. -Do wider reading of Sir Ernest Shackleton and expeditions to the Antarctic. -Define and put into context technical vocabulary relating to ships, sailing expeditions and the Antarctic. -Collect and magpie descriptive language/vocabulary, which will be used to describe characters and the setting. -Read a range of newspaper articles and note structural features including: <ul style="list-style-type: none"> - Headline - By-line - Introduction - Body - Short Summary - Sources (direct and indirect speech) - Picture and caption | <p>Identify language features/punctuation for the newspaper report. Including:</p> <ul style="list-style-type: none"> - Fronted adverbials of place, time and manner - Alliteration - Puns/idioms - Expanded noun phrase - Use of pronouns (personal, possessive and demonstrative) for cohesion - Extend sentences with a range of co-ordinating and subordinating conjunctions - Relative clauses - Parentheses - Colon for extra detail - Inverted commas for speech - Modal verbs <p>-Assess the effectiveness of their own and other's writing.</p> <p>-Secretarial editing: Proof-read for spelling and punctuation errors.</p> <p>-Language choice editing- children should be effectively up-leveiling word choice and sentence structure.</p> <p>-Final draft to be published to the best possible standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|---|-----------------|-------------------|---------------------|
| Planning support/ resources | Order books from PDC for wider reading Alan Peat Non-fiction Book Purple Mash Spelling Scheme | | | |

Common Language:
 Alliteration
Alan Peat Non-fiction book p. 107
 Rhyme
Alan Peat Non-fiction book p. 107
 Puns
Alan Peat Non-fiction book p. 108
 Idioms
Alan Peat Non-fiction book p. 107
 Then and now
Alan Peat Non-fiction book p. 114
 Ending
Alan Peat Non-fiction book p. 116
 Direct and indirect speech
Alan Peat Non-fiction book pp. 117-118

G&P:
Consolidate and fill in gaps in learning from Autumn and Spring term.
Grammar:
 1. Converting nouns or adjectives into verbs using suffixes.
 2. Adverbial phrases of place, time and manner
 3. Expand knowledge of co-ordinating conjunctions
 4. Expand knowledge of subordinating conjunctions.
 Pronouns
 5. Re-cap statements, exclamations and commands.
Punctuation:
 1. Colons in list formation and to express more detail.
 2. Re-cap inverted commas and other punctuation for direct speech.
 3. Re-cap punctuating exclamation points and question marks.
Tenses:
 1. Use the present perfect and past perfect tense to mark relationships of time and cause.
 2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.

Spellings:
 1. Homophones – words that are confused.
 2. Words ending in **ably (continued)**
 3. Words with silent letters
 Statutory list:
excellent familiar identity privilege recognise yacht sufficient rhythm leisure soldier

Handwriting:
 To use fluent joined up handwriting for all writing except where other special forms are required.

English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 5 | Summer 2 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Balanced argument based on fair trade/sweat shops. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task -Plan a hook for the start of this unit relating to fair trade. -Do wider reading of fair trading, sweat shops and child exploitation. Link this to their geography unit of learning on trade. -Orally debate for/against arguments. -Compile argument for and against fair trading from wider reading. -Read and discuss writing style of a range of balanced arguments. -Identify structural features of a balanced argument: <ul style="list-style-type: none"> - Title, introducing the issue for discussion, main body (for and against arguments), final paragraph including a conclusion or a call to the reader to decide. -Articulate for/against arguments using the PEE (point, evidence and explanation) method. -Imitate language features/sentence types in the lead up to the written outcome. -Plan structure and content of balanced argument. -Colons for extra detail or list format Apply a range of language features/punctuation in writing including: <ul style="list-style-type: none"> - A range of sentence starters - Modal verbs/adverbs of possibility - Relative clauses - Parentheses - Rhetorical questions - Extend sentences using subordinating and co-ordinating conjunctions. -Assess the effectiveness of their own and other's writing. -Secretarial editing: Proof-read for spelling and punctuation errors. -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. | <p>Genre: Narrative poem Text: The Highwayman Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task -Plan a hook for the start of this unit. -Read aloud the poem, taking heed of prosody. -Sequence the events of the Highwayman. -Discuss and identify the poetic devices used and what impact this has on the reader. E.g. rhythm, rhyme, metaphors, personification, similes repetition, alliteration and onomatopoeia. -Use immersive techniques such as hot seating, conscious alley, and role play to further explore character and plot development. Also deepen understanding of alternative character's motivations e.g. Tim and the King's men. -Define and put into context technical vocabulary relating to horses, clothing and equipment of horse riders. -Collect and magpie descriptive language/vocabulary, which will be used to describe characters and the setting. E.g. moonlight setting. -Use above vocabulary and a range of language features to describe Bess, The Highwayman and the setting. -Read a range of narrative poems and identify some features. E.g. it must narrate a story. -Plan a narrative poem from one of the character's point of view either before or after the events of the poem. -Write a narrative poem from a character's point of view by applying a range of: <ul style="list-style-type: none"> - Rhythm, rhyme, expanded noun phrases, metaphors, personification, similes, repetition, alliteration and onomatopoeia. -Assess the effectiveness of their own and other's writing. -Secretarial editing: Proof read for spelling and punctuation errors. -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard. -Orally perform final draft of the poem. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|--|---|---|
| | <p>Argument Vs. Alan Peat Non-fiction book p. 154 The question? Alan Peat Non-fiction book p. 154 The issue: Alan Peat Non-fiction book p. 155 The issue for discussion is, Alan Peat Non-fiction book p. 155 Shakespeare: IFD Alan Peat Non-fiction book p. 157 The more, the more Alan Peat Non-fiction book p. 154 No answer questions Alan Peat Non-fiction book p. 161 BOYS Alan Peat Non-fiction book p. 162 Results Alan Peat Non-fiction book p. 165 What do you think? Alan Peat Non-fiction book p. 166 Getting worse/getting better Book 2 p42</p> <p>The Highwayman Personification of weather (<i>description</i>) Book 1 p47 As_ly Book 2 p118 Emotion-consequence Book 2 p98 O(I) Book 1 p25 Metaphors (this is that) Book 2 page 70</p> | <p>Consolidate and fill in gaps in learning from Autumn and Spring term. Grammar: 1. Children to have a broader range of sentence openers by using fronted adverbials, adverbial phrases and prepositional phrases. 2. Children to have a broader and deeper knowledge of co-ordinating and subordinating conjunctions. 3. Children to be applying a range of relative pronouns across writing. 4. Children to be applying a range of parentheses across writing. 5.Children to be applying modal Verbs and adverbs of possibility across writing. Punctuation: 1. Children to be secure in applying the correct punctuation for direct speech. 2. Children should be applying commas for a range of purposes: to indicate parenthesis, after a fronted adverbial, to demarcate main and subordinate clauses and to clarify meaning. Tenses: 1. Use the present perfect and past perfect tense to mark relationships of time and cause. 2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p> | <p>1.ly endings 2.Words with silent letters Statutory list: physical variety system rhyme ancient category develop occupy muscle suggest 3.End of year assessment</p> | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |
| Planning support/ resources | Order books from PDC for wider reading Alan Peat Non-fiction Book Purple Mash Spelling Scheme | | | |

English Year 6 - Subject objectives – knowledge, understanding and opportunity to apply

The reading curriculum is only detailed on one/two page/s for each year group as it shows the overarching objectives of reading that run throughout the curriculum subjects. We believe that repetition of the key knowledge and understanding children need with plenty of opportunity to rehearse application is the best way for children to become successful readers.

Writing is broken down in more detail to help teachers plan for the systematic progression from Year 1 to Year 6.

| Year 6 | YEAR 6 READING | |
|---|---|---|
| Key Objectives teaching knowledge, understanding and application | Word reading and decoding | Comprehension |
| | <ul style="list-style-type: none"> -Can use appropriate decoding strategies fluently and accurately -Can predict -Can skim and scan -Can summarise -Can construct visual images -Can compare, contrast and evaluate different texts. -Can identify question type -Can persevere with challenging texts to read with fluency, understanding and expression | <ul style="list-style-type: none"> -Can understand the meaning of vocabulary in context -Can accurately and selectively summarise main ideas, events, characters and information from fiction -Can accurately and selectively summarise main ideas, events and information from non-fiction -Can provide developed explanations for key information, events, character actions and motivations -Can retrieve key details and quotations to demonstrate understanding of character, events and information. -Can identify language, structural and presentational features used in texts -Can identify the use of different sentence types in the text -Can provide straightforward explanations for the purpose of the language, structure and presentation of texts -Can make accurate and appropriate comparison within texts -Can justify their opinions of texts -Can correctly distinguish between statements of fact and opinion |
| | Comprehension (Deduction and Inference) | |
| <ul style="list-style-type: none"> -Can search for simple clues within the text to support 'Reading between the lines' -Can make developed inferences drawing on evidence from the text and wider personal experience -Can use clues from action, dialogue and description to interpret meaning -Can prove or disprove a statement about character or setting by finding evidence in the text -Can explain and justify inferences, providing evidence from the text to support reasoning -Can make developed predictions that are securely rooted in the text -Can empathise with different characters' points of view | | |

| Year 6 | YEAR 6 READING | |
|---|--|---|
| Key Objectives teaching knowledge, understanding and application | Comprehension (Language & Context) | Comprehension (Themes & Conventions) |
| | <ul style="list-style-type: none"> -Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc -Can comment upon the use and effect of the author's language on the reader -Can explain the effect of figurative language upon the reader -Can understand and recognise different forms of poetry | <ul style="list-style-type: none"> -Can identify the features, themes and conventions of a range of texts (fiction) -Can identify the features, themes and conventions of a range of texts (non-fiction) -Can find and discuss evidence of themes and conventions in different genres and forms of text -Can identify and comment on the grammatical features of text -Can identify and comment on the presentational features of text -Can use text format and text features accurately to determine text type |
| Schemes/ resources to support the learning | <ul style="list-style-type: none"> -Guided reading packs -KS2 question stems -Progression of reading ladder -Progression of reading activity ideas -Guided Reading question types | |

English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 WRITING | |
|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recounts Based on the residential to Gorsefield.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Read and annotate a range of travel brochures. -Identify structural features of a brochure e.g. headings, subheadings, bullet points, pictures, captions, quotes etc. -Identify language features of a persuasive brochure e.g. imperative verbs, metaphors, personification, similes, play on words, catchy slogans, statistics, rhetorical questions and superlatives. -Compare urban and rural settings by using the above language features. -Plan content and language features for each paragraph in the brochure. | <ul style="list-style-type: none"> -<i>For GD</i>: Identify shifts in formality. -Apply comparative language in the introduction. -Use persuasive language features to describe Gorsefield House. -Use persuasive language features to describe the food in Gorsefield House. -Use persuasive language features to describe the excursions in Gorsefield House. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveiling word choice and sentence structure. -Publish final draft in the form of a holiday brochure. |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|--|---|
| | <p>-If, if, if, then Book 2 p27</p> <p>- De:de Book 1 p21</p> <p>-Relative clauses also known as Noun, which who, where Book 1 p31</p> <p>- Imagine Book 1 p59</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Re-cap determiners 2. Re-cap articles 3. Re-cap sentence starters which indicate time, place and manner 4. Fronted adverbials 5. Adverbial phrases 6. Prepositional phrases 7. Re-cap Identifying main and subordinate clauses 8. Re-cap Parenthesis using brackets, commas and dashes <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Re-cap commas after fronted adverbials 2. Re-cap Commas to demarcate subordinate and main clauses 3. Re-cap pairs of brackets, commas and dashes for parenthesis 4. Single dash 5. Hyphens <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use the present perfect and past perfect tense to mark relationships of time and cause. • Use the present progressive and past progressive tense to mark relationships of time and cause. | <ol style="list-style-type: none"> 1. Recap- year 5 spellings 2. Homophones – words that are confused 3. Words ending in – able and -ible 4. Statutory list: available cemetery convenience environment foreign hindrance immediately temperature thorough attached | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |
| Planning support/ resources | <p>Order books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash Spelling Scheme</p> | | | |

English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 6 | Autumn 2 WRITING | |
|--|---|--|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Recount Diary entry Text: One Thousand and One Arabian Nights Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Read the story of Aladdin with fluency, expression and understanding. -Sequence the story of Aladdin. -Identify themes in the story e.g. power, greed, love, rich vs. poor -Discuss the historical, cultural and religious setting of Aladdin. -Use immersive strategies to deconstruct characters e.g. role-play, role on the wall, hot seating, mental health report etc. -Make conclusions about characters by using evidence from the text. -Do wider reading of the setting for the outcome. E.g. for the desert read poems, non-fiction texts and fiction texts on deserts. -Define, collect and magpie language features to describe the setting/atmosphere/characters that will be used in the end outcome. -Imitate language features and sentence types that will be applied in the end outcome. -Identify features of a diary entry. E.g. <ul style="list-style-type: none"> • Written in the first person and past tense • Use of a personal tone throughout • Organising paragraphs around a theme • Language features: fronted adverbials/adverbials phrases, expanded noun phrases, similes, metaphors, personification, rhetorical questions, relative clauses, modal verbs • Punctuation: ellipsis, parentheses, single dash, colon, semi-colon <p>-Plan the content and language features for each paragraph. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Publish final draft to the highest standard.</p> | <p>Genre: Recount Letter Text: One Thousand and One Arabian Nights Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Re-cap the story of Aladdin -Use immersive strategies to deconstruct characters and events in the story e.g. role-play, role on the wall, hot seating, mental health report etc. -Do wider reading of the setting for the outcome. E.g. for the cave, watch documentaries, read non-fiction texts and fiction texts on caves. -Collect technical and descriptive language features for the setting/characters. -Imitate sentence types/language features that will be used for the end outcome. -Identify purpose and features of a letter: <ul style="list-style-type: none"> • Formal/informal register • Address • Date • Greeting • Opening • Main body (paragraphs organised around a theme) • Conclusion • Close <p>-Plan content/language features/punctuation for each paragraph and discuss the impact of this. -Applying a wide range of language features for effect and detail e.g. expanded noun phrases for concision, adverbial and prepositional phrases, similes, personification, metaphors, relative clauses, rhetorical questions, superlatives, modal verbs etc. -Applying a wide range of punctuation to aid cohesion and for extra detail e.g. parentheses, colons, semi-colons, single dash etc. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Publish final draft to the highest standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|--|---|--|---|
| Planning support/resources | Order books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash Spelling Scheme | | | |
| | <p>3 bad (dash) questions Book 1 p37</p> <p>Some; others Book 1 page 45</p> <p>Then and now Book 2 p50</p> <p>Broken Book 2 p 14</p> <p>Emotion-consequence Book 2 p98</p> <p>De:de Book 1 p21</p> | <ol style="list-style-type: none"> 1. Relative clauses using the relative pronouns of: who, whose, that, which, where, when and whom. 2. Re-cap modal verbs and adverbs of possibility. 3. Differentiating between formal and informal writing and choosing the appropriate register. 4. Identifying subject, object and verb in a sentence. 5. Use of the passive voice. 6. Re-cap co-ordinating and subordinating conjunctions. <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Re-cap commas to clarify meaning or avoid ambiguity. 2. Commas to demarcate subordinate (relative) and main clause. 3. Use of colon in a list and to show examples or more detail. 4. Use of semi –colon in a complex list and to separate two main clauses. 5. Hyphens <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use the present perfect and past perfect tense to mark relationships of time and cause. • Use the present progressive and past progressive tense to mark relationships of time and cause. | <ol style="list-style-type: none"> 1. Adding suffixes beginning with vowel letters to words ending in -fer 2. Double consonants 3. Continuing words ending in -ible and ibly 4. Words containing the letter string ough 5. Statutory list: <p>equip equipped equipment criticise critic immediate ancient category</p> | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |

English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 6 | Spring 1 WRITING | |
|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Shakespeare Festival Soliloquy Text: Romeo and Juliet Key objectives: -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Research William Shakespeare, his historical setting and other famous plays he has written. -Read the play of Romeo and Juliet and sequence the story. -Identify key themes of the play and compare to other plays the children have studied in previous years. -Identify features of a play script. -Explore Shakespearean English and translate into modern English and vice versa. -Use immersive techniques e.g. role on the wall, hot seating etc. to explore key character’s relationships, motives, opinions and feelings. -Use intonation, expression, body language and action to perform a section of the play. -Collect and magpie language features/vocabulary, which will be used to describe characters and the setting. -Translate and interpret Shakespearean love quotes. -Imitate language features and sentence types in the lead up to the written outcome by describing settings and key characters. -Plan content/language features/punctuation for each paragraph and discuss the impact of this. -Apply a wide range of language features/punctuation including: adverbial phrases of place, time and manner, relative clauses, parentheses, rhetorical questions, colons for list format and extra detail, semi-colon, single dash for extra clarity, devices to aid cohesion including co-ordinating and subordinating conjunctions, use of the passive voice and ellipsis for suspense and to indicate character hesitation or thought. -Apply figurative language including similes, metaphors and personification. -Assess the effectiveness of their own and other’s writing. -Secretarial editing: Proof-read for spelling and punctuation errors. -Language choice editing- children should be effectively up-levelling word choice and sentence structure.</p> | <p>Genre: Argument Children to choose balanced or biased argument on evacuation during WWI.I Text: Research on evacuation Key objectives: -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit relating to evacuation. -Do wider reading of evacuation and the its impact. -Compile argument for and against punishment from wider reading using the PEE (point, evidence and explanation) method. -Read and discuss writing style of a range of balanced and biased arguments. -Identify structural features of a balanced/biased argument: - Title - Introducing the issue for discussion - Main body (for and against arguments) - Final paragraph including a conclusion or a call to the reader to decide. - Define and put into context technical vocabulary relating to the topic. -Imitate language features/sentence types in the lead up to the written outcome. -Plan structure and content of balanced/biased argument. -Apply a range of language features/punctuation in writing including: a range of sentence starters, modal verbs/adverbs of possibility, relative clauses, parentheses, rhetorical questions, extend sentences using subordinating and co-ordinating conjunctions, colons for extra detail or list format, semi colons for alternative point of view and single dash. -Assess the effectiveness of their own and other’s writing. -Secretarial editing: Proof-read for spelling and punctuation errors. -Language choice editing- children should be effectively up-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|-----------------------------------|---|-----------------|-------------------|---------------------|
| Planning support/resources | Order books from PDC for wider reading Alan Peat Book 1 &2 and non-fiction book Purple Mash Spelling Scheme | | | |

Soliloquy
Some; others
Book 1 page 45
3 bad (dash) questions
Book 1 p37
Then and now
Book 2 p50
Broken
Book 2 p 14
If, if, if, then
Book 2 p27
Argument
(verb)ing titles:
Alan Peat Non-fiction book p. 153
The issue: **p. 155**
The question? **p. 155**
Some; others **p. 156**
The issue of _____ is a 2A matter **p. 156**
Today's issue for discussion: **p. 157**
No doubt **p. 159**
No answer questions **p. 161**
Getting worse/getting better **p. 162**
Attack the facts **p. 164**
What I think **p. 166**
What do you think? **p. 166**
Bullet point summary **p. 168**

Grammar

1. Applying a range of sentence openers, that indicate place, time and manner
2. Use of the passive voice
3. Expand knowledge of co-ordinating conjunctions
4. Expand knowledge of Subordinating conjunctions.
5. Re-cap possessive and demonstrative pronouns.
6. Re-cap sentences, commands and exclamation points.

Punctuation

1. Bullet points
2. Ellipsis
3. Re-cap inverted commas- including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas.4.
4. Re-cap use of apostrophes: contraction, singular and plural possession.

Tense (to be taught throughout the year):

- Use the present perfect and past perfect tense to mark relationships of time and cause.
- Use the present progressive and past progressive tense to mark relationships of time and cause.

Spellings:

1. Endings which sound like /ʃəs/ spelt – **ious**
2. Endings which sound like /ʃəl/
3. Homophones – words that are confused
4. Statutory list:

correspond
awkward **achieve**
embarrass
profession
sacrifice **harass**
aggressive
definite **queue**

Handwriting:

To use fluent joined up handwriting for all writing except where other special forms are required.

English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 6 | Spring 2 WRITING | |
|--|---|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Genre: Narrative Short story with a flashback</p> <p>Text: Video of The Piano</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a cold task. -Plan a hook for the start of this unit. -Story map the plot of the film. -Identify key themes of the film. -Do wider reading of soldier’s experience of the war. E.g. poems, novels, primary sources etc. -Use immersive techniques to further explore character development. -Collect and magpie descriptive language for settings/atmosphere/character description. -Define and put into context technical vocabulary relating to the war e.g. trench, haversack. -Imitate describing settings and characters of the war using language feature and sentence types. -Identify features of a flashback story. -Plan content/language features/punctuation for each paragraph and discuss the impact of this. | <p>-Apply a wide range of language features/punctuation including:</p> <ul style="list-style-type: none"> • Adverbial phrases of place, time and manner • Expanded noun phrases • Relative clauses • Parentheses • Figurative language including similes, metaphors and personification • Colons for list format and extra detail • Semi-colon • Single dash for extra clarity • Devices to aid cohesion including co-ordinating and subordinating conjunctions • Use of the passive voice • Inverted commas to indicate direct speech • Ellipsis for suspense and to indicate character hesitation or thought <p>-Direct speech to move the action forward.</p> <p>-Assess the effectiveness of their own and other’s writing.</p> <p>-Secretarial editing: Proof read for spelling and punctuation errors.</p> <p>-Language choice editing- children should be effectively up-levelled word choice and sentence structure.</p> <p>-Final draft to be published to the best possible standard.</p> |

| | Common Language: | G&P: | Spellings: | Handwriting: |
|------------------------------------|--|---|--|---|
| | <p>Some; others Book 1 page 45</p> <p>3 bad (dash) questions Book 1 p37</p> <p>Broken Book 2 p 14</p> <p>3ed sentence Book 1 p17</p> | <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Modal verbs and adverbs of possibility 2. Subjunctive form-link to modal verbs 3. Use of the passive voice 4. Expanding choice of sentence openers that indicate time, place and manner. 5. Children to be applying a range of subordinate clauses- beginning, middle and end of a sentence. 6. Expand knowledge of co-ordinating conjunctions and knowledge of Subordinating conjunctions. <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Hyphens 2. Children to be applying a range of brackets, dashes and commas to indicate parenthesis. 3. Children to be applying colons, semi-colons to mark the boundary between independent clauses. 4. Use of single dash to be evident across writing. 5. Use of hyphens to avoid ambiguity. <p><u>Tense (to be taught throughout the year):</u></p> <ul style="list-style-type: none"> • Use the present perfect and past perfect tense to mark relationships of time and cause. • Use the present progressive and past progressive tense to mark relationships of time and cause. | <ol style="list-style-type: none"> 1. Words with silent letters 2. Words ending in -ent, -ence, ency 3. Double consonants 4. Words ending in ance 5. Statutory list: <p>nuisance language secretary restaurant communicate government controversy determined accommodate signature</p> | <p>To use fluent joined up handwriting for all writing except where other special forms are required.</p> |
| Planning support/ resources | <p>Order books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash Spelling Scheme</p> | | | |

English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply

| Year 6 | Summer 1 WRITING | | | |
|--------|-------------------------|---|---|--|
| | KS2 SATs revision | | | |
| | Common Language: | G&P: | Spellings: | Handwriting: |
| | | <p>Grammar: Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p>Punctuation: Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p>Tenses Use the present perfect and past perfect tense to mark relationships of time and cause.</p> <p>Use the present progressive and past progressive tense to mark relationships of time and cause.</p> | <ol style="list-style-type: none"> 1. Abstract noun 2. Use of the hyphen 3. Double consonants 4. Statutory list: <p>Parliament programme privilege explanaton disastrous exaggerate frequently necessary appreciate opportunity</p> | To use fluent joined up handwriting for all writing except where other special forms are required. |

| Year 6 | Summer 2 WRITING | | | |
|--------|-------------------------|--|---|--|
| | Year 7 Transition units | | | |
| | Common Language: | G&P: | Spellings: | Handwriting: |
| | | <p>Grammar: Year 7 transition units.</p> <p>Punctuation: Year 7 transition units.</p> <p>Tenses:</p> <ul style="list-style-type: none"> • Use the present perfect and past perfect tense to mark relationships of time and cause. <p>Use the present progressive and past progressive tense to mark relationships of time and cause.</p> | <ol style="list-style-type: none"> 1. Words ending in ly 2. Words ending in -ant 3. Statutory list: <p>vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade</p> | To use fluent joined up handwriting for all writing except where other special forms are required. |

Mathematics Overview Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|----------|---|----------|--|----------|
| Year 1 | Number: Place Value within 10 (4 weeks) Addition and subtraction within 10 (4 weeks) Place Value within 20 (2 weeks) Addition and subtraction within 20 (2 weeks) | | Number: Continue addition and subtraction within 20 (2 weeks) Place Value within 50 (3 weeks) Place value within 100 (2 weeks) Multiplication and Division- including multiples of 2,5 and 10 (3 weeks) Fractions (2 weeks) | | Measurement: Length and Height (2 weeks) Weight and Volume (2 weeks) Time (2 weeks) Money (1 week) Geometry: Shape (1 week) Position and Direction (1 week) Consolidation | |
| Year 2 | Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks) | | Number: Fractions (3 weeks) Measurement: Mass, capacity and temperature (3 weeks) Length and Height (1 week) Time (2 weeks) Money (2 weeks) Statistics: (2 weeks) | | Geometry: Properties of Shape (3 weeks) Position and Direction (3 weeks) <u>*To be covered before May SATs window and consolidated in Summer 2</u> Consolidation →KS2 ready | |
| Year 3 | Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks) | | Number: To continue Multiplication and Division (2 weeks) Fractions (5 weeks) Measurement: Mass and capacity (3 weeks) | | Measurement: Length and Perimeter (3 weeks) Time (3 weeks) Money (1 week) Statistics: (2 weeks) Geometry: Properties of Shape (2 weeks) Consolidation | |

Mathematics Overview Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|----------|---|----------|--|----------|
| Year 4 | Number: Place Value (4 weeks) Addition and subtraction (3 weeks) Multiplication and Division (5 weeks) | | Number: Continue Multiplication and Division (1 week) Fractions (4 weeks) Decimals (5 weeks) Measurement: Money (1 week) →to continue in Summer | | Measurement: Continue Money (1 week) length and perimeter (1 week) Area (1 week) Time (1 weeks) Statistics: 2 weeks Geometry: Properties of Shape (3 weeks) Position and direction (1 week) Consolidation | |
| Year 5 | Number: Place Value (3 weeks) Addition and subtraction (2 weeks) Multiplication and Division (5 weeks) Statistics: 2 weeks | | Number: Fractions (6 weeks) Decimals and Percentages (6 weeks) | | Measurement: Converting units (2 weeks) Volume (1 week) Perimeter and Area (2 week) Geometry: Properties of Shape (3 weeks) Position and direction (1 week) Consolidation | |
| Year 6 | Number: Place Value (2 weeks) Addition, subtraction, Multiplication and Division (4 weeks) Fractions (4 weeks) Decimals (2 weeks) | | Number: Percentages (2 weeks) Algebra (2 week) Ratio (2 weeks) Measurement: Converting units (1 weeks) Perimeter, Area and Volume (2 weeks) Statistics: 2 weeks | | Geometry: Properties of Shape (2 weeks) Position and Direction (1 week) *To be covered before May SATs window and consolidated in Summer 2 Consolidation for transition to Year 7 | |

Mathematics Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|---|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising | Visualising | Pattern Spotting | Pattern Spotting | Trial and Improvement | Trial and Improvement |
| Reasoning skill | Describe it | Describe it | Explain it | Explain it | Convince it | Convince it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments |
| Arithmetic | <ul style="list-style-type: none"> Count to 100 Multiples: 2;5;10 100 in numerals One more or less Numerals and words 1-20 Number bonds within 20 Add/subtract one-digit and two-digit numbers to 20 Signs: add/subtract/ equal One step + - problems One step x / problems Half and quarter of an object; shape; quantity | | | | | |
| Scheme/Resources to support the teaching and learning | White Rose Scheme https://nrich.maths.org/ | | | | | |
| Possible trips/enrichment experiences | Mathematics Club (terms may vary) | | | | | |

Mathematics Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|---|--|---|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising | Pattern Spotting | Trial and Improvement | Working Systematically | Working Systematically | Working Backwards |
| Reasoning skill | Describe it | Describe it | Explain it | Explain it | Convince it | Convince it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from Question Level Analysis | Arithmetic focus | Unit/s which need revisiting for the whole class from Question Level Analysis | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments |
| Arithmetic | <ul style="list-style-type: none"> Count in steps: 2,3,5,10 Place value in 2- digit numbers Compare to 100 with statements and signs (<>=) Read and write numbers to at least 0-100 in numerals and words Fluent: facts to 20; related to 100 Add/subtract objects/ pictorial representations Add mentally (a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers) Commutative (+) and non-com (-) Inverse: + - Tables: 2;5;10 Commutative (x) and non-com (divide) Recognise, find, name and write fractions $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$ of a length, shape, set of objects or quantity Equivalence: half and $\frac{2}{4}$ | | | | | |
| Scheme/Resources to support the teaching and learning | White Rose Scheme | https://mathsframe.co.uk/ | https://nrich.maths.org/ | | | |
| Possible trips/enrichment experiences | Mathematics Club (terms may vary) | | | | | |

Mathematics Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|--|---|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising | Pattern Spotting | Trial and Improvement | Working Systematically | Working Backwards | Reasoning Logically |
| Reasoning skill | Describe it | Explain it | Convince it | Convince it | Justify it | Justify it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments |
| Arithmetic | <ul style="list-style-type: none"> Count in multiples: 4/8/50/100 Add/subtract 10 or 100 Place value in 3-digit number Compare and order to 1000 Read and write numbers up to 1000 in numerals and in words Add/subtract numbers mentally and using a columnar formal written method (a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds) Estimate answer; inverse to check 3/4/8 tables Multiplication and division (two-digit numbers times one-digit), progressing to formal written methods Counting in tenths Fractions of sets; small denominators Fractions as numbers Equivalent fractions with small denominators Compare/order unit fractions; same denominator Add/subtract fractions same denominator | | | | | |
| Scheme/Resources to support the teaching and learning | White Rose Scheme https://nrich.maths.org/ Target your Maths https://mathsframe.co.uk/ | | | | | |
| Possible trips/enrichment experiences | Mathematics Club (terms may vary) | Number Partners | | | | |

Mathematics Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|---|--|---|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising | Pattern Spotting | Trial and Improvement | Working Systematically | Working Backwards | Reasoning Logically |
| Reasoning skill | Describe it | Explain it | Convince it | Justify it | Prove it | Prove it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from assessments |
| Arithmetic | <ul style="list-style-type: none"> Count in multiples: 6/7/9/25/1000 Order and compare numbers beyond 1000 Find 1000 more or less Count backwards; negative numbers Place value in 4-digit number Round: 10/100/1000 Roman numerals to 100 Add/subtract up to 4 digits Estimate/use inverse operations to check answers Facts up to 12 x 12 Multiplication (multiply two-digit and three-digit numbers by a one-digit number) and division Multiply and divide mentally (factor pairs/commutativity) Common equivalent fractions Add/subtract with same denominator Counting in hundredths Decimal equivalents: tenths/hundredths; 1/4; 1/2; 3/4 Round decimals to nearest whole Compare up to 2dp 1 or 2 digit number: divide by 10 and 100 | | | | | |
| Scheme/Resources to support the teaching and learning | White Rose Scheme | https://rich.maths.org/ | Target your Maths | https://mathsframe.co.uk/ | | |
| Possible trips/enrichment experiences | Mathematics Club (terms may vary) | | BEE Project (The Business, Enterprise and Employability programme) | | | |

Mathematics Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|--|--|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising / pattern spotting | Trial and Improvement | Working Systematically | Working Backwards | Reasoning Logically | Conjecturing |
| Reasoning skill | Describe it | Explain it | Convince it | Justify it | Prove it | Prove it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA |
| Arithmetic | <ul style="list-style-type: none"> • Read/write/order/compare/ place value to 10million • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Addition and subtraction (mental and formal) • Multiply 4-digit by 2-digit number • Long division:4-digit by 2-digit number • Short division:4-digit by 2-digit number • Solve four operations problems • Identify common factors/multiples; primes • Common factors and multiples • Compare and order fractions • Add/subtract: different denominators/mixed numbers Multiply simple pairs of proper fractions [for example, $1/4 \times 1/2 = 1/8$] • Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] • Calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] • Value of digits up to 3dp and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Multiply one-digit numbers with up to two decimal places by whole numbers • Use written division methods in cases where the answer has up to two decimal places • Recall and use equivalences between fractions, decimals and percentages • Fractions and percentages of amounts and quantities | | | | | |
| Scheme/Resources | White Rose Scheme https://nrich.maths.org/ Target your Maths https://mathsframe.co.uk/ | | | | | |
| Possible trips/enrichment experiences | Mathematics Club (terms may vary) | | Count on Us (maths competition) | | | |

Mathematics Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|--|--|--|
| Key Objectives | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme | Refer to "small steps" within each unit in the White Rose Scheme |
| Problem solving skill | Visualising / pattern spotting | Trial and Improvement | Working Systematically | Working Backwards | Reasoning Logically | Conjecturing |
| Reasoning skill | Describe it | Explain it | Convince it | Justify it | Prove it | Prove it |
| Mathematics meeting | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA | Arithmetic focus | Unit/s which need revisiting for the whole class from QLA |
| Arithmetic | <ul style="list-style-type: none"> Read/write/order/compare/ place value to 10million Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Addition and subtraction (mental and formal) Multiply 4-digit by 2-digit number Long division:4-digit by 2-digit number Short division:4-digit by 2-digit number Solve four operations problems Identify common factors/multiples; primes Common factors and multiples Compare and order fractions Add/subtract: different denominators/mixed numbers Multiply simple pairs of proper fractions <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> Divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$] Calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] Value of digits up to 3dp and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Recall and use equivalences between fractions, decimals and percentages Fractions and percentages of amounts and quantities </div> <div style="width: 45%;"> <p>[for example, $1/4 \times 1/2 = 1/8$]</p> </div> </div> | | | | | |
| Scheme/Resources | White Rose Scheme https://nrich.maths.org/ Target your Maths https://mathsframe.co.uk/ | | | | | |
| Possible trips/enrichment experiences | Gifted and Talented competition | Mathematics Club (terms may vary) | | | | ➔ |

Science Overview Whole school units of learning

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|---|--|--|---|
| Year 1 | Animals including Humans Ourselves DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Animals and Humans Our Pets | Everyday Materials Let's Build | Everyday Materials Marvellous Materials | Seasonal Changes Wonderful Weather | Plants What's Growing in our Gardens? |
| Year 2 | Uses of Everyday Materials Materials Matter | Uses of everyday Materials Squash, bend, twist, stretch | Animal Life Cycles Healthy Animals | Animal Life Cycles Habitats | Plants Ready, Steady, Grow! DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Habitats Gardens and Allotments |
| Year 3 | Rocks Rocks and Fossils | Light Light and Shadows | Animals including Humans Keeping Healthy DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Forces and Magnets Amazing Magnets | Plants Roots and Shoots | Plants Artful flowers, fruits and seeds |
| Year 4 | Electricity It's Electric! | States of Matter States of Matter Scientists | Living Things and their Habitats Name that living thing! | Sound Listen Up! | Animals, inc humans Excuse me, are these your teeth? | Living things and their habitats Help Our habitat |
| Year 5 | Living Things and their Habitats The art of living | Forces May the forces be with you | Properties and changes of materials Music festival materials | Properties and changes of materials | Earth & Space Space! | Animals (including humans) Life Explorers |
| Year 6 | Light Crime lab investigations | Electricity Electric celebrations | Living Things and their Habitats Classification Connoisseurs | Evolution and Inheritance Game of Survival | Animals including humans The Art of being Human | Second-look Science – The Science of Sport |

Science Year 1

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|--|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense</p> <p>DT cooking- See DT curriculum overview</p> | <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> | <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | <p><i>Same key objectives as Spring 1 but applied differently</i></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass and metal</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties (ice, water)</p> | <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> |
| Scheme/Resources | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | |
| Possible trips/enrichment experiences | | <p>Soanes centre (little bugs workshop)</p> | | | <p>Use local environment</p> | <p>Soanes centre (plant life workshop)</p> |

Science Year 2

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|--|--|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Identify and compare the suitability of a variety of everyday materials for particular uses (Paper towels)</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock (building materials) (fabrics) (manmade and natural objects) (wax)</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (heat & materials)</p> | <p>Identify and compare the suitability of a variety of everyday materials for particular uses (different types of balls, investigate bounciest)</p> <p>Find out how the shapes of solid objects made from some materials can be changed (elasticity) (rigidity)</p> <p>Identify and compare the suitability of a variety of everyday materials (durability and toughness) (paper)</p> | <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> | <p>Explore/compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> | <p>Observe and describe how seeds and bulbs grow into mature plants. (explore outdoors) (seeds dispersing) (plant a bean hydroponically)</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (plant cress seeds)</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy (refer back to the beans)</p> <p>Use cress to make sandwiches</p> <p>DT cooking- See DT curriculum overview</p> | <p>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, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (harvest the edible foods you have been growing)</p> |
| Scheme/Resources | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/ Utilise garden space in school</p> | |
| Possible trips/enrichment experiences | <p>Soanes centre (materials workshop)</p> | | <p>Stepney farm/ Mudchute farm</p> | | <p>Kew gardens</p> | |

Science Year 3

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|--|--|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Compare and group together different kinds of rocks on the basis of appearance and simple physical properties (hardness and permeability) (rock survey around the area)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> | <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p> | <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>DT cooking- See DT curriculum overview</p> | <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> | <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To classify food plants according to the part of the plant that is eaten</p> <p>Investigate the way in which water is transported within plants</p> | <p>Explore the part that flowers play in the life cycle of flowering plants</p> <p>(Bees & pollination), how fruits develop from pollinated flowers, seed dispersal)</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | |
| <p>Possible trips/enrichment experiences</p> | <p>Soanes centre (rocks and weathering workshops)</p> | | <p>Year 3 & 4 Science after-school club – terms may vary</p> | <p>Soanes centre (plant life workshop)</p> | <p>Soanes centre (wildflowers workshop)</p> | |

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|---|---|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Identify common appliances that run on electricity</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>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</p> | <p>Compare and group materials together, according to whether they are solids, liquids or gases (sand & water, gas)</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> | <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> | <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Understand that sound travels slower than light</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> | <p>Identify the different types of teeth in humans and their simple functions</p> <p>Describe the simple functions of the basic parts of the digestive system in humans (small intestine)</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey-carnivore, herbivore and omnivore</p> <p>Explain the importance of our teeth in the digestive system</p> | <p>Recognise that environments can change and that this can sometimes pose dangers to living things (climate change, impact)</p> <p>Can we make a positive impact to a local environment? Reflect on the types of actions you could take at home to improve the environment</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | |
| <p>Possible trips/enrichment experiences</p> | <p>Soanes centre (electric circuits workshop)</p> | | <p>Soanes centre (habitat workshop)</p> | <p>Year 3 & 4 Science after-school club – terms may vary</p> | | |

Science Year 5

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|--|---|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Describe the life process of reproduction in some plants and animals- (Sexual reproduction, Asexual reproduction)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Research your own unusual mammalian lifecycle</p> | <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance that acts between moving surfaces</p> <p>Recognise that some mechanisms, including levers and pulleys, allow a smaller force to have a greater effect</p> <p>Recognise that gear mechanisms allow a smaller force to have a greater effect</p> <p>Identify the effects of friction that acts between moving surfaces</p> <p>Identify the effects of water resistance that acts between moving surfaces</p> | <p>Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal, insulating properties of a range of materials as well as those that will conduct electricity)</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials glass, plastic, paper (most absorbent)</p> | <p>Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>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</p> <p>Know some changes in materials can't be reversed and they can produce new materials in the process-oxidisation</p> <p>Explain that some changes result in the formation of new materials</p> | <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> | <p>Describe the changes as humans develop to old age</p> <p>(foetal development, birth to 5, puberty, physical and mental - key milestones in a human life and how they impact on the body)</p> |
| Scheme/Resources | Hamilton Trust https://www.hamilton-trust.org.uk/ | | Hamilton Trust https://www.hamilton-trust.org.uk/ | | Hamilton Trust https://www.hamilton-trust.org.uk/ | |
| Possible trips/enrichment experiences | | | Year 5 & 6 Science after-school club – terms may vary | | Soanes centre (earth, sun and moon workshop) | (spring 1) Royal Observatory |

Science Year 6

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 6 | Autumn 1 | Autumn 2 |
|---|---|--|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (Splitting white light into rainbow colours, effects of coloured light on coloured materials)</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Use recognised symbols when representing a simple circuit in a diagram (include a dimmer switch)</p> <p>Give reasons for variations in how components function</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Year 5 & 6 Science after-school club – terms may vary</p> | |

Science Year 6

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 6 | Spring 1 | Spring 2 |
|---|--|---|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Describe how living things are classified into broad groups according to common observable characteristics- microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics (botanical plants)</p> <p>Describe key characteristics of unusual living things from around the world</p> | <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Recognise that living things have changed over time</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Year 5 & 6 Science after-school club – terms may vary</p> | |

Science Year 6

Subject objectives – the knowledge and skills children will acquire each half-term

| Year 6 | Summer 1 | Summer 2 |
|---|--|---|
| <p>Key Objectives; knowledge and skills to be acquired each term</p> | <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Demonstrate how blood transports nutrients, water, gases and waste around the body)</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> | <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>To investigate and compare the properties of cotton and modern sports materials</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surface</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function- nutrition, exercise and injury prevention</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> | <p>Hamilton Trust https://www.hamilton-trust.org.uk/</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Year 5 & 6 Science after-school club – terms may vary</p> | |

Computing Overview

Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|--|---|--|
| Year 1 | e-safety- My online life (lesson 1-2) What is a computer? (5 weeks) | Modern tales (5 weeks) animate with shapes (1 week) | e-safety- My online life (lesson 3) Drawing Maths (5 weeks) | e-safety- My online life (lesson 4) Mini-Beasts (5 weeks) | e-safety- My online life (lesson 5) My Robot the Friend (6 weeks) | e-safety- My online life (lesson 6-7) News Presenter (5 weeks) |
| Year 2 | e-safety - Online buddies (4 weeks) Maths madness (2 weeks) | e-safety- My online life (lesson 1) Code a story (5 weeks) | e-safety- My online life (lesson 2-3) Story land (4 weeks) | Story land (3 weeks) Heads Up (2 weeks) e-safety- My online life (lesson 4) | e-safety- My online life (lesson 5) Presentations and Typing (6 weeks) | e-safety- My online life (lesson 6) Making Games (6 weeks) |
| Year 3 | Online detectives (6 weeks) | e-safety- My online life (lesson 1-2) Dancing robots (5 weeks) | e-safety- My online life (lesson 3) Rainforests (4 weeks) Keyboard Adventures (1 week) | e-safety- My online life (lesson 4) T-shirt designer (5 weeks) | e-safety- My online life (lesson 5-6) Be Digitally Awesome | e-safety- My online life (lesson 7) programming with Robots (6 weeks) |
| Year 4 | Fake or Real (6 weeks) | e-safety- My online life (lesson 1-2) Hour of code (5 weeks) | e-safety- My online life (lesson 3) Dinosaurs (5 weeks) | e-safety- My online life (lesson 4-5) Minecraft challenges (5 weeks) | e-safety- My online life (lesson 6) Endangered animals (6 weeks) | e-safety- My online life (lesson 7-8) Game Designer (6 weeks) |
| Year 5 | e-safety- My online life (lesson 1) Girls v Boys: STEAM Challenges (5 weeks) | e-safety- My online life (lesson 2) Youtuber (5 weeks) | Making AR Games (6 weeks) | News Reporter and podcasting (3 weeks) Video Game Music Composer (3 weeks) | e-safety- My online life (lesson 3-4) Web Designer (6 weeks) | e-safety- My online life (lesson 5-6) Binary Messages (6 weeks) |
| Year 6 | Online safety dilemmas (6 weeks) | VR Worlds (6 weeks) | e-safety- My online life (lesson 1 & 2) Maths: Solve IT club (2 weeks) | e-safety- My online life (lesson 3 & 4) Quick Show Host (2 weeks) | e-safety- My online life (lesson 4 & 5) Coding Playground (6 weeks) | e-safety- My online life (lesson 6-7) Crossy Roads (5 weeks) |

Computing Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 | Autumn 2 |
|---|---|--|
| National Curriculum objectives | -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs | -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -Recognise common uses of information technology beyond school. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - recognise that there may be people online who could make people feel sad - use the internet with adult support to communicate with known people - recognise the different parts of a computer - recognise the ways technology is used - understand what is inside technology - understand what is hardware and software - understand how to communicate online | <ul style="list-style-type: none"> - scan a QR (quick response) code - understand the importance of keeping personal information private - use technology to create and present ideas - understand and explore an animation - create and save an animation - add sound to an animation - understand what a frame is |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley PC/Laptop (computing suite), camera, printer, iPad | Scheme: Knowsley iPad (class set) |
| Possible trips/enrichment experiences | V&A Childhood Museum Computing after school club (terms may vary) | Computing after school club (terms taken place may vary) |

Computing Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Spring 1 | Spring 2 |
|---|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -Use technology purposefully to create, organise, store, manipulate and retrieve digital content. -Recognise common uses of information technology beyond school. | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand information that is safe to share online - create a monster with shapes - use a drawing app to create a picture - explore number 25 - use the foldify app to create a 3D shape - use paint app to draw and name the shapes described | <ul style="list-style-type: none"> - understand what online bullying is and how we should deal with it - use book creator to design a front cover - download images - use an iPad to take pictures - create a photo story - use technology to create and present ideas |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley Resources can be found in the shared area under 'Whole school Computing' | Scheme: Knowsley Resources can be found in the shared area under 'Whole school Computing' |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Soanes Centre- Mini-beasts Computing after school club (terms may vary) |

Computing Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - use search engines to find information using key words - recognise the ways technology is used in the classroom, home and community - follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem - create algorithms that can be turned into a program using a robot or digital device - independently debug simple sequence errors in a program - use logical reasoning to predict the outcome of simple programs | <ul style="list-style-type: none"> - understand explain what the news and scripts are - create a word document and save our learning - create a video clip - create a green screen video to add special effects - understand what data is and how it related to the internet |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley Beebots/ Probots iPads (class set) | Scheme: Knowsley iPads (class set) /Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Computing after school club (terms may vary) |

Computing Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 |
|---|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. - Recognise common uses of information technology beyond school. | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand how technology is used to communicate - communicate positively online - understand what a QR (quick response) code is - create a QR (quick response) code - design a school map to hide QR codes | <ul style="list-style-type: none"> - understand who we can trust online - use scratch to explore coding - create a story map - use scratch to create a story - share and present coding stories - use email to communicate online |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) | Scheme: Knowsley iPads (class set) |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Apple/ Microsoft workshops on coding Computing after school club (terms may vary) |

Computing Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Spring 1 | Spring 2 |
|---|---|---|
| National Curriculum objectives | -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies -use technology purposefully to create, organise, store, manipulate and retrieve digital content. | -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies -use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand how to use the internet to communicate - understand that information online can stay for a long time - create a story map for an audio book - create the layout for an audio book - create a digital artwork | <ul style="list-style-type: none"> - create an audio book - publish audio books - launch audio books - understand and use a search engine to define vocabulary |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) or Computers | Scheme: Knowsley iPads (class set) or Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Computing after school club (terms may vary) |

Computing Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school | <ul style="list-style-type: none"> -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - use keywords in search engines - understand how to behave online - use design and formatting to enhance digital work - save, share and retrieve digital work - give examples of how technology is used to communicate beyond school - aware that content online is owned by the person that created it - create with technology. E.g. Video, animation, 3D - collect and record data purposefully - use technology to organise and present ideas (unit content to be based on learning from either English, History, Geography or Science) | <ul style="list-style-type: none"> - plan an algorithm with a sequence of commands to carry out specific tasks - use and understand the 'repeat loop' block - turn a code into an algorithm - create an algorithm and program it to solve a problem - create a game with Scratch Jr - code our own game |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary)) | Computing after school club (terms may vary) |

Computing Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 | Autumn 2 |
|---|---|---|
| National Curriculum objectives | -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - make judgements about useful information online - use the world wide web to identify places - identify famous people using the world wide web - understand how to make accurate searches - use information within pictures of identify them - reflect, evaluate and feedback on searching online | <ul style="list-style-type: none"> - understand online identity - understand what information is safe to put online - understand how games and apps work - use decomposition to help with coding - debug when coding - use visual coding to create an algorithm - create a robot sprite for a game |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) | Scheme: Knowsley iPads (class set) |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Apple/ Microsoft workshops on coding Computing after school club (terms may vary) |

Computing Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Spring 1 | Spring 2 |
|---|---|---|
| National Curriculum objectives | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -use technology purposefully to create, organise, store, manipulate and retrieve digital content | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand how to create a positive online reputation - understand how we can use 360° video to explore faraway places - use Google Earth to explore rainforests - create a weird rainforest beast and a soundtrack - explore using advanced tools in Google to search - create a quiz using Tiny Tap - improve our keyboard skills | <ul style="list-style-type: none"> - understand how people can bully online - create a design brief for our t-shirts - create a mood board for our t-shirt design - calculate what the cost of our t-shirts will be and present our findings - create digital art using an app - create a digital catalogue |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Printing clothing shop or factory to see the making of clothing Computing after school club (terms may vary) |

Computing Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | <ul style="list-style-type: none"> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - use key phrases in search engines - understand how technology can impact on your health - troubleshoot when something doesn't appear to be working with my device - discuss different types of digital content and file types - understand the need for copyright and the consequences of ignoring it - analyse information and make accurate searches - create with technology. E.g. Video, animation, 3D - use editing and formatting techniques - collect, analyse, evaluate and present data and information | <ul style="list-style-type: none"> - understand what robots are - understand how to program a robot - use an algorithm flowchart to understand how driverless cars work - create a driverless car simulator in Scratch - create a program for driverless car simulator in Scratch - debug a program |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms taken place may vary) | Computing after school club (terms taken place may vary) |

Computing Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Autumn 2 |
|---|---|---|
| National Curriculum objectives | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - explain what Fake News is and how social media can help to spread it - make informed judgements about the validity of information - identify Fake News - understand why people may write fake news stories - make informed choices about what is fake news - explain what Fake News is | <ul style="list-style-type: none"> - understand how to interact with others online - explain ways information online can be created, copied or shared - create the front cover of the coding journal using book creator - use "If", "Then" & "When" blocks when coding - use computing language to explain a coding game - independently code the Google logo using scratch - code a flappy bird game |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Microsoft workshops on coding Computing after school club (terms may vary) |

Computing Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Spring 1 | Spring 2 |
|---|--|---|
| National Curriculum objectives | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - be respectful to others online - use various video techniques to create a film - create a short film using a green screen - plan a film using a storyboard and script - use iMovie to create a dinosaur film | <ul style="list-style-type: none"> - identify online technology where bullying might take place - understand how to interpret online information - explore Minecraft - create a range of items using Minecraft - create a maths problem using Minecraft - play maths games created by the class |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Microsoft workshops on coding Computing after school club (terms may vary) |

| Year 4 | Summer 1 | Summer 2 |
|--|---|--|
| <p>National Curriculum objectives</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <ul style="list-style-type: none"> - understand how to interpret online information - identify times or situations when I can use technology - explain common file types - make informed choices about what is Fake News - use Google Earth to explore the planet - understand the need for copyright and the consequences of ignoring it - create with technology. E.g. Video, animation, 3D - create an illustration using an art app - improve the quality and presentation of my work using editing and formatting techniques - collaborate online to create digital content - review the tips for filming | <ul style="list-style-type: none"> - understand what a video game is - understand What makes a good video game - program a computer game - create a flowchart - create programs in Scratch - add improvements to programs in Scratch |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Scheme: Knowsley iPads (class set) / Computers</p> | <p>Scheme: Knowsley iPads (class set) / Computers</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Computing after school club (terms may vary)</p> | <p>Computing after school club (terms may vary)</p> |

Computing Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Autumn 2 |
|---|--|--|
| National Curriculum objectives | <u>Computing</u> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Design & Technology</u> -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -apply their understanding of computing to program, monitor and control their products. | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts |
| Key Objectives teaching knowledge, understanding and application | <u>Computing - 2 weeks</u> - responsible choices about my online identity - create content using unfamiliar technology. - use computational thinking to solve problems (STEAM challenges) - design, build and code a Sphero chariot - create a catapult - design and draw a new game maze using the LightBot app <u>Design & Technology- 4 weeks (007 challenge from STEAM)</u> - design and annotate a piece of wearable technology - make the wearable technology - plan a script for advert - make a 30sec advert for M16 audience | - understand what an online community is - understand what a vlogger is - analyse the positives and negatives of being a vlogger - identify the potential risks when putting content online - create a vlog - edit a vlog |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers/ material and resources to make their product | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Computing after school club (terms may vary) |

Computing Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Spring 1 | Spring 2 |
|---|---|--|
| National Curriculum objectives | <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand augmented reality (AR) - understand how to make AR games using QR codes - create AR fact card - design an AR game - create an AR game - edit and improve an AR game | <ul style="list-style-type: none"> - understand what a Podcast is - write a script for a podcast - record and publish the podcast - understand what a music composer is - create digital music using an audio loop |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) |
| Possible trips/enrichment experiences | Apple/ Microsoft workshops on coding Computing after school club (terms may vary) | Computing after school club (terms may vary) |

| Year 5 | Summer 1 | Summer 2 |
|--|--|--|
| <p>National Curriculum objectives</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <ul style="list-style-type: none"> - understand technology is changing the world around us - explore networks and internet traffic - understand the need for copyright and the consequences of ignoring it. (Copyright) - create a very basic web page using HTML - use a search engine and be aware everything online is not correct - create a subject specific vlog and understand the potential risks of sharing content online - produce a short video with elements such as text, images, narration and music - make QR codes that links to a piece of work - use unfamiliar technology to create content | <ul style="list-style-type: none"> - understand what binary is and convert binary into decimal numbers - send secret messages using binary - understand Spreadsheets - understand how spreadsheets help us compute data - create posters that help explain complex processes |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Scheme: Knowsley iPads (class set) / Computers</p> | <p>Scheme: Knowsley iPads (class set) / Computers</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Computing after school club (terms may vary)</p> | <p>Computing after school club (terms may vary)terms taken place may vary)</p> |

Computing Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 |
|---|---|--|
| National Curriculum objectives | -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand responsibilities for the well-being of others online - understand the importance of collaboration - create a script and storyboard for a digital book - create a digital book - share content with others - create an eBook with recorded audio | <ul style="list-style-type: none"> - understand what virtual reality (VR) is - create an account - create scenes for a VR story - record scripts and add it to the VR world - edit and improve VR world so it can be shared |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers/ VR headsets |
| Possible trips/enrichment experiences | Apple/ Microsoft workshops on coding Computing after school club (terms may vary) | Computing after school club (terms may vary) |

Computing Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Spring 1 | Spring 2 |
|---|---|---|
| National Curriculum objectives | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand how the internet and media shapes views - understand responsibilities for the well-being of others online - understand what collaboration is - create content - share content - create screencasts | <ul style="list-style-type: none"> - understand what the information online says about us - understand how to deal with online bullying - makes a good questions for a quiz - create a quiz using an online tool |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers/ VR headsets |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Computing after school club (terms may vary) |

Computing Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Summer 1 | Summer 2 |
|---|---|---|
| National Curriculum objectives | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> - understand responsibilities for the well-being of others online - understand the importance of collaboration - create a script and storyboard for a digital book - create a digital book - share content with others - create an eBook with recorded audio | <ul style="list-style-type: none"> - describe some simple ways that help build a positive online reputation - understand how Crossy Roads is made using coding - understand key vocabulary in coding - understand how games are made through visual coding - code extra elements into a game - publish and share a game |
| Scheme/Resources to support the teaching and learning | Scheme: Knowsley iPads (class set) / Computers | Scheme: Knowsley iPads (class set) / Computers |
| Possible trips/enrichment experiences | Computing after school club (terms may vary) | Apple/ Microsoft workshops on coding Computing after school club (terms may vary) |

History & Geography Overview

Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|--|---|---|--|
| Year 1 | Geography: Our Local Area What's it like where we live? | History: My Family History What was life like when our grandparents were children? | History: The Greatest Explorers Who were the greatest explorers? | Geography: People and their Communities Where in the world do these people live? | Geography: Animals and their Habitats Where do our favourite animals live? | History: Great Inventions – Transport How did the first flight change the world? |
| Year 2 | History: Bonfire Night and the Great Fire of London Did the Great Fire make London a better or worse place? | Geography: Seasons What are seasons? | Geography: Journeys – Food Where does our food come from? | History: Holidays How have holidays changed over time? | History: Our Local Heroes Who are our local heroes? | Geography: Our Wonderful World What are the seven wonders of our world? |
| Year 3 | History: The Stone Age What was new about the New Stone Age? | Geography: Climate and Weather Why is climate important? | History: The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age? | Geography: Our World Where on Earth are we? | History: Local History Why should we preserve our locality? | Geography: Coasts Do we like to be beside the seaside? |
| Year 4 | Geography: The Americas Can you come on a Great American Road Trip? | History: The Ancient Egyptians How much did the Ancient Egyptians achieve? | Geography: Rivers and the Water Cycle How does the water go round and round? | History: Roman Britain What happened when the Romans came to Britain? | Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll? | History: Crime and Punishment How has Crime and Punishment changed over time? |
| Year 5 | History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age? | Geography: Changes in our Local Environment How is our country changing? | Geography: Europe – A Study of the Alpine Region Where should we go on holiday? | History: The Vikings Would the Vikings do anything for money? | History: Journeys What makes people go on a journey? | Geography: Journeys – Trade Where do all our goods come from? |
| Year 6 | History: The Mayan Civilisation Why should we remember the Maya? | History: The Ancient Greeks What did the Greeks do for us? | Geography: South America – The Amazon What is life like in the Amazon? | History: The Impact of War Did WWI or WWII have the biggest impact on our locality? | Geography: Protecting our environment Are we damaging our world? | Geography: Our World in the Future How will our world look in the future? |

| Year 1 | Autumn 1-Geography: Our local Area | Autumn 2-History: My family History |
|---|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> identify the significant features (landmarks) of their local area and consider viewpoints in relation to this compare journeys and landscapes and understand near/far, often/ rarely learn about maps, map-making and symbols | <ul style="list-style-type: none"> develop an awareness of the past know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historical terms ask and answer questions, choosing parts of sources to show that they know and understand key features understand some of the ways in which we find out about the past identify different ways in which it is represented |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To describe the places that we go often and rarely, and what we see on the way to school To understand what is near to school, far away from school and to gain a sense of place To use and understand a simple plan of the classroom To understand and use a local area map To identify the destination of our fieldtrip, and recall the journey to get there To be able to remember a local journey and the stages in order | <ul style="list-style-type: none"> To be able to identify and describe similarities and differences between my own childhood and a grandparent's childhood To be able to identify and describe similarities and differences between my home and a home in the 1950s/1960s To be able to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s To be able to identify and describe similarities and differences between shops today and those when our grandparents were children To be able to identify and describe similarities and differences between our own experience of school and our grandparents' experience To be able to use my knowledge of 'Grandad's' school to take part in a role play |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources Instrumental version of the Map song (This Old Man) https://www.youtube.com/watch?v=03Y9UNtXtjA Online mapping website, for example Ordnance Survey maps https://osmaps.ordnancesurvey.co.uk/ https://www.google.com/maps/ Ordnance Survey symbols list 1 and 2 https://www.ordnancesurvey.co.uk/education/teacher-resources | Rising Star History Scheme resources Toys from 50' and 60's: https://www.retrowaste.com/1950s/toys-in-the-1950s/ Homes from the past: http://www.primaryhomeworkhelp.co.uk/war/1950s.html |
| Possible trips/enrichment experiences | Local Area: Watney market, Idea store, Shadwell station, St Georges park | Local supermarkets, shops (Whitechapel, Roman Road market) Victoria and Albert Museum of Childhood (Bethnal Green) |

| Year 1 | Spring 1-History: The Greatest Explorers | Spring 2-Geography: People and Their Communities |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time | <ul style="list-style-type: none"> • name and locate the world’s seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To learn about what explorers did in history and do now, and explain their achievements • To learn about the life of Ibn Battuta and why his travels are important • To learn about Captain Cook’s achievements, and why there are differing views about him deserving the title of a great explorer • To understand why Roald Amundsen reached the South Pole before Captain Scott • To know and understand Sunita Williams’ achievements as an explorer • To consider who is the greatest explorer, and be able to explain the reasons | <ul style="list-style-type: none"> • To describe the location and place that we live in as part of the UK • To understand what the coast is like, and to see it through the eyes of someone who lives there • To understand what living in a rainforest is like, and to compare it with our own lives • To understand how and why different buildings are built to suit different places, using the example of Timbuktu. • To understand what a city is, and to locate world cities on a map • To explain their reasons for going on a journey to another country, and imagine what a journey would be like |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources https://www.britannica.com/biography/Ibn-Battuta https://www.britannica.com/biography/Sunita-Williams | Rising Star Geography Scheme resources https://www.bbc.co.uk/programmes/p01rtn0r https://www.bbc.co.uk/bitesize/clips/z94jxnb https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-life-on-the-isles-of-scilly/zmmmhbk https://www.survivalinternational.org/awa |
| Possible trips/enrichment experiences | National Maritime Museum, Greenwich | Invite parents/grandparents as guest speakers to talk about their experiences of migration to UK |

| Year 1 | Summer 1-Geography: Animals and their Habitats | Summer 2-History: Great Inventions-Transport |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans use world maps, atlases and globes to identify countries, continents and oceans use simple fieldwork and observational skills | <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time know where the people and events they study fit within a chronological framework ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features use a wide vocabulary of everyday historical terms understand some of the ways in which we find out about the past identify similarities and differences between ways of life in different periods |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To locate and describe the home of emperor penguins To locate and describe the home of the Asian panda To describe specific place knowledge about the location of a significant animal To locate a significant animal, and describe the African landscape in Namibia To understand an animal’s yearly movements, and describe the countries it passes over To explain and understand the locations and places studied in the different continents | <ul style="list-style-type: none"> To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story To know what early aeroplanes were like, and be able to compare them to modern aircrafts To understand the importance of the aeroplane To know what happened at the Rainhill Trials To understand why the Rainhill Trials was an important event in railway history To understand how important events can be commemorated |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources https://www.bbc.co.uk/programmes/p01rtn0r https://www.kids-world-travel-guide.com/pacific-ocean-facts.html https://www.bbc.co.uk/programmes/p01rtmtf https://www.youtube.com/watch?v=sbGIFXhvmBw | Rising Star History Scheme resources http://encyclopedia.kids.net.au/page/th/The_Rainhill_Trials https://spartacus-educational.com/RArainhill.htm |
| Possible trips/enrichment experiences | Mudchute farm Stepping Stone farm | Science Museum, London: Flight exhibition, Stephenson’s Rocket |

History & Geography Year 2 Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 - Bonfire Night and the Great Fire of London (History) | Autumn 2 – Seasons (Geography) |
|---|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time choose and use parts of stories and other sources that they know and understand key features of events understand some of the ways in which we find out about the past identify different ways in which it is represented use a wide vocabulary of everyday historical terms know where events they study fit within a chronological framework. | <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK develop locational and place knowledge about their locality, and the UK as a whole understand basic subject-specific vocabulary relating to physical geography begin to use geographical skills, including first-hand observation, to enhance their locational awareness identify seasonal and daily weather patterns in the UK use simple fieldwork and observational skills in their school, its grounds and surroundings use and construct basic symbols in a key |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To understand what the Gunpowder Plot was To understand why Guy Fawkes took the action he did in 1605 To understand how Bonfire Night has changed over the years, and why it is still celebrated To know what happened during the Great Fire of London To understand why the Great Fire of London spread so quickly To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire | <ul style="list-style-type: none"> To describe different types of weather, make observations and understand changes around us To observe the weather, and understand weather data from pictures, words and symbols To understand why weather changes, and know that there are different types of wind which bring about these changes To understand that there are four seasons in the UK To know about parts of the UK and its capital cities, and talk about the weather there To demonstrate understanding of the weather, and seasons in different parts of the UK |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources Gunpowder plot - https://www.bbc.co.uk/newsround/15351828 Great fire of London – https://www.bbc.co.uk/newsround/37253904 https://www.bbc.co.uk/newsround/37253903 | Rising Star Geography Scheme resources Websites: https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 https://www.bbc.co.uk/teach/class-clips-video/the-changing-seasons/zh4rkmn |
| Possible trips/enrichment experiences | Visit Pudding Lane and monument to the Great Fire of London. The Great Fire of London workshop - https://www.hrp.org.uk/tower-of-london/schools/key-stage-1/fire-fire/#gs.x5xci6 | Freshwater workshop – weather and seasons http://www.freshwatertheatre.co.uk/sessions.php?ref=weather-and-seasons Book a Meteorology Ambassador to talk about weather and seasons - https://www.metlink.org/teachers/ambassadors/ |

History & Geography Year 2 Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Spring 1 – Journeys – Food (Geography) | Spring 2 – Holidays (History) |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> describe and understand key aspects of human geography, including trade links understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production use locational and directional language (e.g. near and far) to describe the location of features and routes on a map name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage | <ul style="list-style-type: none"> learn about changes within living memory understand historical concepts such as continuity and change, similarity and difference ask historically valid questions identify similarities and differences between ways of life in different periods ask and answer questions understand some of the ways in which we find out about the past identify different ways in which the past is represented use a wide range of everyday historical terms use parts of stories and other sources to show they know and understand key features of events use sources to show they know and understand the past suggest reasons why changes took place |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To identify shops selling food locally or on the high street To start to understand that shops sell foods from many different locations To role play going to the shops and buying fresh, frozen and fast food items To know that food comes from either plants or animals To understand that the food we eat has a food story To understand it has been changed (processed) To understand what farming is, what a farmer does and where the plants and animals we eat come from To understand that animals are reared in the UK, and used for dairy and meat To understand that some traditional foods originate in the UK. To understand the geography of the UK, and the types of food produced here | <ul style="list-style-type: none"> To know what seaside holidays were like when our grandparents were children To use photographs to provide information about seaside holidays in the recent past To use sources to provide information about seaside holidays in the recent past To use stories to provide information about seaside holidays in the recent past To understand the diversity of holiday experiences from when our grandparents were children To use our knowledge of the seaside in the past to create our own reconstruction |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources Bring in different staple foods from around the world as a stimulus / entry hook. Journey of a carrot - https://www.youtube.com/watch?v=Pf74rrn1uLk | Rising Star History Scheme resources Encourage staff and pupils to bring in holiday photographs. Use VR to view modern / past seaside's. |
| Possible trips/enrichment experiences | Invite in a local food producer to talk to the children Visit a farm (Spitalfields or Mudchute) | A visitor to talk about their holiday experiences from around the 1950/60s |

History & Geography Year 2 Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Summer 1 – Our Local Heroes (History) | Summer 2 – Our Wonderful World (Geography) |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> use common words and phrases relating to the passing of time know where the people they study fit within a chronological framework ask and answer questions study significant historical people and places in their own locality understand some of the ways in which we find out about the past and identify different ways in which it is represented choose parts of sources to show that they know and understand key features of events use a wide vocabulary of everyday historical terms | <ul style="list-style-type: none"> name, locate and identify characteristics of the seven continents and oceans use world maps, atlases and globes understand geographical similarities and differences when studying both human and physical geography identify the locations of hot and cold areas around the world use basic vocabulary to refer to physical and human features develop knowledge about the world |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To understand what makes a hero, and identify some local heroes from the past To use an image as a source to find out about a person in the past To use an object as a source to find out about a person in the past To use a document as a source to find out about a person from the past To be able to use a visit or visitor to find out about a local hero To decide who the greatest local hero is To create a 'local hero' class museum to share findings | <ul style="list-style-type: none"> To revise the human and physical geography of our local area and identify the UK's 'wonders' To identify and describe the world's highest mountain, giving reasons why it is a physical wonder To identify the major rivers in different continents of the world To know the difference between a river and a desert To identify ancient world wonders, and compare them with those built in the last hundred years To identify new world wonders in the UK and beyond. To explain and describe the world wonders that we have learned about |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme Websites: <ul style="list-style-type: none"> Historic England: https://historicengland.org.uk Central source for UK museums and archives: https://www.museumsassociation.org List of newspaper collections: https://www.britishnewspaperarchive.co.uk List of historical societies: https://www.local-history.co.uk/Groups/ | Rising Star Geography Scheme Websites: <ul style="list-style-type: none"> UNESCO World Heritage List– http://whc.unesco.org/en/list/ |
| Possible trips/enrichment experiences | Get in contact with a local care home – Sonali Gardens - and see if any elderly person is willing to share information about a local hero | A visit to a local modern 'wonder' <ul style="list-style-type: none"> - Big Ben - Tower of London/Tower Bridge - Buckingham Palace |

History & Geography Year 3 Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1-History: The Stone Age | Autumn 2-Geography:Climate Change and Weather |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study | <ul style="list-style-type: none"> • locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them • extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/ graphical representations • describe and give examples of the variety of biomes and vegetation belts • use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts identify the world’s hottest, coldest, wettest and driest locations |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To define the ‘Stone Age’ and its different periods • To use sources to identify distinctive features of two time periods • To compare change between the Neolithic period and earlier periods • To know about life in Neolithic times from investigating historical and archaeological sources • To provide valid reasons for the existence of monuments • To perform a role play showing the extent of change during the Stone Age | <ul style="list-style-type: none"> • To recap weather, and start to learn about climate, climate zones and biomes • To find out about the polar climate zone, and to learn about the tundra biome • To find out about the hottest, driest places on Earth and the tropical desert climate zone • To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome • To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change • To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic. |
| Scheme/Resources to support the teaching and learning | Rising Stars History Scheme resources www.starcarr.com . https://www.englishheritage.org.uk/visit/places/stonehenge/history-and-stories/history/food-and-feasting-at-stonehenge/ | Rising Stars Geography Scheme resources www.econet.org.uk/weather , https://www.bbc.co.uk/weather |
| Possible trips/enrichment experiences | British Museum, London | Soanes centre (woodland area) |

History & Geography Year 3 Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Spring 1- History: The Bronze Age and the Iron Age | Spring 2- Geography: Our World |
|---|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance | <ul style="list-style-type: none"> • improve their locational knowledge through • identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • use the eight points of the compass to build their knowledge of the wider world |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To understand the importance of the improvements made by using bronze • To use sources in order to find out more about Bronze Age life • To reach a conclusion about the scale of the achievements made in the Iron Age • To make a comparison between home life in the Bronze Age and the Iron Age • To understand the dangers faced in Bronze and Iron Age Britain • To reach an overall judgement comparing the Bronze Age to the Iron Age | <ul style="list-style-type: none"> • To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways • To demonstrate the relationship between maps and globes, and explore the idea of addresses • To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles • To learn more about longitude, and about the Earth's daily rotation and its effects • To introduce the International Date Line and time around the world • To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources https://www.theschoolrun.com/homework-help/the-stone-age https://www.bbc.co.uk/bitesize/topics/z82hsbk | Rising Star Geography Scheme resources https://www.youtube.com/watch?v=MjDqhLUzCpE&feature=youtu.be https://www.youtube.com/watch?v=Kgi-RCEjOLw https://www.youtube.com/watch?v=tO1VLpVpu1g |
| Possible trips/enrichment experiences | British Museum, London (Lindow Man, Snettisham Hoard, Mold Cape, etc.) | Prime Meridian at Greenwich |

| Year 3 | Summer 1- History: Local History | Summer 2- Geography: Coasts |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources | <ul style="list-style-type: none"> • extend their knowledge and understanding beyond the local area to include more of the UK • name and locate (some) counties and cities of the UK • learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • consider tourism, as both an economic and a pleasurable activity • think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To understand what makes a building special • To understand that there are a diverse range of reasons why buildings are listed • To reach a decision on whether a building is worth saving • To plan a campaign for an 'at risk' building • To produce a creative response to our campaign buildings to show at an exhibition | <ul style="list-style-type: none"> • Review how much we know about, and have experienced, the seaside, and to locate UK coastal places on a map • To introduce a region of the UK, and discover how varied its coastline is • To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary • To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features • To carry out research and prepare a presentation (for the Big Finish in Week 6) • To extend our knowledge and understanding beyond our local area to include a range of places in the UK |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources https://www.pastscape.org.uk/ https://historicengland.org.uk/listing/enrich-the-list/ | Rising Star Geography Scheme resources https://www.google.co.uk/intl/en_uk/earth/ https://www.bbc.co.uk/bitesize/clips/zpfncw |
| Possible trips/enrichment experiences | Local listed buildings (Toynbee Hall, Wool House, Wilton's Music Hall) Museum of London Docklands | Visit to a seaside (Southend/Chalkwell) |

| Year 4 | Autumn 1 – The Americas (Geography) | Autumn 2 – Ancient Egyptians (History) |
|---|---|--|
| National Curriculum objectives | <ul style="list-style-type: none"> enhance their locational and place knowledge focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities understand geographical similarities and differences through looking at regions in North and South America begin to associate weather/climate with landscape and environment use maps, atlases, globes and digital/ computer mapping learn to use the eight points of a compass | <ul style="list-style-type: none"> study the achievements of the earliest civilisations develop a chronologically secure knowledge and understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address and devise historically valid questions about similarity, difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city To research some countries and cities in North and South America, and identify similarities and differences To be able to name, locate and describe some of the main environmental regions of North and South America To research the historic Route 66 and some of the cities it went/goes through To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation | <ul style="list-style-type: none"> To identify reasons why the Ancient Egyptians are considered a successful civilisation To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life To understand how different groups of people contributed to Ancient Egyptian achievements To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids To understand Ancient Egyptian’s beliefs about creation and the afterlife To be able to identify the most important achievements of the Ancient Egyptians |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources Use VR to locate cities in the continent of North America, Physical Geography of North America - https://www.nationalgeographic.org/encyclopedia/north-america-physical-geography/ | Rising Star History Scheme resources Ancient Egyptian artefacts from PDC |
| Possible trips/enrichment experiences | | British Museum – Ancient Egypt gallery |

History & Geography Year 4 Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Spring 1 - Rivers and the Water Cycle (Geography) | Spring 2 – Roman Britain (History) |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> name and locate some of the UK's and the world's most significant rivers and mountain environments learn about the features of a named river (the River Thames) in the UK, from source to mouth learn how rivers and mountains are formed identify some of the processes associated with rivers understand where rivers and mountains fit into the water cycle | <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time and develop the appropriate use of historical terms address and devise historically valid questions about similarity and difference |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To introduce the land part of the water cycle using geographical vocabulary To introduce the sky (atmosphere) and its role in the water cycle To learn about a major UK river – the River Thames – and to follow a river from source to mouth To explore the ways in which people use and change some of the world's major rivers To introduce the land part of the water cycle using geographical vocabulary To model a river or stream, and to see how changes in water flow affect the river or stream | <ul style="list-style-type: none"> To understand the reasons why the Romans wanted to invade and settle in Britain To understand why the Romans were able to defeat the Celts. To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall To be able to reach a valid conclusion on whether Roman roads were a positive development To use evidence to decide which of the Roman developments has the greatest significance today To use evidence to re-enact experiences in the Roman army |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources River and water cycle - https://www.bbc.co.uk/bitesize/clips/zb39jxs | Rising Star History Scheme resources Roman Britain video's - https://www.bbc.co.uk/bitesize/topics/zqtf34j PDC resource box |
| Possible trips/enrichment experiences | Arrange a field trip to the River Thames | Museum of London (London Wall) – Roman amphitheatre workshop and Roman London gallery. |

History & Geography Year 4 Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Summer 1 -Earthquakes and Volcanoes (Geography) | Summer 2 – Crime and Punishment (History) |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand the key aspects of volcanoes and earthquakes understand that the distribution of earthquakes and volcanoes follows a pattern be introduced to plate tectonics learn about the 'Pacific Ring of Fire' | <ul style="list-style-type: none"> changes in an aspect of social history develop a chronologically secure knowledge and understanding of British history establish clear narratives over periods of study note connections, contrasts and trends over time and develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address historically valid questions about continuity, and change and cause address and devise historically valid questions about continuity and change, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To have an understanding of the causes, outcomes and location of earthquakes To have some understanding of the causes, outcomes and locations of volcanoes To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today To discover why people, live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues To create a Big Finish by making a working model of a volcano | <ul style="list-style-type: none"> To understand how and why laws and punishments change over time I can explain how attitudes towards crime have changed over time To understand how and why the police force has changed over time To understand that views on what is a punishment have changed over time To understand how and why attitudes towards the suffragettes have changed over time To share our knowledge about the changes in Crime and Punishment |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme Maps of recent earthquakes - https://earthquake.usgs.gov/earthquakes/map/ 3D Geography Images of volcanoes – https://www.3dgeography.co.uk/volcano-images Interactive map of active volcanoes and recent earthquakes – https://www.volcanoesandearthquakes.com/ | Rising Star History Scheme Websites: National Archives: http://www.nationalarchives.gov.uk/education/candp/punishment/g09/default.htm |
| Possible trips/enrichment experiences | Natural History Museum – Volcanoes and Earthquakes | Invite a police officer to discuss changes of the police force over the years City of London Police Museum |

| Year 5 | Autumn 1-History:The Anglo Saxons | Autumn 2- Geography: Changes in our Local Environment |
|---|---|--|
| National Curriculum objectives | <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance | <ul style="list-style-type: none"> • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the UK • use maps, atlases, globes and digital/computer mapping to locate countries and describe features • use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To know who the Anglo-Saxons were, and why and when they chose to settle in England • To discover how the Anglo-Saxons lived using archaeological evidence • To be able to explain why the Staffordshire Hoard was so significant • To know about some of the key documents related to Anglo-Saxon times and their limitation • To produce a valid argument about whether this period deserves to be called a 'Dark Age' • To understand what can be discovered about the past from archaeological remains | <ul style="list-style-type: none"> • To name and locate some key topographical features of the UK and your own region • To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable • To understand that regions change over time and that change is continual • To understand that change is happening in the local area, and that changes will continue to happen • To explain how the local area has changed and how it might change in the future • To understand how the local area has changed and to consider what it might be like in the future |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources http://www.teachinghistory100.org/objects/a_bigger_picture/sutton_hoo_helmet http://www.wyjs.org.uk/archaeology-advisory/educational-activities/archaeological-activities-for-teachers/ | Rising Star Geography Scheme resources https://d-maps.com/continent.php?num_con=18&lang=en https://www.youtube.com/watch?v=QAxcx6oZ_fk https://www.bbc.co.uk/news/uk-england-coventry-warwickshire-34746691 |
| Possible trips/enrichment experiences | Portals to the Past: workshops in schools British Museum | Olympic Park (Stratford) |

| Year 5 | Spring 1-Geography: Europe- A Study of the Alpine Region | Spring 2-History: The Vikings |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe (this will include the location and characteristics of a range of the world's more significant human and physical features) | <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation • of relevant historical information • note contrasts and connections over time |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> • To be able to use physical and political maps to identify a region in Europe • To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing • To understand how homes are designed to suit their physical location • To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages • To understand how avalanches have influenced the Alpine landscape • To create a resource to inform tourists about the Alpine region | <ul style="list-style-type: none"> • To understand why there are differing accounts of what happened during the raid on Lindisfarne • To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave • To know when, where and why the Vikings settled in Britain • To present a valid argument for whether King Alfred deserved the title 'Great' • To know what evidence we have about the Vikings, and to evaluate the quality of the evidence • To create a Viking saga reflecting what you know about the Vikings |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme resources https://www.youtube.com/watch?v=ngV66m00UvU https://weather-and-climate.com/average-monthly-Rainfall-Temperature-Sunshine,chamonix-mont-blanc,France | Rising Star History Scheme resources https://www.bbc.co.uk/bitesize/topics/ztyr9j6 https://www.natgeokids.com/uk/discover/history/general-history/10-facts-about-the-vikings/ |
| Possible trips/enrichment experiences | | Vikings workshop (The Drama Hut) |

History & Geography Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Summer 1-History: Journeys | Summer 2-Geography: Journeys-Trade (Clothes) |
|---|---|--|
| National Curriculum objectives | <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history establish clear narratives address and devise historically valid questions about significance and cause and change understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time | <ul style="list-style-type: none"> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To know and understand why people undertake journeys To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times To know and understand why the Irish Third class passengers travelled on the Titanic To know and understand why the Kindertransport took place To know and understand why people travelled on the Empire Windrush To know and understand why refugees risk their lives making journeys today. | <ul style="list-style-type: none"> To understand that our food and clothes can come from all over the world To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others To be able to explain the journey of a product to your home |
| Scheme/Resources to support the teaching and learning | Rising Star History Scheme resources https://www.redcross.org.uk/get-involved/teaching-resources/refugees-you-me-and-those-who-came-before | Rising Star Geography Scheme resources https://www.bbcgoodfood.com/seasonal-calendar/20036 https://schools.fairtrade.org.uk/ |
| Possible trips/enrichment experiences | National Maritime Museum Royal Museums, Greenwich Museum of London Docklands | Field trip, Local area |

| Year 6 | Autumn 1 - The Mayan Civilisation (History) | Autumn 2 – Ancient Greeks (History) |
|---|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> establish clear narratives within and across periods they study regularly address historically valid questions about similarity and difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time develop the appropriate use of historical terms address and devise historically valid questions about change, cause and significance | <ul style="list-style-type: none"> develop the use of historical terms address and devise historically valid questions understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of relevant historical information continue to develop a chronologically secure knowledge and understanding of world history consistently answer and ask historically valid questions about similarity and difference |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To use evidence to reach conclusions about the lives of the Maya in the past and the present To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long To know and understand why religion was important to the Maya To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was To be able to provide valid reasons why the Maya disappeared around 900 AD To reach a conclusion about whether the Maya are a significant society and should be remembered | <ul style="list-style-type: none"> To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day To compare the lives led by the Spartans and the Athenians To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games To understand the importance of religion and the gods to the Ancient Greek people To utilise evidence to know and understand the importance of warfare in Ancient Greece To communicate my knowledge and understanding of the legacy of the Greeks |
| Scheme/Resources to support the teaching and learning | <p>Rising Star History Scheme</p> <p>BBC Bitesize – The Maya: https://www.bbc.com/bitesize/topics/zq6svcv</p> <p>FAMSI Maya Archaeologist Dr Diane Davies’s website: http://mayaarchaeologist.co.uk</p> <p>Mayan Chronology: https://www.timemaps.com/history/mexico-centralamerica-1500bc/</p> | <p>Rising Star History Scheme</p> <p>Ancient Olympic games - https://www.olympic.org/ancient-olympic-games</p> <p>How Olympic games began - https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</p> |
| Possible trips/enrichment experiences | <p>Fresh Water workshop - The Maya civilisation</p> <p>British Museum – Lives of the ancient Maya</p> <p>Maya Archaeologist - https://mayaarchaeologist.co.uk/</p> | <p>British Museum – Ancient Greeks gallery</p> |

| Year 6 | Spring 1 – South America – The Amazon (Geography) | Spring 2 – The Impact of War (History) |
|--|--|---|
| <p>National Curriculum objectives</p> | <ul style="list-style-type: none"> • extend their knowledge and understanding beyond their local area to include South America • develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • locate the world’s countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region in South America • describe and understand key aspects of physical and human geography • use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. | <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms. |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <ul style="list-style-type: none"> • To understand what the Amazon is, and where it is located. • To understand the Amazon’s climate, and how the native animals are adapted to it • To research the Amazonian city of Manaus • To understand what life is like in the Amazon, and how it is changing • To understand how the Amazon is being damaged and how it can be protected • To understand the value of the Amazon and how it can be protected | <ul style="list-style-type: none"> • To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality • To use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality • To know and understand how the World Wars impacted daily life • To be able to explain if it was more dangerous to live in our locality in the First or Second World War • To design a memorial that reflects the contribution made by people in the locality in both World Wars • To collect and present all our knowledge about the locality in wartime in an engaging and informative way |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Rising Star Geography Scheme resources Use VR to view the Amazon Threats to the rainforest - https://www.bbc.co.uk/bitesize/clips/zfp34wx Facts and photographs of the Amazon - https://www.natgeokids.com/uk/discover/geography/physical-geography/amazon-facts/</p> | <p>Rising Star History Scheme resources Children of World War Two video’s- https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Kew Gardens - KS2 people and plants workshop (the importance of rainforest)</p> | <p>Visitor/s to talk about their generation in the Second World War Tower Hamlets Cemetery Park War Memorial – monument (Southern Grove entrance) Imperial War museum</p> |

| Year 6 | Summer 1 – Protecting our environment (Geography) | Summer 2 - Our World in the Future (Geography) |
|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> describe and understand key aspects of the distribution of natural resources including energy, minerals and water use maps, atlases and globes to locate countries and describe features studied use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | <ul style="list-style-type: none"> describe and understand key aspects of: – physical geography – human geography learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> To understand the threats to the health of our planet and some possible solutions To understand what minerals are and question if they can be used sustainably To understand the different types of energy available, and their advantages and disadvantages To understand the importance of protecting the oceans To carry out an enquiry into sustainability To be able to explain how a particular environmental issue has been caused and suggest some possible solutions | <ul style="list-style-type: none"> To plan and carry out fieldwork to answer a given enquiry question To understand how and why housing needs change over time To understand the importance of local work opportunities to the community To understand that communities need a range of accessible amenities and public services To understand how the geography of communities affects community spirit To plan for a sustainable future for our area |
| Scheme/Resources to support the teaching and learning | Rising Star Geography Scheme PDC Library resources BBC Planet Earth https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources | Rising Star Geography Scheme PDC Library resources Ideas Store |
| Possible trips/enrichment experiences | Local council officer visit | Local fieldwork Victoria park Shadwell park (King Edward Memorial Park) |

| | Autumn | Spring | Summer |
|--------|---|--|---|
| Year 1 | <p>1.1 Who is a Christian and what do they believe?</p> <p><i>Christianity</i></p> | <p>1.5 What makes some places sacred?</p> <p><i>Christianity, Judaism and Islam</i></p> | <p>1.7 What does it mean to belong to a faith community?</p> <p><i>Christianity, Judaism and Islam</i></p> |
| Year 2 | <p>1.2 Who is a Muslim and what do they believe?</p> <p><i>Islam</i></p> | <p>1.4 What can we learn from sacred books?</p> <p><i>Christianity, Judaism and Islam</i></p> | <p>1.8 How should we care for others and the world, and why does it matter?</p> <p><i>Christianity and Judaism,</i></p> |
| Year 3 | <p>L2.1 What do different people believe about God?</p> <p><i>Christianity, Islam, Humanism and Hinduism</i></p> | <p>L2.2 Why is the Bible important for Christians today?</p> <p><i>Christianity</i></p> | <p>L2.5 Why are festivals important to religious communities</p> <p><i>Christianity, Hinduism, Islam and Judaism</i></p> |
| Year 4 | <p>L2.3 Why is Jesus inspiring to some people?</p> <p><i>Christianity</i></p> | <p>L2.6 Why do some people think that life is a journey? What significant experiences mark this?</p> <p><i>Christianity, Hinduism and Judaism</i></p> | <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p><i>Hinduism</i></p> |
| Year 5 | <p>U2.1 Why do some people believe God exists?</p> <p><i>Christianity and Humanism</i></p> | <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p><i>Christianity</i></p> | <p>U2.3 What do religions say to us when life gets hard?</p> <p><i>Christianity, Islam, Hinduism and Humanism</i></p> |
| Year 6 | <p>U2.7 What matters most to Christians and to Humanists?</p> <p><i>Christianity and Humanism</i></p> | <p>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><i>Christianity, Islam and Humanism</i></p> | <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p><i>Christianity, Islam and Hinduism</i></p> |

Religious Education Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|----------|---|----------|
| <p>National Curriculum Aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response</p> | |

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| <p>Key Objectives teaching knowledge, understanding and application</p> <p><i>*exceeding expectations</i></p> | <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p><i>Make links between what Jesus taught and what Christians believe and do (A2).</i></p> | <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p> <p><i>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</i></p> | <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they are committed to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p> <p><i>Identify some similarities and differences between the ceremonies studied (B3).</i></p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p> | <p>Tower Hamlets agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Places of worship: Church-St Georges</p> | <p>Places of worship: Mosque-Darul Ummah</p> | |

Religious Education Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|----------|---|----------|
| <p>National Curriculum Aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response</p> | |

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| <p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p> | <ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). Make links between what the Holy Qur'an says and how Muslims behave (A2). | <ul style="list-style-type: none"> Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Make links between the messages within sacred texts and the way people live (A2) | <ul style="list-style-type: none"> Talk about how religions teach that people are valuable, giving simple examples (B1). Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource box BBC learning zone: https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource box BBC learning zone: https://www.bbc.co.uk/bitesize/clips/zcfgkqt</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource box The story of the life of Dr Barnardo www.bbc.co.uk/programmes/p015jf2y Accurate Bible text - www.biblegateway.com</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Places of worship: Mosque-East London Mosque</p> | | <p>Places of worship: Church- St Dunstan and All Saints (Stepney)</p> |

Religious Education Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|----------|--|----------|
| <p>National Curriculum Aims and objectives</p> <p>The principle aim of RE: Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> | | <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> | | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> | |

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| <p>*Emerging *Expected *Exceeding</p> | <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p> | <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p> <p>Explain how the Bible uses different kinds of stories to tell a big story (A2).</p> <p>Suggest why Christians believe that God needs to rescue/save human beings (B2).</p> | <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p> | <p>Tower Hamlets agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/ http://hwb.wales.gov.uk- Search for Religious Education in the 'find and use' section.</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section http://www.truetube.co.uk/</p> |
| <p>Possible trips/enrichment experiences</p> | | | <p>Synagogue-The Congregation of Jacob (Stepney)</p> |

Religious Education Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|----------|--|----------|
| <p>National Curriculum Aims and objectives</p> <p>The principle aim of RE: Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | |

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| <p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p> | <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). • Make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). | <ul style="list-style-type: none"> • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). • Explain similarities and differences between ceremonies of commitment (B3). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). | <ul style="list-style-type: none"> • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School Accurate Bible text - www.biblegateway.com</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School Baptism video: www.bbc.co.uk/programmes/p02mwy4d Bat Mitzvah: www.bbc.co.uk/programmes/p02n2kgx The cycle of life and death: www.bbc.co.uk/programmes/p02n5v2q</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resources My life, My Religion - https://www.bbc.co.uk/programmes/p02n5xj7 Mahatma Gandhi - http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml</p> |
| <p>Possible trips/enrichment experiences</p> | | <p>Places of worship: Synagogue-Sandy’s Row (Spitalfields)</p> | <p>Places of worship: Temple- Sri Murugan Temple (Manor Park)</p> |

Religious Education Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|--|----------|--|----------|
| <p>National Curriculum aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | |

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| <p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p> | <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p> | <p>Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p> | <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p> | <p>Tower Hamlets agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/ http://hwb.wales.gov.uk- Search for Religious Education in the 'find and use' section.</p> | <p>Tower Hamlets agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section http://www.truetube.co.uk/</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Cathedral- (St Paul's Cathedral)</p> | | <p>London Central Mosque (Regents Park)</p> |

Religious Education Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|----------|----------|----------|
| <p>National Curriculum Aims and objectives</p> <p>The principle aim of RE:</p> <p>Is to engage pupils' systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> | <p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> | <p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | | | |

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| <p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p> | <ul style="list-style-type: none"> Identify the values found in stories and texts (A2). Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Examples of similarities and differences between Christian and Humanist values (B3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). | <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scriptures to the title question (C2). Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1). | <ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people (A1). Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3). Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3). |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Tower Hamlets agreed syllabus for RE PDC/School resource box British Humanist Association: www.humanismforschools.org.uk Accurate Bible text - www.biblegateway.com</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource First mosque in the UK: http://www.wokingmosque.org.uk/ Christchurch Cathedral in New Zealand www.cardboardcathedral.org.nz/</p> | <p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resources Quotes by Mahatma Gandhi - http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi Muslim Charity – http://oneummah.org.uk Hindu charity - www.sewauk.org/</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Invite a Humanist visitor to discuss their values. (NATRE)</p> | <p>Places of worship: St Georges Cathedral (Southwark)</p> | |

Art & Design Overview

Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|--|---|---|---|
| Year 1 | Looking & Mark-making (combined drawing) | Sculpture & Prehistoric art (clay) | D.T. Focus (see Design & Technology Overview) | Drawing Skills & the Renaissance (various drawing tools) | Pastels & the Northern Renaissance (oil pastels) | D.T. Focus (see Design & Technology Overview) |
| Year 2 | D.T. Focus (see Design & Technology Overview) | D.T. Focus (see Design & Technology Overview) | Painting & Romanticism (watercolour) | Observational Drawing Skills (varied mediums) | D.T. Focus (see Design & Technology Overview) | Sculpture- Land Art (found objects) |
| Year 3 | D.T. Focus (see Design & Technology Overview) | Drawing Skills & Still Life (shading w/ varied mediums) | Painting & the Impressionists (ready-mix+ watercolour) | D.T. Focus (see Design & Technology Overview) | Student& Exhibition theme led LCC project (subject to yearly change) | D.T. Focus (see Design & Technology Overview) |
| Year 4 | Painting & Proportion (grid drawing + ready-mix) | D.T. Focus (see Design & Technology Overview) | Sculpture/ Textiles & Expressionism (relief card sculpture + silk painting) | D.T. Focus (see Design & Technology Overview) | Drawing & Cubism (facial features in oil pastels) | Collage/ Photography & Surrealism (digital photography) |
| Year 5 | Painting/ Sculpture & Abstract Expressionism (cane and card modelling) | D.T. Focus (see Design & Technology Overview) | Arts Award (collage +/- felt making) | | D.T. Focus (see Design & Technology Overview) | Drawing/ Mixed Media & Pop Art (various drawing mediums) |
| Year 6 | D.T. Focus (see Design & Technology Overview) | D.T. Focus (see Design & Technology Overview) | Sculpture & Modernism (cane and mod roc) | D.T. Focus (see Design & Technology Overview) | Photography and Portraiture (digital photography) | New Media & Contemporary Art Movements (performance/ installation) |

| Year 1 | Autumn 1 | Autumn 2 | Spring 2 | Summer 1 |
|--|--|---|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Looking & Mark-making</p> <p>To use drawing to share their experience and imagination, to use and compare different art materials, to build their observational skills.</p> <ul style="list-style-type: none"> -How to hold and use pencils -Freely explore drawing tools and the use of colour -Explore creative reasons to draw -Use folded paper to understand the basics of printing: hidden process and mark-making | <p>Sculpture & Prehistoric art</p> <p>To use sculpture (clay) to share their ideas and imagination, to learn about art from the past (Prehistoric art).</p> <ul style="list-style-type: none"> -Examine early modelling and evidence of prehistoric art. -Create textures with simple tools into modelling material. -Explore modelling and build fine motor skills. -Begin 3D representation and see the difference with 2D art | <p>Drawing Skills & the Renaissance</p> <p>To learn about key artists (The Renaissance, Da Vinci), to use and compare different art materials, to build their observational skills.</p> <ul style="list-style-type: none"> -Draw scenes from our local area -Use of a pencil and reference images -Drawing from life compared with reference images. -The Renaissance- history, key figures and art context -Same reference, different mediums -Drawing our local area, from life, with a choice of simple mediums -Share and evaluate our work verbally | <p>Pastels & the Northern Renaissance</p> <p>To learn about key artists (Northern Renaissance, Vermeer), to use drawing to share their experience and imagination. Transport and Vermeer</p> <ul style="list-style-type: none"> -Explore work of Vermeer- his context and compare art works -Use reference images to draw transport options from Northern Renaissance -Use reference images to draw modern transport -What Makes Good use of oil pastels -Create final image we can be proud of -Share and evaluate verbally |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Bigland Green MTP</p> | <p>Bigland Green MTP</p> | <p>Bigland Green MTP</p> | <p>Bigland Green MTP</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Go out with your pencils and draw what you see! Year 1/2 Art based after-school club (terms vary)</p> | <p>The British Museum: Room 51, Europe and the Middle East</p> | <p>The National Gallery, rooms 51-66</p> | <p>The National Gallery, rooms 15-32</p> |

Art & Design Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Spring 1 | Spring 2 | Summer 2 |
|---|--|---|---|
| Key Objectives teaching knowledge, understanding and application | Painting & Romanticism -To explore Britain's 'most loved artist, William Turner'. -To master simple colour theory: primary and secondary colours, how to mix secondary colours and sort between cool and warm colours -How to use a paintbrush and water colour pallet -How to clean up and care for our tools -To learn various watercolour techniques and apply them to a painting of the sea (oil resist, wet-on-dry, wet-on-wet) | Observational Drawing Skills Wild-Life drawing studies -Start to recognise and name common drawing mediums -Recap and practice how to hold a pencil- pinch hold for all drawing tools -Use varied pressure for impact on different mediums/ with different tools -Copy and repeat patterns across an image -Respond to a book & unit stimulus to create our own artworks | Sculpture- Land Art -To study contemporary British Land Artist: Andy Goldsworthy, exploring his intentions, methods and context -To discuss and recreate the motifs of a Cultural Capital artist -Understand what "found objects" are in art and sculpture -To gather found objects in their local environment (classroom and outdoors) -Experiment with form, pattern, balance, line, gradient, and scale within sculpture |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Tate Explore | Bigland Green MTP Rising stars History & Geography scheme | Bigland Green MTP |
| Possible trips/enrichment experiences | Greenwich Maritime Museum, for paintings and artwork inspired by the sea. Tate Britain, Turner collection. Year 1/2 Art based after-school club (terms vary) | Stepney Green city farm, London Sea-Life Aquarium, London Zoo. | Visit a local 'green space' to gather natural materials: explore their shapes, colours and textures to try and group objects. |

Art & Design Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 2 | Spring 1 | Summer 1 |
|---|---|--|---|
| Key Objectives teaching knowledge, understanding and application | Drawing Skills & Still Life -Compare a Cultural Capital artist and a contemporary artist: -Study the drawings of Cezanne and local artist Olivia Twist -Learn and use the 5 different shading techniques -Explore the common drawing mediums and compare their effectiveness with the shading techniques -Learn how to copy the composition of an artwork/ still life -Begin to sketch interrupted and overlapping shapes -Use shading to create inferred texture | Painting & the Impressionists Paintings in style of Impressionism -Compare a Cultural Capital artist and their minority contemporary: -Study the work of Impressionists Monet and Marisot -Recap previous learning on watercolour skills and colour theory -To introduce ready-mix paints and compare their properties with watercolours -How to emulate the brush strokes of Impressionist artists -To make personal choices between paint mediums and use both effectively | Student & Exhibition theme led LCC project (subject to yearly adaption) -To understand the varied intentions an artist could have behind their exhibition (what they want their art "to do") -To explore a given theme, and find ways to connect it with their own lives and experience -To work as a group to create a collaborative art work -To finish their project to a high degree, ready for public showing |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Tate Explore | Bigland Green MTP | Bigland Green MTP London College of Communication outreach exhibition and CPD program |
| Possible trips/enrichment experiences | Take photos of your favourite local spaces: parks, shops, cafes, take-away shops. Year 3/4 Art & Design based after-school club (terms vary) | The Courtauld Gallery | Please keep an eye out for any home-learning to support this unit. There will be a Private View and public showing of the final show held in London College of Communications so you can support and admire! |

Art & Design Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Spring 1 | Summer 1 | Summer 2 |
|---|---|--|---|---|
| Key Objectives teaching knowledge, understanding and application | Painting & Proportion To be confirmed in Summer 2021 | Sculpture/ Textiles & Expressionism -To explore a key art movement through 3 major artists and their work -To recognise the artist's work by their common motifs -To imitate key motifs in a different medium, to create their own work influenced by the work of major Expressionist painters (textiles and sculpture) -Start to recognise the 3 forms of sculpture: relief, freestanding, hanging -Careful cutting of card, folding and sticking to create relief structures -What Makes Good use of textile paint and resist | Drawing & Cubism -Explore the work of Picasso and his place in art history -To learn and practice drawing key facial features from observation and reference images -How to slightly distort the familiar facial features and structure to create cubist inspired art work -Recap and apply previous learning on shading and pencil grades (see D.T. overview) | Collage/ Photography & Surrealism -To study the work of key surrealists and understand the cultural context of the movement -To explore the work of Dora Maar, as a female surrealist and major figure in early art photography -How to use a digital camera and some key concepts in composition (link to previous work on linear perspective, introduce atmospheric perspective, framing/ frame within a frame, rule of thirds, centre framed, and juxtaposition) |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP Tate Explore | Bigland Green MTP | Bigland Green MTP LCC Photography Department |
| Possible trips/enrichment experiences | Year 3/4 Art & Design based after-school club (terms vary) | European Expressionism is hard to find 'in person' in London. Seek out books from the Ideas Store for research. | Make time to practice drawing facial features, either on someone else or using a mirror. | Put your new compositional skills to the test and take your own photos, email your art teacher the results! |

Art & Design Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Spring | Summer 2 |
|---|--|--|--|
| Key Objectives teaching knowledge, understanding and application | Painting/ Sculpture & Abstract Expressionism -What is Abstract Expressionism? Experiment with colour field painting (large surfaces of colour, painted with intention) -Experiment with action painting- paint like Pollack (free and expressive use of paint, linked to music and dance) -Explore sculptures of the time, sketch and study key artists of Abstract Expressionist movement -Create small individual sculptures using natural cane (build our use of tape to create strong joins) -Create group sculpture using joining of found objects (experiment with materials and creating stable structures) -Evaluate, improve, finish, and present final sculptures to the class | ARTS AWARD To be planned in collaboration with Music Lead, Arts Award, and Dance Choreographer | Drawing/ Mixed Media & Pop Art -Study key figures and the context of Pop Art -Create traced and painted portraits using pen on plastic (how to draw without a rubber, isolating key shapes and lines, applying previous work on facial features) -Create scaled up pop graphics using grid methods for copying and enlarging accurately -Practice continual line drawings and combine with printing (press-print) |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Tate Explore | Bigland Green MTP Arts Award | Bigland Green MTP |
| Possible trips/enrichment experiences | Tate Modern, seek out Pollock, Rothko and any other Abstract Expressionist galleries. Year 5&6 Art & Design based after-school club (terms vary) | Please see weekly home-learning for guidance on local Arts Institutions to visit. | Pop Art is focused on consumer culture and packaging, go shopping and note what mass-produced food packs appeal to you. Take photos or sketches to record this. |

Art & Design Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Spring 1 | Summer 1 | Summer 2 |
|---|--|---|--|
| Key Objectives teaching knowledge, understanding and application | Sculpture & Modernism -To study the work, motifs, and cultural context (relationship with World Wars 1 and 2) of British Modernist Henry Moore -To work in pairs and small groups to create Modernist sculptures, exploring Abstractism - Combine our previous learning on the use and joining of natural cane with tape to create a "skeleton" for our sculptures -The importance of adding bulk to create sculptures with depth -Apply previous experiments on creating stable sculptures to create balance in our work - What Makes Good use of mod-roc for finishing and strengthening a sculpture -To compare Henry Moore's work with other Modernist artists | Photography and Portraiture -To recap and improve upon our use of digital cameras -Gain an overview of the history of photography in art -To expand knowledge of key composition techniques (link to previous work on linear perspective, atmospheric perspective, framing/ frame within a frame, rule of thirds, centre framed, and juxtaposition. Introduce high contrast, soft focus, and environmental portraiture) -To manipulate the use of light and space for impact in photography -Explore and copy how key photographers use pose, setting, and other camera skills to create specific effects ("tell a story") in portraiture | New Media & Contemporary Art Movements -To explore current trends in the art world and create some links with art history studied previously -To experiment with 'live art', installation, and other time-based mediums -Students to take ownership on their art projects, to experiment with a personal style and apply previous work on intentionality in art -Students will reflect on and apply the skills and art history learnt so far to make personal choices -Explore current and future life choices in the art world and the students' place within art and design institutions |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Canary Wharf; Henry Moore outreach scheme | Bigland Green MTP LCC Photography Department | Bigland Green MTP |
| Possible trips/enrichment experiences | Visit 'Old Flo', by Henry Moore, situated in Canary Wharf. Tate Britain, Moore collection. Year 5&6 Art & Design based after-school club (terms vary) | London Photography Gallery. National Portrait Gallery. | Tate Modern, Performer and Participant exhibition. Whitechapel Gallery. |

Design & Technology Overview

Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|--|--|---|--|
| Year 1 | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Art (see Art Overview) | Appealing 2D design for ourselves (print) | Art (see Art Overview) | Art (see Art Overview) | Moving, Functional 3D design (cardboard +wood) |
| Year 2 | Functional 2D print design (direct plate printing) | Building Sturdy 3D structures (cardboard modelling) | Art (see Art Overview) | Art (see Art Overview) | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Art (see Art Overview) |
| Year 3 | 3D modelling design for a target audience (clay) | Art (see Art Overview) | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Appealing Textile design (textiles-stitching) | Art (see Art Overview) | Eco-friendly design- (Moving 3d models) |
| Year 4 | Art (see Art Overview) | Architecture and technical drawing skills (pencil grades & linear perspective) | Sturdy, Strong 3D modelling. Textile Design (relief card sculpture + textiles-painting) | Print Design for target audience and client (BEE project) | Art (see Art Overview) | Art (see Art Overview) |
| Year 5 | Art& Crafts: Product Design for target audience and client (clay) | Sturdy, Complex 3D modelling (cane and card modelling) | Arts Award Learning about designers (textiles- felt making) | | Art (see Art Overview) | Forces and simple chain reaction machines (found object construction) |
| | STEAM Challenge | | | | | |
| Year 6 | Surface design and drawing tool use for repeating motifs (drawing + clay if time) | New Media-e-textiles, sewing with electricity (textiles-stitching simple circuits with LEDs) | Art (see Art Overview) | Post-Modernism: Design for target audience and client (print+ clay) | Art (see Art Overview) | Art (see Art Overview) |

| Year 1 | Autumn 1 | Spring 1 | Summer 2 |
|---|--|---|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. | <ul style="list-style-type: none"> -design appealing products for themselves -generate, develop, model and communicate their ideas through talking, drawing. | <ul style="list-style-type: none"> -design functional, appealing products for themselves and other users. -generate, develop, model and communicate their ideas through talking, drawing, templates. -select from and use a range of tools and equipment to perform practical tasks [cutting, joining] -explore and evaluate a range of existing products -explore and use mechanisms [wheels and axles], in their products. |
| Key Objectives teaching knowledge, understanding and application | To be developed autumn 2020 | <ul style="list-style-type: none"> -To use drawing and verbal communication to share their ideas for a product (linked to History/Geography unit) -To make choice based on personal taste and to communicate this with an adult/ peer -To use simple cutting and joining tools to create their final product | <ul style="list-style-type: none"> -To understand how design is linked but separate to art -To use drawing and verbal communication to share their ideas for a product -To explore and discuss contemporary and historical examples of our final product -To make choice based on personal taste and to communicate this with an adult/ peer -To use simple cutting and joining tools to create their final product -To fix moving parts to their product, joining accurately so the pieces can still move -To compare their creation with the original design and discuss success and targets |
| Scheme/Resources | | Bigland Green MTP Rising Stars scheme for Hist/Geog | Bigland Green MTP |
| Possible trips/enrichment experiences | | Please see the History/Geography curriculum for enrichment that will inform idea generation in this project. | Find great projects to do at home on the You tube channel: Ivydale Science & Technology Service |

Design & Technology Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 | Summer 1 |
|---|--|---|--|
| National Curriculum objectives | <ul style="list-style-type: none"> -design appealing products based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates -select from and use a range of tools and equipment to perform practical tasks [cutting, joining and finishing] -select from and use a wide range of materials and components, construction materials according to their characteristics -build structures, exploring how they can be made stronger, stiffer and more stable | <ul style="list-style-type: none"> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, mock-ups -select from and use a range of tools and equipment to perform practical tasks [cutting, joining and finishing] -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria | <ul style="list-style-type: none"> -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> -To explore and compare current examples of print design -To agree on a set Design Criteria for the target audience and purpose -To use printing and drawing tools accurately to create a final product (ink rollers, inking plates, pencils, rulers, scissors) -To evaluate their own success against the DC | <ul style="list-style-type: none"> -To explore examples of the final structure via historical/ geographical resources (link to History/Geography unit of learning) -To use drawing to share ideas for final construction -To build, in teams, stable 3D structures from cardboard -To evaluate their final product | To be developed summer 2022 |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP Rising Stars scheme for History/Geography link | |
| Possible trips/enrichment experiences | TBC by Summer 2021 | Check out the challenge cards in the James Dyson Foundation website: https://www.jamesdysonfoundation.com/resources/challenge-cards.html | |

| Year 3 | Autumn 1 | Spring 1 | Spring 2 | Summer 2 |
|---|--|---|--|--|
| National Curriculum objectives | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, -investigate and analyse a range of existing products -understand how key events in design and technology have helped shape the world | <ul style="list-style-type: none"> -understand and apply the principles of a healthy and varied diet -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose -generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces -select from and use a wider range of materials and components: textiles according to their functional properties and aesthetic qualities -select from and use a wider range of tools and equipment to perform practical tasks [cutting, joining and finishing], accurately -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, -select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing], accurately -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [gears, cams, and linkages] |
| Key Objectives teaching knowledge, understanding and application | <ul style="list-style-type: none"> -To explore historical examples of food/ drink containers to inform their design -To create a pinch pot using clay modelling techniques | To be developed autumn 2020 | <ul style="list-style-type: none"> -Safe and accurate use of needle and thread -Choosing fabric colours/ textures for visual appeal -Matching work to a set criteria linked to their History/Geography unit -Cutting and joining fabric effectively. | <ul style="list-style-type: none"> -Create moving models to replicate eco-energy buildings -Safe, accurate and effective use of tools and simple machines |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Rising Stars scheme for History/Geography link | Bigland Green MTP | Bigland Green MTP Rising Stars scheme for History/Geography link | Bigland Green MTP |
| Possible trips/enrichment experiences | | | Visit the Museum of Childhood (Bethnal Green) | Follow along with the You tube channel: Ivydale Science & Technology Service |

| Year 4 | Autumn 2 | Spring 1 | Spring 2 |
|--|---|--|---|
| <p>National Curriculum objectives</p> | <p>-understand how key events and individuals in design and technology have helped shape the world</p> | <p>-select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing], accurately</p> | <p>-use research and develop design criteria to inform the design of functional, appealing products that are fit for purpose, aimed at particular groups</p> <p>-generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>investigate and analyse a range of existing products</p> <p>-select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing], accurately</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>-To study and compare key examples of architecture from around the world, discussing commonalities and differences</p> <p>-To use precision tools to create accurate drawings of buildings, using linear perspective for depth</p> | <p>-To use accurate cutting and folding to transform 2D materials into 3D relief sculptures</p> <p>-To make choices about colour, shape and form in order to match key motifs</p> | <p>Linked to BEE project</p> <p>-To research, evaluate and compare existing charity merchandise</p> <p>-Design their own ideas, present and refine based on feedback</p> <p>-Create and finish products ready for sale</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Bigland Green MTP</p> | <p>Bigland Green MTP Tate Explore https://www.tate.org.uk/kids/explore</p> | <p>Bigland Green MTP BEE Project</p> |
| <p>Possible trips/enrichment experiences</p> | <p>The Royal Academy (multiple Architecture themed displays)</p> | <p>Explore and experiment with paper folding: pop-up cards, origami for example</p> | <p>Dependant on the BEE project group's focus.</p> |

| Year 4 | Autumn 1 | Autumn 1 | Autumn 2 |
|--|--|---|---|
| <p>National Curriculum objectives</p> | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals -generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces -select from and use a wider range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and textiles according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | <p>STEAM- Challenges (taught in computing time)</p> <ul style="list-style-type: none"> -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design -apply their understanding of computing to program, monitor and control their products. | <ul style="list-style-type: none"> -select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <ul style="list-style-type: none"> -To understand the influence the Arts & Crafts Movement had on historical and contemporary design -To create appealing products using the motifs of the Arts & Crafts Movement -To plan, present, refine, and evaluate their own designs against a set criteria | <ul style="list-style-type: none"> -Design and annotate a piece of wearable technology -Make the wearable technology -Plan a script for advert -Make a 30sec advert for M16 audience | <ul style="list-style-type: none"> -To create a variety of stable, sturdy sculptural work from different materials, learning how to manipulate and balance forces |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Bigland Green MTP</p> | <p>See computing</p> | <p>Bigland Green MTP</p> |
| <p>Possible trips/enrichment experiences</p> | <p>The William Morris Gallery</p> | | <p>Tate Modern, Abstract Expressionism</p> |

| Year 5 | Spring 1 | Summer 1 |
|--|--|--|
| <p>National Curriculum objectives</p> | <p>-understand how key events and individuals in design and technology have helped shape the world</p> | <p>-use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes -investigate and analyse a range of existing products -understand how key individuals in design and technology have helped shape the world -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -apply their understanding of how to strengthen, stiffen and reinforce more complex structures -understand and use mechanical systems in their products [gears, pulleys, levers and linkages]</p> |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>-To research and respond to key designers and art/ design organisations</p> | <p>-To apply their understanding of forces and simple machines to create chain reactions from found objects. Inspired by 'Rube Goldberg Machines' and their contemporary iterations.</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>BG MTP The Arts Award Explore level</p> | <p>Bigland Green MTP</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Please see Arts Award weekly home-learning</p> | <p>Research Rube Goldberg machines at home online to find lots of fun examples. https://www.rubegoldberg.com/</p> |

Design & Technology Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 | Spring 2 |
|--|--|--|---|
| National Curriculum objectives | <ul style="list-style-type: none"> -generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design -investigate and analyse a range of existing products -understand how key events in design and technology have helped shape the world | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals -generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces -select from and use a wider range of tools and equipment to perform practical tasks [cutting, joining], accurately -select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand and use electrical systems in their products [series circuits incorporating switches, bulbs] | <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately -select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -understand how key events and individuals in design and technology have helped shape the world -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| Key Objectives; knowledge and skills to be acquired each term | <p>To explore, compare and sort examples of Early Islamic design.</p> <p>To use precise drawing tools to create their own patterns and motifs.</p> <p>To apply their motifs to a surface, showing good tool use and finishing.</p> | <p>To create functional circuits using textiles and conductive thread to explore conductors, electricity and movement in design.</p> | <p>To research and understand the context and influence of Post-Modernism on the art and design world.</p> <p>To compare and evaluate examples of post-modern design.</p> <p>Create, present, refine and evaluate designs that reflect the key motifs of post-modernism.</p> |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP The British Museum www.britishmuseum.org | Bigland Green MTP | Bigland Green MTP The Victoria & Albert Museum https://www.vam.ac.uk/ |
| Possible trips/enrichment experiences | The British Museum (rooms 42-43) | The Design Museum (continually changing, very contemporary displays) | The Victoria & Albert Museum (room 76, re-opening June 2020) |

Music Overview

Whole school units of learning

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|-----------------------------------|---|---|---|
| Year 1 | Sounds and Senses | Rhythms and Patterns | Melodic Patterns | Melodic Ostinato Patterns | All about Pitch! | Marching band – playing as part of a large ensemble |
| Year 2 | Melodic Ostinato Patterns | Changing Rhythms and Patterns | Reading staff music notation | Famous Composers 1 | Famous composers 2 | Famous Composers 3 |
| Year 3 | Rhythms and Patterns | | Reading and composing (Recorders) | | Composing and performing – large ensemble | |
| Year 4 | | Dynamics (Egyptian theme) | | Music from another culture: Samba Music | | Composition and Performance |
| Year 5 | Traditional Instruments (non-western) | Traditional Instruments 2 (non-western) | Composing and performing | Composing and performing – timbre/texture | Rhythms and Patterns (percussion) | Melodic Ostinato Patterns |
| Year 6 | Rhythms and Melodies (percussion focus) | Composing in Rondo form | 5-beat Rhythms | Melodic Shapes | | |

Music Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|--|---|
| National Curriculum objectives | Key stage 1 Pupils should be taught to: -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and un-tuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | |
| Key Objectives teaching knowledge, understanding and application | -understand the link between music and our senses -explore sounds around us -listen with concentration -copy and perform simple rhythms - control musical sounds (stop and start, loud and soft etc) -choose sounds with consideration of timbre | -perform 4-beat music -perform 3-beat music -perform 3 and 4 beat music -perform music with a range of beats -compose music with a range of beats -compose and edit music with a range of beats | - perform call and response patterns - lead and perform call and response patterns -copy and sing simple melodic phrases -perform simple repeating melodic patterns -perform simple repeating melodic patterns with more independence -perform as an ensemble | -understand how music is used in the circus -sing and perform a song with ostinato patterns -perform melodic ostinato patterns in groups -perform melodic ostinato patterns as an ensemble -perform and sing together with confidence | -understand high and low pitch -copy and perform high, middle and low pitch -understand phrases in music -understand and perform phrases in music -perform call and response patterns - compose and perform call and response patterns | - copy and perform simple patterns of rhythm -listen to and identify simple rhythm patterns -compose and perform simple rhythm patterns -perform multi-part music -play together in a large ensemble - sing and play together with musicality in a large ensemble |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP |
| Possible trips/enrichment experiences | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly | Singing Assembly |

Music Year 2 Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|--|---|
| National Curriculum objectives | Key stage 1 Pupils should be taught to: -use their voices expressively and creatively by singing songs and speaking chants and rhymes -play tuned and un-tuned instruments musically -listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | |
| Key Objectives teaching knowledge, understanding and application | -respond to music with movement and consider the elements -copy and play simple melodic patterns -perform simple ostinato patterns using instruments -perform simple repeating rhythmic patterns on the pulse -recognise when sections of music repeat or sound the same -perform a song with vocal rhythms and actions | -play different rhythms to a steady tempo -explore changes in tempo -understand the difference between rhythm and pulse -accompany a song with a steady pulse / rhythm -accompany a song with changing rhythms -perform in a round with attention to the pulse | -understand that music sounds different around the world -learn to sing in an old fashioned style and perform to the music -perform simple crotchet and quaver patterns -read and play simple crotchet and quaver patterns -read and play crotchets, quavers and crotchet rests -compose simple patterns including crotchets, quavers and rests | -Learn and perform a rhythmic pattern to a pulse -understand and count bars of music -compose, play and perform in solo and ensemble contexts (middle section) -compose, play and perform in solo and ensemble contexts (ending) -perform using musical instruments with increasing accuracy and fluency -perform using musical instruments with increasing accuracy and fluency, control and expression (final performance) | -copy and perform simple phrases with growing independence -organise and compose music using ternary structure -compose music in ternary structure with consideration of musical elements -create musical motifs -compose incidental music -compose and perform incidental music with consideration to the musical elements | -listen and respond to music creatively using artwork -improvise and compose music for a range of purposes -play and perform in solo and ensemble contexts -structure musical ideas to tell a narrative -perform music composed for a purpose |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP BBC ten pieces Music Express | Bigland Green MTP BBC ten pieces Music Express | Bigland Green MTP BBC ten pieces Music Express | Bigland Green MTP BBC ten pieces Music Express | Bigland Green MTP BBC ten pieces Music Express | Bigland Green MTP BBC ten pieces Music Express |
| Possible trips/enrichment experiences | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly | Singing Assembly |

Music Year 3 Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 | | Spring 1 | | Summer 1 | |
|---|---|------------------------------------|---|------------------------------------|--|------------------|
| National Curriculum objectives | <p>Key stage 2 Pupils should be taught to: -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music</p> | | | | | |
| Key Objectives teaching knowledge, understanding and application | -copy and perform different 4-beat rhythms and compose with consideration to texture -perform simple melodic 4-beat rhythms and compose with consideration to texture -perform compositions as a large ensemble -understand the notes of the pentatonic scale and copy and perform ascending and descending melodies -use the pentatonic scale to improvise compose own pentatonic melodies | | -copy and perform simple one- note melodies -copy and perform simple two-note melodies -copy and perform simple three-note melodies -read and perform three-note patterns from a musical stave -read and perform three-note patterns from a musical stave with growing accuracy and fluency -compose three note patterns using the musical stave and perform | | -perform 4-beat patterns with melodies -use simple rhythm patterns to compose music, with consideration to the structure -compose music to describe with consideration of the musical elements -refine composition ideas and perform as an ensemble with growing musicality -independently compose music to describe with consideration of the structure -independently refine composition ideas and perform as an ensemble with growing musicality | |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | | Bigland Green MTP | | Bigland Green MTP | |
| Possible trips/enrichment experiences | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly | Singing Assembly |

Music Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 2 | | Spring 2 | | Summer 2 | |
|---|---|------------------------------------|---|------------------------------------|---|------------------|
| National Curriculum objectives | <p>Key stage 2 Pupils should be taught to: -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music</p> | | | | | |
| Key Objectives teaching knowledge, understanding and application | -listen and understand how dynamics are used in music -perform changes in dynamics following a score -perform controlled and accurate changes in dynamics following a score -compose music with changes in dynamics, following a score -compose music with a theme, with consideration to dynamics -compose and perform music with a theme, with consideration to dynamics | | -understand and perform traditional Samba music (Brazil) -understand and perform traditional Samba music as a large ensemble (Brazil) -know about and perform fusion samba music (Mas Que Nada) -perform fusion samba music as a large ensemble with growing musicality -know about and perform reggae samba -perform reggae samba as a large ensemble with consideration to texture | | -know how to create thin and thick textures in a piece of music -perform thin and thick textures with growing accuracy -use a 5-note scale to sing and perform different ostinato patterns -compose music with a theme with consideration to the interrelated dimensions of music -compose music with a theme with consideration to the interrelated dimensions of music (groups) -refine musical ideas within a composition and perform | |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | | Bigland Green MTP | | Bigland Green MTP | |
| Possible trips/enrichment experiences | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly | Singing Assembly |

Music Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|--|
| National Curriculum objectives | <p>Key stage 2 Pupils should be taught to: -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music</p> | | | | | |
| Key Objectives teaching knowledge, understanding and application | -listen to and comment on non-western instruments, with consideration to the timbre and sing using the pentatonic scale, in a four-part round -perform a pentatonic melody using tuned instrumentation -perform a pentatonic melody in a four-part round, accompanied by a drone and un-tuned percussion -compose a traditional piece of music based around the pentatonic scale -compose a traditional piece of music based around the pentatonic scale (independent) -perform a composition as a small ensemble | -compose a piece of music with a theme, using the pentatonic scale -compose a piece of music with a theme, using the pentatonic scale (2) -play in harmony using the notes of the pentatonic scale, following a musical score -accompany a pentatonic melody with percussion, following a musical score -accompany a pentatonic melody with drones, following a musical score -perform in multi-part ensemble in harmony, accompanied by percussion and drones | -compose ternary form music in triple time -compose ternary form music in triple time, with consideration to the texture, dynamics and pitch -compose music in triple time with a theme, using the pentatonic scale -compose and edit music in triple time with a theme, using the pentatonic scale with consideration to the texture, dynamics and pitch -perform as a small ensemble and consider the interrelated musical dimensions | -understand how tempo, instrumentation, dynamics and duration can change music (autumn – four seasons) -select instruments to represent different sounds with consideration to the timbre (music weather report) -perform a two-part melody in harmony, altering the dynamics for effect -consider the effects of timbre and texture when composing (autumn poem) -refine compositions with consideration to the timbre and texture (autumn two part harmony and autumn sounds) | -understand and describe the tone and colour of music and instruments -perform repeating ostinato rhythm patterns in a three-part ensemble, in different musical metres -sing and play ostinato melodies using tuned percussion -sing and play ostinato melodies using tuned percussion with attention to rhythm and technique / fluency -compose short ostinato melodies and perform as a small ensemble | -identify textures in music and improvise a melody -understand the use of dynamics in music and perform a melodic ostinato and harmony in an ensemble -compose music in rondo form -understand the effect of texture in music, following a graphic score (sunrise) -compose music with different textures, following a graphic score (music poem) -refine musical compositions, with consideration to the texture, dynamics and pitch |
| Scheme/Resources | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP |
| Possible trips/enrichment | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly | Singing Assembly |

Music Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer |
|---|---|---|--|--|-----------------------------|
| National Curriculum objectives | <p>Key stage 2 Pupils should be taught to: -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music</p> | | | | |
| Key Objectives teaching knowledge, understanding and application | -perform rhythmic pulses using body percussion in 7/4 -compose rhythmic patterns in 7/4 using un-tuned percussion -compose music in 7/4 timing using rhythm and melodies on instruments -compose music in 7/4/ timing using melodies (independently) -refine 7/4 compositions with consideration to the interrelated dimensions of music | -music in rondo form using variations -refine and perform music in rondo form using variations -use creativity and understanding of timbre, dynamics and pitch in composing -understand shapes of movement in pitch and sing with increasing accuracy and fluency -perform melodies with growing fluency -perform melodies with growing fluency in a round | -listen to and comment on music with consideration of all elements of music and instrumentation -perform 5-beat rhythm ostinato patterns as an ensemble using instruments -understand the use of layers and repetition to build tension and layer 5-beat patterns -compose music with attention to the structure, dynamics and rhythm -compose music with contrasting sections, showing good use and understand of the musical elements -perform final compositions, paying close attention to the contrasting sections | -understand how different melody shapes change the mood of the music -perform music with different melodic shapes -listen to and comment on music with variations, considering instrumentation, pitch and melody -compose music with different variations -perform music with different variations with growing independence and musical fluency | To be developed summer 2021 |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | Bigland Green MTP | |
| Possible trips/enrichment experiences | Singing Assembly | Singing Assembly Winter Concert | Singing Assembly | Singing Assembly Spring Concert | Singing Assembly |

Physical Education Overview

Whole school units of learning

| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|-------------------------------------|----------------------------------|---------------------------------|--|
| Year 1 | Dance 1 All about me! | Gymnastics 2 | Dance 3 Celebrations | Ball skills 2 Outdoor | Outdoor games | Athletics |
| | Gymnastics 1 | Dance 2 | Ball Skills | Dance 4 Circus skills | Parachute Games | Games 2 |
| Year 2 | Dance 1 | Gymnastics 1 | Net/Wall games (striking skills) | Ball Skills 2 | Dance 4 | Athletics |
| | Ball Skills 1 | Dance 2 | Gymnastics 2 | Dance 3 | Outdoor games | Gymnastics 3 |
| Year 3 | Hockey (invasion games) | Gymnastics - Symmetry | Handball | Football skills (invasion games) | Cricket Skills (striking games) | Athletics |
| | Netball (invasion games) | Dance + Ice Skating | Health and fitness | Dance | Net/Wall games – Tennis focus | <i>Flexible unit/needs based</i> |
| Year 4 | Netball | Gymnastics | Dance | Football skills (invasion games) | Striking and Fielding - Cricket | Athletics |
| | <i>Swimming + water safety</i> | <i>Swimming + water safety</i> | <i>Swimming + water safety</i> | <i>Swimming + water safety</i> | <i>Swimming + water safety</i> | <i>Swimming + water safety</i> |
| Year 5 | Arts Award* 1 st class (Dance) | Arts Award* 2 nd class (Dance) | Gymnastics 1 | Hockey (invasion games) | Net/wall games – Tennis focus | Athletics |
| | Dance Basketball | Dodgeball & Handball | Rounders – striking & fielding | Badminton (net game skills) | Gymnastics 2 | <i>Flexible unit/needs based</i> |
| Year 6 | Netball (invasion games) | Health and Fitness | Gymnastics 1 | Tag-Rugby (invasion games) | Cricket (striking & fielding) | Intensive swimming (3 weeks per class) |
| | Outdoor/ adventurous activities – Year 6 Residential | | | | Outdoor/ adventure Kayaking | Athletics |

*term may vary for Arts Award

Physical Education Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Autumn 1 | Autumn 2 |
|---|--|---|
| National Curriculum objectives | In KS1 Pupils should be taught to: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | Through Dance: - move in different directions reaching high and low - travel to music by hopping, skipping and bouncing - move and freeze with control and make spiky shapes - watch and talk about each other's dances - work in pairs and use movements like a ball - choose and link actions together in a dance Through Gymnastics: - travel across a mat safely - hold a balance - hold a balance with a partner - hold a balance on a piece of small equipment (apparatus) - hold a balance on a piece of large equipment (apparatus) - perform a sequence of balance –travel-balance | Through Dance: - use simple movements to create a sequence - change our speed, level and direction of dance movements - respond to the music using our imaginations - repeat and link simple actions to make a dance - change actions and movement to match an activity Through Gymnastics: - hold a balance at different levels - hold a balance at different levels on the apparatus - travel in different ways - travel in different directions on the apparatus - jump in different ways - jump off the equipment |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP https://www.british-gymnastics.org/ VAL SABIN KS1 schemes for dance and gymnastics | Bigland Green MTP https://www.british-gymnastics.org/ VAL SABIN KS1 schemes for dance and gymnastics |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club |

Physical Education Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Spring 1 | Spring 2 |
|---|--|---|
| National Curriculum objectives | In KS1 Pupils should be taught to: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | Through Dance: - be able perform basic movements to music - repeat simple patterns with turns and jumps - build a simple cheer celebration dance - perform simple moves with a partner - plan a celebration dance with our own moves - perform a celebration dance to an audience Through Ball Skills: - roll a ball - hit a ball with a hockey stick - throw and catch a ball - kick a ball - run and hold a ball - use the skills we have learnt in a competition | Through Dance/circus skills: - use scarfs to throw and catch to music - use our balancing skills to repeat a movement pattern (balance beam) - use our balancing skills to repeat a movement pattern (stilt walking) - repeat movement patterns with scarfs - practice and perform a circus routine to music Through Ball Skills 2: - roll a ball in a game situation - hit a hockey ball accurately - throw and catch a ball accurately - kick a ball accurately - run and hold a ball using greater balance - apply accuracy in ball skill events |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP https://www.british-gymnastics.org/ VAL SABIN KS1 schemes for dance and gymnastics | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club KS1 key steps gymnastic borough competition | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club |

Physical Education Year 1

Subject objectives – knowledge, understanding and opportunity to apply

| Year 1 | Summer 1 | Summer 2 |
|---|---|--|
| National Curriculum objectives | <p>In KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | <p>Through outdoor games:</p> <ul style="list-style-type: none"> - throw and catch a beanbag - throw and catch a ball - kick an object to a partner - kick a ball towards a goal - throw a ball to score points - play in a game encourage partner <p>Through parachute games:</p> <ul style="list-style-type: none"> - know and talk about how to use a parachute safely-copy and repeat simple patterns with the parachute - follow the rules in a parachute game - work together in a parachute game - describe how our bodies feel when using the parachute - use our own ideas for a parachute game | <p>Through Athletics:</p> <ul style="list-style-type: none"> - throw underarm at a target - throw objects overarm - use our arms for balance and control when moving - jump off one foot whilst running - jump in different athletic ways. - record a standing long jump <p>Games 2 unit to be developed Summer 2022</p> |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP LCP scheme for outdoor games Parachute activities pack | Bigland Green MTP LCP scheme to supplement athletic activities |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club | Year 1 & 2 Health & Sports after-school club Year 1 & 2 lunchtime sports club Sports Day |

Physical Education Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Autumn 1 | Autumn 2 |
|---|--|--|
| National Curriculum objectives | In KS1 Pupils should be taught to: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | Through Dance: - move safely and confidently in space exploring changes of speed, level, and direction - improvise movements to a given stimulus - perform a group dance repeating patterns - use clear movements in our actions - include an end sequence in the dance - join sequences of a dance in a performance Through Ball Skills: - roll a ball with accuracy - hit a ball with a hockey stick towards a partner - throw and catch a ball with accuracy to a partner - kick a ball with accuracy - run and hold a ball - use our ball skills with accuracy in a competition | Through Gymnastics: - explore gymnastic activities safely - move with control using a gymnastic walk between apparatus - explore the apparatus use high, medium and low movements - copy how our partner moves - hold a 4,3, and 2 point balance on the mats - hold a 4,3, and 2 point balance on apparatus Dance 2 unit to be developed Autumn 2022 |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Tower Hamlets Ball Skills KS1 Key Skills | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club |

Physical Education Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Spring 1 | Spring 2 |
|---|--|---|
| National Curriculum objectives | In KS1 Pupils should be taught to: -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | Through Net/Wall games (striking skills): - strike a ball with our hand - strike a ball with a racquet - strike a moving ball (rolling) - strike a moving ball (bouncing) - strike a ball to score points in a game - encourage teamwork skills in a striking game Through Gymnastics: - balance using different body parts - hold a balance in different positions on a variety of apparatus - jump and land correctly - roll in different ways - travel in a sideways direction in a sequence - have a start and end position to a sequence | Through Outdoor Ball Skills: - roll a ball with accuracy in different games - hit a ball with a hockey stick in different games - throw and catch a ball with accuracy in different games - kick a ball with accuracy in different games - run and hold a ball in different games - use tactics in a ball game Through Dance (circus skills): - use different scarfs to juggle - use different objects to juggle - respond to music appropriately, repeating a pattern - spin hoops and balance bean bags on body parts - choose and practice the circus skills we are best at - practice and perform the circus skills we are best at |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP VAL Sabin KS1 Gymnastics scheme to support | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club KS1 key steps gymnastic borough competition | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club |

Physical Education Year 2

Subject objectives – knowledge, understanding and opportunity to apply

| Year 2 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | <p>In KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending -perform dances using simple movement patterns | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Dance:</p> <ul style="list-style-type: none"> - improvise movements and show stillness in a pose - perform a duet with gentle actions - perform in groups using different pathways - change our dynamics of our dance actions - explore changes in space for our dance - perform and comment on a dance using vocabulary we have learnt <p>Through Outdoor Games:</p> <ul style="list-style-type: none"> - find good spaces in a ball game - throw and catch a ball with accuracy in a game - hit a rolled or bounced ball with a bat - strike a rolled or bounced ball to score points - use our striking and fielding skills in a mini game. - to start to apply simple tactics in a game | <p>Through Athletics:</p> <ul style="list-style-type: none"> - throw underarm accurately at a target - throw objects overarm for distance - use our arms for balance and control when moving - jump off one foot whilst running - jump in different athletic ways using balance and strength - record a standing long jump swinging arms and landing with balance <p>Through Gymnastics:</p> <ul style="list-style-type: none"> - explore apparatus using balances, ways of travelling and jumps - perform half turn jumps with controlled landing - build on different ways of rolling showing greater control - perform a roll with start and end position - link a roll with a jump - perform a sequence of jump-roll-jump with smooth links |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP VAL Sabin KS1 Dance scheme LCP scheme to support outdoor games | Bigland Green MTP LCP scheme to support Athletic activities VAL Sabin KS1 Gymnastics scheme |
| Possible trips/enrichment experiences | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club | Year 1 & 2 Health & Sports after-school club Year 2 lunchtime sports club Sports Day |

Physical Education Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Autumn 1 | Autumn 2 |
|---|---|--|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best | |
| Key Objectives teaching knowledge, understanding and application | Through Invasion games (Hockey): - hold a hockey stick with the right grip - dribble a hockey ball - pass a hockey ball - shoot at a target - tackle an opponent - play a mini hockey game following the rules Through Netball: - use a chest pass - pass the ball and follow the ball - pass the ball and move into a space - use the correct footwork - shoot the ball into a net - apply and improve our netball skills in game situations | Through Gymnastics: - explore symmetrical balances and ways of travelling - show symmetrical shapes using the straddle position - show symmetrical shapes using the tuck position - explore asymmetrical balances and ways of travelling. - make a sequence showing symmetrical and asymmetrical shapes - make up our own gymnastic routine Through Dance: - explore, improvise and combine movement ideas - explore and plan dance motifs independently - explore and plan dance motifs with a partner - explore and plan dance motifs in small groups - observe and evaluate others dance - perform, improve on a dance from others suggestions |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP Quick Sticks Hockey guides | Bigland Green MTP VAL Sabin KS2 gymnastics scheme VAL Sabin KS2 Dance scheme |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions Ice Skating at Canary Wharf |

Physical Education Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Spring 1 | Spring 2 |
|---|---|--|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best | |
| Key Objectives teaching knowledge, understanding and application | Through Handball: - pass and catch a handball - pass the ball while running - use space and positioning in a team game - use a standing shot accurately - use a jumping shot accurately - use the skills we have learnt in a competition Through Health & Fitness: - test and record our fitness levels - use a circuit workout to improve our fitness - use a circuit workout to improve our fitness - use skipping activities in a circuit workout - make our own fitness circuit up to improve our fitness - test our fitness levels again to check improvements | Through Invasion Games (football): - dribble and stop a football - pass and receive the ball - use the space in a football game - develop our attacking skills - play in a small sided football game using defending and attacking positions. - to apply the skills we have learnt in a football tournament Dance unit to be developed Spring 2022 |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP VAL Sabin KS2 Dance scheme |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions |

Physical Education Year 3

Subject objectives – knowledge, understanding and opportunity to apply

| Year 3 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Key Objectives teaching knowledge, understanding and application | Through Net/Wall games (Tennis): - hold and control a tennis racquet - use the ready position and the forehand stroke - use the forehand to hit a stationary ball - use the forehand to hit a moving ball - use the forehand to volley a ball - score points in a game of mini tennis Unit 2: To be developed Summer 2022 | Through Athletics: - experiment with different running styles - improve the accuracy of our throwing - throw overarm to get distance - use different jumping techniques - use two-footed and one-footed take offs for the long jump - compete in relay races Unit 2: To be developed Summer 2022 |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP LCP scheme to support Athletic activities |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions Sports Day |

Physical Education Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Autumn 2 |
|---|---|---|
| National Curriculum objectives | <p>In KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and Water Safety</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Netball:</p> <ul style="list-style-type: none"> - pass a ball in different ways - pass the ball, look and move with speed - pass the ball and move into a good space - use the correct footwork with accuracy - shoot the ball into a net with accuracy - apply the skills and improve parts of our game | <p>Through Gymnastics:</p> <ul style="list-style-type: none"> - perform different gymnastic positions with quality - use different ways of rolling at different levels - travel using mini sequences on equipment - hold partner balances on large apparatus - show gymnastic jumps off equipment. - perform a gymnastic sequence using rolls, balances and jumps |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP VAL Sabin KS2 Gymnastics scheme |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions |

Physical Education Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Spring 1 | Spring 2 |
|---|---|---|
| National Curriculum objectives | <p>In KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations. | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Dance:</p> <ul style="list-style-type: none"> - use a variety of dance movements showing different speeds - work collaboratively in a small group on a dance - respond to music appropriately repeating movement patterns - form a dance and suggest improvements - perform a dance sequence and evaluate a dance | <p>Through Invasion games (football):</p> <ul style="list-style-type: none"> - dribble and stop a football with greater control - pass and receive the ball in different ways - use the space effectively in a football game - develop our attacking skills individually and as a team- play in a small sided football game using defending and attacking positions. - to apply the skills we have learnt in a football tournament |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP VAL Sabin KS2 Dance scheme | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions |

Physical Education Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Summer 1 | Summer 2 |
|---|---|---|
| National Curriculum objectives | <p>In KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations. | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Cricket:</p> <ul style="list-style-type: none"> - catch the ball and use the underarm throw and roll - bowl the ball underarm at a wicket - use the correct grip and stance for batting - use overarm throwing and the long barrier when fielding - use tactics in a game of kwik cricket - know and use the rules fairly and apply language to help teammates | <p>Through Athletics:</p> <ul style="list-style-type: none"> - experiment with different running styles and apply sprint and long distance technique - improve the accuracy of our throwing perform in different events - throw overarm to get distance using a range of techniques - use different jumping techniques from two-foot, one-foot and running jumps - use two footed and one footed take offs for the long jump - compete in relay races with baton change over techniques |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP LCP scheme to support Athletic activities |
| Possible trips/enrichment experiences | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions | Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions, Sports Day |

| Year 5 | Autumn 1 | Autumn 2 |
|--|--|---|
| <p>National Curriculum objectives</p> | <p>In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | |
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>Through Basketball: - dribble a basketball with control - pass and catch a basketball with accuracy - shoot a basketball with accuracy - use the correct footwork for basketball - mark opponents when defending and think tactically - use the skills I’ve learnt in a basketball game</p> <p>Through Dance: - dance a basic dragon dance in unison - use jumps and lifts to show the dragon coming alive - work with a partner in unison to show the dragons energy - use repetitions and call and echo movements in a dance - develop and end phase and suggest improvements - evaluate a dance using dance vocabulary</p> | <p>Through Invasion games (handball/dodgeball) - use a variety of throwing techniques and use the correct rules to play dodgeball. - use different ways to dodge and use different tactics as a team to be successful in the game. - play dodgeball using the correct rules and tactics as a team to score house team points. - develop a comfortable grip on the ball to be more successful in throwing techniques - develop passing and shooting in handball - play a game of handball using the skills and rules learnt from the unit</p> <p>Arts Award (Dance) – terms may vary</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Bigland Green MTP</p> | <p>Bigland Green MTP Specialist dance instructor for Arts Award</p> |
| <p>Possible trips/enrichment experiences</p> | <p>Arts Award (term may vary) Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders trained</p> | <p>Arts Award (term may vary) Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders</p> |

Physical Education Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Spring 1 | Spring 2 |
|---|--|--|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Key Objectives teaching knowledge, understanding and application | Through Gymnastics: - recognise and use different ways of pushing and swinging to our bodies into balanced positions - perform individual balances using apparatus - travel using rolls into and from different balanced positions. - jump in different ways using push movements and showing control - perform a floor sequence that includes 3 jumps-3 balances and 3 travel movements - perform a sequence including balances, travelling and jumps using floor and apparatus Through Striking games (Rounders): Rounders unit to add for Spring 2021 | Through Invasion Games (Hockey): - be able to control the hockey ball - pass the hockey ball in different ways - pass and receive the ball whilst moving - use marking to intercept the ball - shield the ball from an opponent - compete in a game of hockey and use the skills we have learnt Through Net Games (Badminton): - grip the racquet and perform a forehand serve - use the ready position and hit an overhead forehand shot - use the 3 overhead forehand shots - use the backhand underarm serve - use backhand underarm shots - score points in a game of badminton |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP LCP scheme to support Rounders | Bigland Green MTP Quick Sticks Hockey resources |
| Possible trips/enrichment experiences | Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders trained | Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders |

Physical Education Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Summer 1 | Summer 2 |
|---|--|---|
| National Curriculum objectives | <p>In KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Net/Wall Games (Tennis):</p> <ul style="list-style-type: none"> - use the ready position and strike a ball using the forehand stroke - use the backhand stroke and the correct footwork - use the volley at the right time - serve a tennis ball - play a game of tennis using the correct method for scoring (mini tennis) - apply and improve tennis skills and give others tips <p>Gymnastics unit to be developed Summer 2021</p> | <p>Through Athletics:</p> <ul style="list-style-type: none"> - use appropriate running techniques for different events - to use the correct technique for the javelin throw - develop different throwing techniques for the discus and shot put - to develop the consistency of our actions in the long jump - use appropriate techniques for the high jump and triple jump - use the correct hand over technique in a relay <p>Flexible unit/needs based/consolidation</p> |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP VAL Sabin unit to support Gymnastics unit (Flight) | Bigland Green MTP LCP scheme to support Athletic activities |
| Possible trips/enrichment experiences | Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders trained | Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club, Sports Day Sports competitions, Sports Leaders trained |

Physical Education Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Autumn 1 | Autumn 2 |
|---|--|---|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Key Objectives teaching knowledge, understanding and application | Through Invasion Games (Netball): - use different netball passes for different situations. - pass and move receiving the ball from different directions - use the correct footwork needed in netball - shoot accurately at a target in different situations - use team tactics to improve our game - use the skills we have learnt in a game of netball and improve Through the Year 6 Residential: -take part in outdoor and adventurous activity challenges both individually and within a team | Through Health & Fitness: - test our fitness levels and record results - use a circuit workout to improve fitness levels - design our own circuit workout and modify it as needed - record and compare our new fitness levels knowing what could affect the results |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders |

Physical Education Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Spring 1 | Spring 2 |
|---|--|---|
| National Curriculum objectives | In KS2 Pupils should be taught to: -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. | |
| Key Objectives teaching knowledge, understanding and application | Through Gymnastics: - work with a partner and in a small group to create balances using different levels - work with a partner to travel in synchronisation - sequence our synchronisation movements WALT: work with a partner to travel in a canon formation - use synchronisation and canons in a gymnastic routine - describe, change and improve a gymnastic routine | Through Invasion Games (Tag Rugby): - pass and catch a rugby ball with accuracy - Pass and move with a rugby ball - tackle using rugby tags without a ball - tackle using rugby tags and run forwards with the ball - play a small sided rugby game using movements to avoid being tackled - compete in a tag rugby tournament using the skills we have learnt. |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP VAL Sabin Scheme of work to support Gymnastics | Bigland Green MTP |
| Possible trips/enrichment experiences | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders |

Physical Education Year 6

Subject objectives – knowledge, understanding and opportunity to apply

| Year 6 | Summer 1 | Summer 2 |
|---|---|--|
| National Curriculum objectives | <p>In KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -perform dances using a range of movement patterns -take part in outdoor and adventurous activity challenges both individually and within a team -compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -perform safe self-rescue in different water-based situations. | |
| Key Objectives teaching knowledge, understanding and application | <p>Through Striking Games (Cricket):</p> <ul style="list-style-type: none"> - use the long barrier, over arm and underarm throwing for fielding - use the correct grip and stance for batting and use the forward drive - bowl the ball underarm and overarm at a wicket - use tactics in a the field - use tactics for the batting side - apply our skills in a kwik cricket tournament <p>Intensive Swimming unit of learning</p> <p>Outdoor and adventurous activities: Kayaking at Shadwell Basin Activity Centre</p> | <p>Through Athletics:</p> <ul style="list-style-type: none"> - use appropriate running techniques for different events commenting on tactics - to use the correct technique for the javelin throw comment on tactics - develop different throwing techniques for the discus and shot put and improve technique - to develop the consistency of our actions in the long jump and other jumping styles - use appropriate techniques for the high jump and triple jump - use the correct hand over technique in a relay applying sprint technique |
| Scheme/Resources to support the teaching and learning | Bigland Green MTP | Bigland Green MTP LCP scheme to support Athletic activities |
| Possible trips/enrichment experiences | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders, Kayaking | Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders |

Modern Foreign Language: Spanish - whole school units of learning

| KS2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------------|--|---|---|---|---|--|
| Year 3 | A new start -Getting to know you -Numbers -Colours | The calendar and celebrations -Bonfire night colours -Commands colours numbers -Calendar time -Christmas | Animals -Epiphany celebrations -Animals around us -Colours | Carnival and playground games -Carnival and playground games -Easter | Food -Breakfast -Fruit nouns -The Hungry Giant | Going on a picnic -Maps -Going on a picnic |
| Year 4 | Welcome to school -Super learners | Local area -Bonfire night poem -Commands/actions -Shops, signs, directions -Christmas sparkle | Family tree -Epiphany time again -Meet the alien family | Carnival, body parts -Carnival of animals -Body parts -Easter egg hunt | Feeling unwell & Jungle animals -I don't feel well -Walking through the jungle | Summer time -Weather -Ice cream |
| Year 5 | My school, my subject -Talking all about us -School subjects, my opinions | Time in the city -In the city -Christmas shopping | Healthy Eating -Verbs -Going to the market -Healthy recipe | Clothes & Colours -Carnival, colours and clothes | Out of this world -Out of this world | Going to the seaside |
| Year 6 | Everyday life -Revisiting me -Time o'clock -Daily life of a superhero | Where I live, where you live -Space house -Hopes and roles -Paddington's Xmas sandwich | Playing and enjoying sport -Happy New Year -Investigating sports | This is me, hobbies and fun -All the fun of the fair -Favourites | Café culture and restaurants -Café culture -Eating out | Performance time -Tour de France -Presentations -Class newspaper |
| National Curriculum objectives | Key stage 2 Pupils should be taught to: -listen attentively to spoken language and show understanding by joining in and responding -explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help -speak in sentences, using familiar vocabulary, phrases and basic language structures -develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases -present ideas and information orally to a range of audiences | | | -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary -write phrases from memory, and adapt these to create new sentences, to express ideas clearly -describe people, places, things and actions orally* and in writing -understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | |

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|---|---|
| Key Objectives teaching knowledge, understanding and application | I can say greetings in Spanish | I can say some colours linked to Autumn | I can remember some numbers and colours | I know some facts about Carnival in Spain | I can understand and say some fruits and vegetables | I can say where I live |
| | I can ask and answer about feelings | I can remember different Autumn colours in Spanish | I can say 4 animals in Spanish | I can join in with a song about colours and days of the week | I can play games with vegetable and fruit words | I can ask and answer some simple questions |
| | I can introduce my name in Spanish | I can understand and say some days of the week in Spanish | I can say and read 4 animals in Spanish | I can remember 6 colours | I can remember some fruits and some breakfast foods | I can complete some simple sentences to say where I live and what I am called |
| | I can say some numbers between 1 and 10 | I can remember days and learn some months of the year | I can say what my favourite animal is | I can remember some numbers and play games using them | I can recognise nouns for breakfast foods | I can listen and join in with a story |
| | I can recall six colours | I can understand, say and try to write some months of the year | I can recognise some plural nouns for animals | I can say 6 colours and numbers between 1 and 10 | I can ask politely for an item | I can listen, understand and join in with a story using familiar language |
| | I can say 4 different colours in Spanish | Check for learning | I can understand a simple story | I can play games with days and months | I can understand and enjoy a story in Spanish | |
| Scheme/Resources to support the teaching and learning | Primary Languages Network https://primarylanguages.network/ Via the Virtual Learning Environment: https://pln.myvle.co.uk/login/ Non Specialist teaching units via the 'Click2teach' sections | | | | | |
| Possible enrichment experiences | After-school club (terms may vary) | | | | | |

Spanish Year 4

Subject objectives – knowledge, understanding and opportunity to apply

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|---|
| Key Objectives teaching knowledge, understanding and application | <p>I can ask and answer several questions about myself</p> <p>I can recall numbers to 10 and classroom instructions</p> <p>I can say and read some numbers between 0 and 20</p> <p>I can remember days of the week and months of the year</p> <p>I can say and write names of rooms in the school</p> <p>I can say and write the nouns for some classroom objects</p> | <p>I can write my own Fireworks poem</p> <p>I can read and understand useful commands and instructions</p> <p>I can say, understand and write some useful instructions</p> <p>I can say and recognise places in a town</p> <p>I can give simple directions and ask "Where is..?" in Spanish</p> | <p>I know some important facts about Epiphany in Spain</p> <p>I can say 4 family words in Spanish</p> <p>I can write 4 family words in Spanish</p> <p>I can read and say parts of the face nouns in Spanish</p> <p>I can understand the nouns for some parts of the face</p> | <p>I can understand and say aloud animal nouns</p> <p>I can say different parts of the body</p> <p>I can understand and respond to body parts nouns and commands</p> <p>I can understand and say nouns for different body and face parts</p> <p>I can describe an alien using nouns, numbers and colours have learnt</p> | <p>I can say and write parts of the body nouns</p> <p>I can explain why I don't feel well or what hurts</p> <p>I can understand and remember some jungle animal nouns</p> <p>I can understand simple sentences with colour and size descriptions</p> <p>I can write a simple sentence to describe a jungle animal</p> <p>I can understand and write simple phrases and sentences</p> | <p>I can say the types of weather</p> <p>I can remember some weather phrases</p> <p>I can play games with the weather phrases</p> <p>I can say flavours of ice cream</p> <p>I can create my perfect ice cream</p> |
| Scheme/Resources to support the teaching and learning | Primary Languages Network https://primarylanguages.network/ Via the Virtual Learning Environment: https://pln.myyle.co.uk/login/ Non Specialist teaching units via the 'Click2teach' sections | | | | | |
| Possible enrichment experiences | After-school club (terms may vary) | | | | | |

Spanish Year 5

Subject objectives – knowledge, understanding and opportunity to apply

| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|---|--|
| Key Objectives teaching knowledge, understanding and application | <p>I can introduce myself with simple sentences</p> <p>I can explain in more detail about how I am feeling</p> <p>I can say some important things about myself and somebody else</p> <p>I can name some school subjects in Spanish</p> <p>I can give my opinion about school subjects</p> | <p>I can explore a city in Spain</p> <p>I can design a city of the future</p> <p>I can understand and give simple information about a city</p> <p>I can ask for an entrance ticket politely in Spanish</p> <p>I can understand and remember nouns for favourite things</p> <p>I can ask politely for a gift in a shop</p> | <p>I can say fruits and vegetables</p> <p>I can use vegetables and fruits in simple dialogues</p> <p>I can understand fruit and vegetables in written texts</p> <p>I can follow a simple story</p> <p>I can read instructions for a recipe</p> | <p>I can say and write a simple descriptive sentence</p> <p>I can understand and read along with a story</p> <p>I can name parts of clothing</p> <p>I can remember, say and write nouns for clothes</p> <p>I can read and write descriptive sentences</p> | <p>I can understand words used on an ID card</p> <p>I can ask and answers questions about someone's identity</p> <p>I can read simple information about planets</p> <p>I can read and understand simple information about planets</p> <p>I can create simple sentences about an imaginary planet</p> <p>I can make a poster about my planet</p> | <p>I can understand sentences about the seaside</p> <p>I can read aloud sentences about the seaside</p> <p>I can create simple persuasive extended sentences</p> <p>I can understand the nouns for items I take to the beach</p> <p>I can understand a story</p> |
| Scheme/Resources to support the teaching and learning | Primary Languages Network https://primarylanguages.network/ Via the Virtual Learning Environment: https://pln.myvle.co.uk/login/ Non Specialist teaching units via the 'Click2teach' sections | | | | | |
| Possible enrichment experiences | After-school club (terms may vary) | | | | | |

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|--|---|
| <p>Key Objectives teaching knowledge, understanding and application</p> | <p>I can recall phrases to describe my feelings</p> <p>I can remember words and phrases about school subjects and opinions</p> <p>I can remember and use numbers to 60</p> <p>I can understand 'o'clock' time phrases in Spanish</p> <p>I can talk about my daily routine in Spanish</p> <p>I can answer questions about my daily routine</p> | <p>I can understand the nouns for rooms in a house</p> <p>I can read and understand simple descriptions of rooms in a house</p> <p>I can follow and understand a story about a haunted house</p> <p>I can write descriptive sentences using colours and size to describe a house</p> <p>I can recognise and understand familiar and unfamiliar nouns</p> | <p>I can understand some numbers used in dates</p> <p>I can recognise and understand familiar and unfamiliar nouns</p> <p>I can identify some parts of a verb in Spanish</p> <p>I can create opinions about a sport</p> <p>I can understand and write simple information about sports</p> | <p>I can use my language skills to understand unfamiliar nouns</p> <p>I can give a simple description of a fairground ride</p> <p>I can write simple sentences about a funfair</p> <p>I can say and write sentences about myself</p> <p>I can say and write a sequence of short sentences about myself</p> | <p>I know some facts about café culture</p> <p>I can ask for some snacks and drinks politely</p> <p>I can take part in a cafe role-play</p> <p>I can take part in a sketch about a café</p> <p>I know some facts about favourite Spanish meals</p> <p>I can follow a story about going to a restaurant</p> | <p>I can recall familiar Spanish language</p> <p>I can recall familiar Spanish language</p> <p>I can perform a magician's sketch in another language</p> <p>I can write my favourite words in Spanish</p> <p>I can perform a superstar sketch</p> <p>Display learning on a poster</p> |
| <p>Scheme/Resources to support the teaching and learning</p> | <p>Primary Languages Network https://primarylanguages.network/ Via the Virtual Learning Environment: https://pln.myyle.co.uk/login/ Non Specialist teaching units via the 'Click2teach' sections</p> | | | | | |
| <p>Possible enrichment experiences</p> | <p>After-school club (terms may vary)</p> | | | | | |

Appendices

Appendix 1 The Learning Vision

- Actions for pupils to achieve the school mission

Appendix 2 Subject specific expectations (KS1 & KS2)

- Big Thinking (P4C)
- English
- Maths
- Science
- Computing
- Wider curriculum
- Music
- Physical Education

Appendix 3 Curriculum Overviews by Year Group

- Year 1-6

Appendix 4 Knowledge Organisers ~ What I Must Know (WMK) (History & Geography)

- Autumn term
- Spring term
- Summer term

Appendix 5 Key Performance Indicators

- English Writing
- Maths
- Science

Bigland Green's mission is to increase children's life chances by providing them with the knowledge, skills and care to be: **successful learners, confident individuals, and responsible**

Learning Vision

actions for pupils to achieve the school mission

| | | | | | |
|--|---|---|--|---|---|
|  |  |  |  |  |  |
| <p>character education</p> | <p>high expectations</p> | <p>curiosity & challenge</p> | <p>resilience & teamwork</p> | <p>pace and balance</p> | <p>aspiration to inspire</p> |
| <p>Know and use the life skills for high achievement, excellence and fulfilment. Be a good human being and respect differences.</p> | <p>Doing the right thing all day, every day and taking great pride in what we do.</p> | <p>Being curious about the world around – thinking and asking Big Questions to increase our knowledge and understanding.</p> | <p>Never giving up when things are tough and always striving together to get the best for everyone.</p> | <p>Using every available moment for learning at our best and growing with and promoting the Big Values.</p> | <p>Having dreams that excite us and others in our school community and beyond.</p> |
| <p>I will focus on my learning so that I can achieve my very best in everything. To get to my goals:</p> <ul style="list-style-type: none"> • I will show respect towards others and the environment. I will treat others, how I want to be treated. • I will show kindness and care and be thoughtful and helpful to everyone. I will always use kind words. • I will always take responsibility for my words and actions, and tell the truth. • I will show self-control by behaving calmly and peacefully towards others and the environment. | <ul style="list-style-type: none"> • I will stay focused and not give up on my learning, so that I can take pride in my achievements. • I will always demonstrate excellent presentation and do my best learning in class and at home. • I will always carefully follow instructions and the school rules. • I will look after myself and everyone in my school community. <p>♦ Book marks - collect the set of six and enter for a prize draw to win book vouchers.</p> <p>♦ Praise pads - given to pupils to be taken home to celebrate significant achievement in learning & behaviour.</p> <p>♦ Reader, writer, and mathematics champion of the month - awarded in whole school assemblies.</p> <p>♦ Ask me stickers - awarded by teachers to acknowledge exceptional learning.</p> <p>♦ House points - given by teachers to individuals/groups for their achievement & fortnightly treats.</p> <p>♦ Marbles - awarded for individual & collective achievement. A 'treat' to celebrate achievement when jar is full.</p> <p>♦ Star of the week - badges given fortnightly by Team Leaders.</p> | <ul style="list-style-type: none"> • I will not be afraid to ask the 'Big Questions'. • I will find answers to my questions by reading and using my senses. • I will share my experiences outside school with confidence and pride. • I will use every opportunity to gain knowledge. | <ul style="list-style-type: none"> • I will believe in myself and I will never give up – I will keep trying especially when things are difficult. • I will get along and work with others so that I can achieve my best and help others to do the same. • I will be a good role model for others in my words, actions and learning. • I will take turns and always see the needs of others above my own needs. | <ul style="list-style-type: none"> • I will always try my best to be 'on task' and avoid any distractions. • I will move around the building following the rules of my school with an urgency to learn. • I will learn when I need to do things quickly and when I can take my time. • I will make sure that I balance my time to learn, play and rest. | <ul style="list-style-type: none"> • I will be determined to achieve my dreams/goals and will let nothing stop me. • Adults are there to help me learn better, so that I can achieve my ambition. • I will reach for the stars and inspire others to do the same. • I will learn so that I am ready for the next term, the next year and for my secondary school. |



Appendix 2 Subject specific expectations (KS1 & KS2)

Big Thinking (P4C) expectations ~ the way we do things around here

| | |
|---|---|
| Planning | <ul style="list-style-type: none"> ▪ Teachers will plan out philosophical enquiries on the Year groups Medium Term plan ▪ A additional enquiry plan may be used for individual sessions if a teacher requires ▪ Big Thinking enquiries should be tailored to the needs and interests of the class but will follow the thinking and oracy skills objectives for each year group detailed in the curriculum ▪ EYFS to plan Big Thinking into free flow activities |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ KS1 At least a 40 minute enquiry per week ▪ KS2 At least a 45 minute enquiry per week ▪ Big Thinking sessions will usually take place in a circle to help promote a community for philosophical enquiry ▪ The 4 C's of P4C will be continuously promoted in Big Thinking: Caring thinking, Critical thinking, Collaborative thinking and Creative thinking ▪ Big thinking sessions will usually start with a thinking warm up to help generate thought and discussion ▪ Teachers will use a stimulus to spark children's curiosity and create wonder ▪ A stimulus would usually be a story but can be pictures, photos, video clips, objects or anything that generates thinking ▪ Children will usually create their own questions to be discussed in an enquiry but can be guided by teachers particularly in KS1 ▪ Teachers should look for points of tension in the enquiry without looking to specifically teach morals or give their own opinions ▪ Although enquiries are timetabled, Big Thinking permeates the whole curriculum |
| Children's learning | <ul style="list-style-type: none"> ▪ Each class will have a Big Thinking Big Book where appropriate records are made of enquiries – this may include children's comments, examples of questions explored, stimulus used, pictures, notes etc |
| Learning environment | <ul style="list-style-type: none"> ▪ All curriculum subjects will be using Big Thinking as a cornerstone of children's learning and this will be reflected in the learning environment |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none"> ▪ Assessment for learning is very much an ongoing process in Big Thinking and teachers will evaluate sessions and adapt to the needs of their class |
| Resources | <ul style="list-style-type: none"> ▪ There are two Big Thinking Resource boxes stored in the PPA room which have a range of recommended books for P4C sessions ▪ Copies of the level 1 P4C Foundation booklet are kept in the PPA room ▪ Each class has a copy of 'The Philosophy Shop' and 'The If Machine' ▪ https://p4c.com/ ▪ https://www.thephilosophyman.com/ |

English Writing expectations ~ the way we do things around here

Please refer to the English Handbook for further clarity on any of the points outlined below.

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| <p>Planning</p> | <ul style="list-style-type: none"> ▪ Teachers will follow the Immersion, Imitation and Innovation phase for Writing. ▪ The common language must be embedded in English planning ▪ Teachers will plan a discrete grammar/punctuation session once a week. All content must be taught in context of the unit of learning ▪ In Spring 2, Teachers will plan for an independent write up (Writer’s Workshop) once every 2 weeks, for a 2-hour block. This will be related to a genre the children are familiar with and content they have prior experience or knowledge of. ▪ Cold and hot tasks (before and after) are used to help teachers plan and teach ▪ At the beginning of a unit of work, teachers will produce a model outcome, which will include all the language features and punctuation that should be evident in children’s writing ▪ Using the Purple Mash spelling scheme, teachers will set spelling home-learning once a week. Teachers will also plan to test the children’s spelling every week and keep a record of their scores ▪ Teachers should plan a minimum 15-minute discrete handwriting session each week as well as time to practice ▪ Key vocabulary for magpie books/magpie wall will be evident in planning ▪ Teachers should plan for at least two words a week for the vocabulary folder. This will be evident in the vocabulary folders for KS2 and Working Walls for KS1 |
| <p>Lesson Delivery</p> | <ul style="list-style-type: none"> ▪ Each Lesson should either have a vocabulary or GPS starter ▪ Teachers will utilise every opportunity to use and fill in magpie books or add to the magpie tree ▪ Teachers to consistently model WMG, whether this is handwriting, writing or editing skills etc. ▪ Teachers to ensure that children are able to self and peer-edit writing |
| <p>Children’s learning in books</p> | <ul style="list-style-type: none"> ▪ Children should write with a pencil or a black ink pen. ▪ Dates must be written in words on the left hand side e.g. Monday 1 December 2019. ▪ Mistakes should be crossed out with a single line by using a ruler. ▪ Children must use a green pen for next step responses and editing |
| <p>Learning environment</p> | <ul style="list-style-type: none"> ▪ Every classroom should have an English working wall ▪ The common language/ sentence types must be displayed based on the unit of study ▪ EYFSY, KS1 and Year 3 classrooms must have a magpie tree as one of their working walls, which contains words linked to their unit of learning ▪ All vocabulary must be accessible to children ▪ Teachers will display the teacher model of the end outcome on their working wall |
| <p>Marking, Assessment, Intervention & Enrichment</p> | <ul style="list-style-type: none"> ▪ At each assessment point (October, February and May) spelling trackers and speed reading tests must be updated. |

Guided Reading/Reading expectations ~ the way we do things around here

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| Planning | <ul style="list-style-type: none"> ▪ Teachers will choose one weekly reading strand (for example retrieval). ▪ WALTs, guided reading sessions and follow up activities for that week should be centred on the reading focus ▪ One carousel activity will be used for vocabulary work using the vocabulary four square ▪ Teachers will ensure that the texts used for Guided Reading are of a high quality and appropriate for children’s reading level ▪ Greater depth children will be set more challenging texts to read ▪ KS1 will aim for a minimum of three follow up questions and KS2 will aim for a minimum of six ▪ Teachers to plan for Reading to Learn every Tuesday, Wednesday, Thursday and Friday from 9:00AM to 9:15 AM ▪ Teachers will read aloud the class book and model reading fluency to their class every day |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ Teachers will utilise learning strategies such as echo reading, peer reading and text marking to enhance reading fluency ▪ Teachers to welcome parents to attend Reading to Learn and involve them in reading activities ▪ Teachers to choose a class book/novel every half term and display this on the classroom door ▪ Children working below a brown band take banded books home twice a week to ensure that the reading material is suitable for their ability ▪ All children must take home a fiction/non-fiction book every day, this will be acknowledged with a comment or initials by parents ▪ Staff must check reading records regularly |
| Children’s learning in books | <ul style="list-style-type: none"> ▪ Any intervention/PiXL related learning should be completed at the back of the book |
| Learning environment | <ul style="list-style-type: none"> ▪ Book corners will be organised and welcoming ▪ Book corners will have a range of high quality fiction and non-fiction books ▪ Teachers will ensure that books in the book corner cater to all children’s reading abilities |
| Resources | <ul style="list-style-type: none"> ▪ Every class has a library slot where children change books regularly |

Mathematics expectations ~ the way we do things around here

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| <p>Planning</p> | <ul style="list-style-type: none"> ▪ Use the White Rose Scheme to help structure and support planning ▪ Planning will show a sequence of learning, with a clear WALT, Success Criteria (if needed), starter activity, modelled learning (teaching of skills/knowledge through modelling), talk task, develop learning and independent learning (children's activities) and key questions ▪ Planning and activities should be adapted for sets/classes and further differentiated (for MAP/ pupils with SEND) to ensure the learning needs of all pupils are being met ▪ Independent learning tasks will contain a mix of fluency and reasoning questions and should allow for pupils to use mathematical equipment ▪ Worksheets and text books will be used when necessary ▪ A weekly hands on/ practical activity to be planned for to encourage a varied learning experience ▪ Fortnightly investigations to take place which focus around key problem solving skills ▪ Reasoning skills should be embedded throughout the daily learning ▪ Teach Times table (using Fact Busters) and arithmetic skills to be taught in discrete sessions and recorded in arithmetic books – part of mental maths session or maths meeting ▪ Calculation Policy to be used to teach the appropriate methods for particular year groups ▪ Timetabled slot for weekly class maths meeting (planned on Notebook or weekly proforma) |
| <p>Lesson Delivery</p> | <ul style="list-style-type: none"> ▪ Teachers will use relevant and appropriate mathematical resources to model or scaffold pupils' learning ▪ Teachers to follow the structure on the planning proforma to deliver the lesson (this may vary during an investigation lesson). ▪ There should be less teacher talk and more pupil talk/ independent learning time |
| <p>Children's learning in books</p> | <ul style="list-style-type: none"> ▪ All pupils use the "1 digit per square box" rule when writing numbers. ▪ All pupils in Year 2-6 draw a margin using a ruler and a pencil which is 2 full square boxes wide ▪ A short date is written on the first line of the page after the margin line. ▪ Pupils in Year 4-6 write the date in Roman Numerals beside the short date ▪ The WALT should be written underneath the dates ▪ Yellow exercise books which contain large squares to be used by Year 1 and books which contain smaller squares to be used by Year 2-6 ▪ Any intervention/ PiXL related learning should be completed at the back of the children's regular maths book ▪ Pupils in Year 5 and 6 to use green exercise books to document arithmetic learning, fact busters and maths meetings ▪ Learning from EYFS children documented in wow books |
| <p>Learning environment</p> | <ul style="list-style-type: none"> ▪ There will be a Mathematics working wall in every classroom, including set rooms, which aid pupils' current learning ▪ The working wall will display a thermometer, a calendar and a number line (suited to the Year group) ▪ Mathematical equipment will be easily accessible for all children and labelled clearly ▪ EYFS → The following resources will be in the classroom: objects to count, number cards, numbers in sequence, shapes, scales, jugs and |

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| | <p>measuring bottles, rulers and measuring tape, dominoes, unifix cubes, building blocks and dice</p> <ul style="list-style-type: none"> ▪ Year 1-6 → The following resources will be in the classroom: number lines, hundred squares, number cards, times table mats, dienes, place value cards/fans, counters, dice, counting stick, bead strings, unifix cubes, 2d and 3d shapes, digital and manual clocks, mirrors and money. Upper KS2 should also have protractors and a negative number line |
| <p>Marking, Assessment, Intervention & Enrichment (refer to guidance on Hot and Cold Tasks in the shared drive)</p> | <ul style="list-style-type: none"> ▪ Follow the school's agreed Marking and Assessment policy ▪ Utilise unit tests from White Rose for Assessment ▪ Times table booklet to be given to pupils in KS2 as part of weekly home learning ▪ Pupils in Year 2-6 to use the PiXL TT app as part of weekly home learning - participation is celebrated on the Times Table Leader Board ▪ Pupils in KS2 take part in enterprise projects and competitions ▪ Recall of number facts are celebrated in a half-termly Mathematics Champions assembly with certificates ▪ Pupils in Year 2-6 complete a minimum of two PiXL Arithmetic tests every half-term which is recorded on an Arithmetic Tracker ▪ Fact Buster charts must be ticked when a pupil has mastered the relevant fact buster column and pupils are awarded stickers ▪ The school provides a range of maths orientated after-school clubs ▪ Number partners run once per for children in Year 3 who benefit from additional support from an external adult from local business |
| <p>Resources</p> | <ul style="list-style-type: none"> ▪ All staff are responsible for the Mathematics cupboard resources ▪ Group Room contains additional resources for specific units ▪ NRICH ▪ Testbase ▪ PPA Room- Mathematics reading books, Problem solving books, Target Your Maths books and CGP books ▪ EYFS cupboard (for EYFS only) |

Science expectations ~ the way we do things around here

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| Planning | <ul style="list-style-type: none">▪ Plan using the Hamilton Scheme of work▪ Adapt lesson plans using the school's agreed planning proforma (notebook) to complete plans and evaluate where necessary |
| Lesson Delivery | <ul style="list-style-type: none">▪ At the start of each session, teachers should plan opportunities to assess children for learning▪ Practical lessons should be planned in line with the Hamilton Scheme. Investigations should be evidenced through photographs of individual/small group learning. |
| Children's learning in books | <ul style="list-style-type: none">▪ Differentiation will be reflected in outcomes for pupils▪ Worksheets to be used only if needed to support the learning however children should be encouraged to record learning without the need for a worksheet▪ Year 1 expectation is that children will record 3-4 pieces of learning per half-term. Whole class learning to be captured in the Big Book for Science.▪ Year 2-6 expectation is that children will record 5-6 pieces of learning per half-term.▪ All new units of learning should be presented with a unit cover page. |
| Learning environment | <ul style="list-style-type: none">▪ Working wall to reflect current unit of learning. It should include key vocabulary, key aids to support the learning and children's learning. |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none">▪ Science Key Performance Indicators for children to be kept up-to-date in the class assessment folder according to the assessment policy. |
| Resources | <ul style="list-style-type: none">▪ All staff are responsible for the Science cupboard resources. |

Computing expectations ~ the way we do things around here

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| Planning | <ul style="list-style-type: none"> ▪ Half-termly plans completed using the school's agreed planning proforma ▪ Use plans from Knowsley to create a weekly plan / Notebook lesson for the unit of learning ▪ If a PowerPoint is given as a resource, it will be adapted to include a WALT, Success Criteria (if needed), vocabulary and teaching of skills/knowledge through modelling and resources. ▪ Planning will be evaluated after each lesson as necessary to support teaching, learning and assessment (on printed Notebook/ weekly planning) ▪ Resources must be identified and requested at least 2 weeks prior to teaching the lesson e.g. iPads, laptops, apps etc* |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ Make lessons practical where appropriate/in line with the Knowsley scheme. ▪ Support staff to aid in teaching and learning where relevant |
| Children's learning | <ul style="list-style-type: none"> ▪ Ensure all children login using their correct details ▪ Differentiation reflected in outcomes for pupils ▪ Learning must be saved under each child's folder in the 'Pupils shared area' ▪ Children's learning logs provided for relevant units to be used as a record of learning on either an iPad or as a hardcopy. This will be kept in a folder for each child ▪ Learning from each lesson will be put into 'Computing Big Books' where appropriate |
| Learning environment | <ul style="list-style-type: none"> ▪ Ensure all computers are working ahead of the lesson and report any issues to the technician ahead of time ▪ Key vocabulary displayed with definitions where appropriate ▪ Where relevant, links to Computing are made in the classroom learning environment |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none"> ▪ Assessment for learning is very much an ongoing process in Computing and teachers should evaluate weekly plans/Notebook plans with assessment notes ▪ The school offers a range of computing after-school clubs throughout the year supported by the technician |
| Resources | <ul style="list-style-type: none"> ▪ *Electronic devices such as Ipads, laptops, apps need to be requested or booked on the calendar at least two weeks prior to the lesson ▪ Any other resources such as Beebots, Lego need to be requested one week prior to the lesson |

Wider Curriculum (RE, History & Geography) expectations

~ the way we do things around here

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| Planning | <ul style="list-style-type: none"> ▪ Use SACRE (RE) document for half-termly plans using the school's agreed planning proforma ▪ If using a resource from the Rising Stars Scheme for History or Geography, it will be adapted where necessary to suit the learning needs of the children ▪ At the beginning of each unit of learning for History or Geography, teachers will plan What I Must Know (W.M.K) using the school's agreed proforma ▪ Printed plans from Rising Stars scheme can be annotated or the PowerPoint adapted as a plan for each lesson |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ Teachers are encouraged to use an exciting hook to introduce the new unit of learning or an end of unit celebration ▪ Teachers are encouraged to use a range of methods and keep up-to-date with pedagogy for the teaching and learning of the wider curriculum |
| Children's learning in books | <ul style="list-style-type: none"> ▪ Dates must be written in words on the left hand side e.g. Monday 1 December 2019 ▪ Learning must be presented with high expectations at all times with the same expectations for handwriting as in English ▪ Worksheets to be used only if needed to support the learning however children should be encouraged to record learning without the need for a worksheet ▪ Variety of learning presented in books. E.g. photos, tables, charts, opportunities to apply writing ▪ At the beginning of each unit of learning, children will have a printed copy of What I Must Know (W.M.K) in their books as a title page ▪ For every history/geography lesson, children will write the subject name on the margin |
| Learning environment | <ul style="list-style-type: none"> ▪ Changed each term in advance of the unit of learning ▪ A timeline, map or globe will be part of the learning environment with key questions linked to the unit ▪ Display will have key vocabulary |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none"> ▪ Marking and Assessment Policy details marking for the wider curriculum ▪ Teachers will set project homework at the end of each half term for the next half term's unit of learning ▪ Teachers are encouraged to use a variety of assessment tools such as quizzes etc to see if children are making progress ▪ Trips to be arranged in advance and must link in well with the Curriculum. Ideas for trips are detailed within the BG curriculum |
| Resources | <ul style="list-style-type: none"> ▪ PDC boxes (books/ artefacts/ costumes) must be ordered before the start of a new unit of learning from the school's library service ▪ All staff are responsible for the history, geography and R.E resource cupboard |

Music expectations ~ the way we do things around here

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| Planning | <ul style="list-style-type: none">▪ Planning will show WALT, Success Criteria (if needed), starter activity, teaching of knowledge/skills through modelling, children's activities and plenary |
| Lesson Delivery | <ul style="list-style-type: none">▪ Children will take part in either listening, performing or composing▪ All staff and children in the lesson will join in with listening, discussion, composing, performing, singing, etc.▪ Children to use a wide range of musical instruments and be taught how to care for them▪ Singing assembly - all adults and children expected to join in with singing, and one other adult to keep tally of class points to encourage positive behaviour▪ Whole school assembly – classes to practice when appropriate for whole school assembly song |
| Children's learning in books | <ul style="list-style-type: none">▪ The school does not use music learning books in order to maximise practical learning during music lessons |
| Learning environment | <ul style="list-style-type: none">▪ The Creative Arts Room for Music will always be checked for health and safety before a lesson begins▪ Where relevant, links to music are made in the classroom learning environments▪ Displays in the Creative Arts Room show musical elements vocabulary at the front to support learning and where relevant, displays of learning in music depicting outcomes |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none">▪ The whole school Music assessment tracker is maintained by the Music specialist teacher where termly attainment is monitored▪ Assessment for learning is very much an ongoing process in music and teachers should evaluate plans with assessment notes▪ Additional enrichment in Music is provided through after-school clubs for Key Stage 1 and 2▪ Children from EYFS to Year 6 perform in the Winter and Spring concerts |
| Resources | <ul style="list-style-type: none">▪ Staff encouraged to utilise music resources but will check with the music teacher first to see whether the resources are available and are responsible for returning all instruments back to the music cupboard |

Physical Education expectations ~ the way we do things around here

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| Planning | <ul style="list-style-type: none"> ▪ Half-termly plans completed using the school's agreed planning proforma including the STEP principle for differentiation (modify Space, Task, Equipment, People) ▪ Planning will show WALT, Success Criteria (if needed), starter activity, teaching of skills/knowledge through modelling, children's activities and will focus on the four main aspects of good PE teaching with the whole child in mind; technical, psychological, physical and social |
| Lesson Delivery | <ul style="list-style-type: none"> ▪ Adults will aim to keep children active for at least 75% of the lesson, less teacher talk ▪ All staff in the lesson will wear suitable footwear for PE and a house team t-shirt of assigned house team where appropriate ▪ Children must wear house team t-shirt, sports trousers/leggings and suitable footwear for lessons ~ a letter should be sent to parents of any children who have not got the correct kit and a record kept ▪ No jewellery apart from stud earrings to be worn in PE lessons ▪ Injuries should be confirmed with the parent, children missing PE due to injury will complete a skills learning sheet (KS1 and KS2) to help them engage with the lesson ▪ If a child is well enough to be in school, they are well enough to take part in PE lessons including swimming ▪ Children in KS1 are expected to change in less than 5 minutes and get active as soon as possible in the classroom with fitness drills ▪ Children in KS2 are expected to change in less than 3 minutes and sit outside the changing rooms ~ noise is kept to a minimum so as not to disrupt other classes ▪ If a child forgets their kit, they are expected to wear the spare kit provided by the school. However, if they are in unsafe footwear for the lesson activities, then they will complete a KS1 or KS2 skills sheet whilst observing the lesson |
| Children's learning in books | <ul style="list-style-type: none"> ▪ The school does not use PE learning books in order to maximise activity time during PE lessons |
| Learning environment | <ul style="list-style-type: none"> ▪ The learning space for PE should always be checked for health and safety before a PE lesson begins ▪ Display boards to promote PE including clubs and competitions are utilised in the school hall and corridors ▪ Where relevant, links to sports and health are made in the classroom learning environment |
| Marking, Assessment, Intervention & Enrichment | <ul style="list-style-type: none"> ▪ The whole school PE tracker is maintained by the PE specialist teacher and PE Teaching Assistant where attainment is monitored as well as extra enrichment children are given such as a sports club ▪ Assessment for learning is very much an ongoing process in PE and teachers should evaluate plans with assessment notes ▪ Enrichment in PE is provided through after-school clubs and sports fixtures with local schools ~ the expectation is the Specialist PE teacher and TA will organise two or more fixtures per week |
| Resources | <ul style="list-style-type: none"> ▪ All staff are responsible for the PE cupboard resources and this is monitored and maintained by the PETA and PE teacher |

YEAR 1 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|--|---|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English – | Retelling of a character's routine Text: Last Stop on Market Street Recount Text: Elmer and the Lost Teddy | Recount Letter Text: Kipper's Toy Box. Recount Diary entry Text: Beegu | Shakespeare Festival Poem Text: The Tempest | Narrative Short story Text: Olivia Saves the Circus Narrative Descriptive setting Text: Where the Wild Things Are | Information about chicks Text: non-fiction information books Recount 'A visit to the farm' | Narrative Traditional Tale Text: Little Red Riding Hood Poetry Shape poems Text: Patterns and Rhymes |
| Maths | Number: Place Value within 10 (4weeks) Addition and subtraction within 10 (4 weeks) Place Value within 20 (2 weeks) Addition and subtraction within 20 (2 weeks) | | Number: Continue addition and subtraction within 20 (2 weeks) Place Value within 50 (3 weeks) Place value within 100 (2 weeks) Multiplication and Division- including multiples of 2,5 and 10 (3 weeks) Fractions (2 weeks) | | Measurement: Length and Height (2 weeks) Weight and Volume (2 weeks) Time (2 weeks) Money (1 week) Geometry: Shape (1 week) Position and Direction (1 week) Consolidation | |
| Science | Animals including Humans Ourselves | Animals and Humans Our Pets | Everyday Materials Let's Build | Everyday Materials Marvellous Materials | Seasonal Changes Wonderful Weather | Plants What's Growing in our Gardens? |
| Computing | e-safety- My online life (lesson 1-2) What is a computer? (5 weeks) | e-safety – Modern tales (3weeks) animate with shapes (3 weeks) | e-safety- My online life (lesson 3) Drawing Maths (5weeks) | e-safety- My online life (lesson 4) Mini-Beasts (5 weeks) | e-safety- My online life (lesson 5-6) My Robot the Friend | e-safety- My online life (lesson 7-8) TBC |
| Wider Curriculum (History or Geography) | Geography: Our Local Area What's it like where we live? | History: My Family History What was life like when our grandparents were children? | History: The Greatest Explorers Who were the greatest explorers? | Geography: People and their Communities Where in the world do these people live? | Geography: Animals and their Habitats Where do our favourite animals live? | History: Great Inventions – Transport How did the first flight change the world? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|---|---------------------------------------|--|---|---|---|
| Religious Education | 1.1 Who is a Christian and what do they believe? <i>Christianity</i> | | 1.5 What makes some places sacred? <i>Christianity, Judaism and Islam</i> | | 1.7 What does it mean to belong to a faith community? <i>Christianity, Judaism and Islam</i> | |
| Art & Design | Looking & Mark-making (combined drawing) | Sculpture & Prehistoric art (clay) | D.T. Focus (see Design & Technology Overview) | Drawing Skills & the Renaissance (various drawing tools) | Pastels & the Northern Renaissance (oil pastels) | D.T. Focus (see Design & Technology Overview) |
| Design & Technology | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Art (see Art Overview) | Appealing 2D design for ourselves (print) | Art (see Art Overview) | Art (see Art Overview) | Moving, Functional 3D design (cardboard +wood) |
| Music | Sounds and Senses | Rhythms and Patterns | Melodic Patterns | Melodic Ostinato Patterns | All about Pitch! | Marching band – playing as part of a large ensemble |
| Physical Education | Dance 1 All about me! Gymnastics 1 | Gymnastics 2 Dance 2 | Dance 3 Celebrations Ball Skills | Ball skills 2 Dance 4 Circus skills | Outdoor games Parachute Games | Athletics Games 2 |

YEAR 2 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|--|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English | Instruction How to Put out a Fire. Text: books on Fire Safety. Explanation Explaining the events of the Great Fire of London. Text: Explanation texts Great fire | Recount Letter Text: Man on the Moon Recount Diary entry Text: The Journey Home | Shakespeare Festival Storm setting Text: The Tempest Poetry: Sound collector related to sounds of the seasons Text: Sound Collector | Narrative Short Story Text: Billy and the Beast Recount Recount a trip to the seaside/holiday | Information Biography on famous figures. Text: biographies and information books on famous figures. | Narrative Traditional stories on Dragons. Text: Tell Me a Dragon/ George and the Dragon. |
| Maths | Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks) | | Number: Fractions (3 weeks) Measurement: Mass, capacity and temperature (3 weeks) Length and Height (1 week) Time (2 weeks) Money (2 weeks) Statistics: (2 weeks) | | Geometry: Properties of Shape (3 weeks) Position and Direction (3 weeks) *To be covered before May SATs window and consolidated in Summer 2 Consolidation | |
| Science | Uses of Everyday Materials Materials Matter | Uses of everyday Materials Squash, bend, twist, stretch | Animal Life Cycles Healthy Animals | Animal Life Cycles Habitats | Plants Ready, Steady, Grow! | Habitats Gardens and Allotments |
| Computing | e-safety - Online buddies (4 weeks) Maths madness (2 weeks) | e-safety- My online life (lesson 1) Code a story (4 weeks) | e-safety- My online life (lesson 2-3) Story land (4 weeks) | Story land (4 weeks) e-safety- My online life (lesson 4) | e-safety- My online life (lesson 5-6) Presentations and Typing | e-safety- My online life (lesson 7-8) TBC |
| Wider Curriculum (History or Geography) | History: Bonfire Night and the Great Fire of London Did the Great Fire make London a better or worse place? | Geography: Seasons What are seasons? | Geography: Journeys – Food Where does our food come from? | History: Holidays How have holidays changed over time? | History: Our Local Heroes Who are our local heroes? | Geography: Our Wonderful World What are the seven wonders of our world? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|---|---|--|---|---|-------------------------------------|
| Religious Education | 1.2 Who is a Muslim and what do they believe? <i>Islam</i> | | 1.4 What can we learn from sacred books? <i>Christianity, Judaism and Islam</i> | | 1.8 How should we care for others and the world, and why does it matter? <i>Christianity and Judaism</i> | |
| Art & Design | D.T. Focus (see Design & Technology Overview) | D.T. Focus (see Design & Technology Overview) | Painting & Romanticism (watercolour) | Observational Drawing Skills (varied mediums) | D.T. Focus (see Design & Technology Overview) | Sculpture- Land Art (found objects) |
| Design & Technology | Functional 2D print design (direct plate printing) | Building Sturdy 3D structures (cardboard modelling) | Art (see Art Overview) | Art (see Art Overview) | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Art (see Art Overview) |
| Music | Melodic Ostinato Patterns | Changing Rhythms and Patterns | Reading staff music notation | Famous Composers 1 | Famous composers 2 | Famous Composers 3 |
| Physical Education | Dance 1 Ball Skills 1 | Gymnastics 1 Dance 2 | Net/Wall games (striking skills) Gymnastics 2 | Ball Skills 2 Dance 3 | Dance 4 Outdoor games | Athletics Gymnastics 3 |

YEAR 3 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|--|--|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English | Instructions Text: Stone Age Boy Poetry Shape Poems | Recount Letter from future characters. Text: Charlie and the Chocolate Factory. | Shakespeare Festival A speech/monologue from a main character. Text: Julius Caesar | Narrative Re-writing a section of the story. Text: Ice Palace | Non-fiction Non-chronological report on Plants Text: non-fiction texts | Narrative Short Story Text: Iron Man |
| Maths | Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks) | | Number: To continue Multiplication and Division (2 weeks) Fractions (5 weeks) Measurement: Mass and capacity (3 weeks) | | Measurement: Length and Perimeter (3 weeks) Time (3 weeks) Money (1 week) Statistics: (2 weeks) Geometry: Properties of Shape (2 weeks) Consolidation | |
| Science | Rocks Rocks and Fossils | Light and Shadows | Animals including Humans Keeping Healthy | Forces and Magnets Amazing Magnets | Plants Roots and Shoots | Plants Artful flowers, fruits and seeds |
| Computing | Online detectives (6 weeks) | e-safety- My online life (lesson 1-2) Dancing robots (5 weeks) | e-safety- My online life (lesson 3) Rainforests (5 weeks) | e-safety- My online life (lesson 4) T-shirt designer (5 weeks) | e-safety- My online life (lesson 5-6) Be Digitally Awesome | e-safety- My online life (lesson 7) TBC |
| Wider Curriculum (History or Geography) | History: The Stone Age What was new about the New Stone Age? | Geography: Climate and Weather Why is climate important? | History: The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age? | Geography: Our World Where on Earth are we? | History: Local History Why should we preserve our locality? | Geography: Coasts Do we like to be beside the seaside? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|---|
| Religious Education | L2.1 What do different people believe about God? <i>Christianity, Islam, Humanism and Hinduism</i> | | L2.2: Why is the Bible important for Christians today? <i>Christianity</i> | | L2.5 Why are festivals important to religious communities <i>Christianity, Hinduism, Islam and Judaism</i> | |
| Art & Design | D.T. Focus (see Design & Technology Overview) | Drawing Skills & Still Life (shading w/ varied mediums) | Painting & the Impressionists (ready-mix+ watercolour) | D.T. Focus (see Design & Technology Overview) | Student& Exhibition theme led LCC project (subject to yearly change) | D.T. Focus (see Design & Technology Overview) |
| Design & Technology | 3D modelling design for a target audience (clay) | Art (see Art Overview) | DT- Cooking & Nutrition 2/3 Sessions after Science Unit | Appealing Textile design (textiles-stitching) | Art (see Art Overview) | Eco-friendly design- (Moving 3d models) |
| Music | Rhythms and Patterns | | Reading and composing (Recorders) | | Composing and performing – large ensemble | |
| Physical Education | Hockey (invasion games) Netball (invasion games) | Gymnastics - Symmetry Dance + Ice Skating | Handball Health and fitness | Football skills (invasion games) Dance | Cricket Skills (striking games) Net/Wall games – Tennis focus | Athletics <i>Flexible unit/needs based</i> |
| Modern Foreign Languages (Spanish) | A new start -Getting to know you -Numbers -Colours | The calendar and celebrations -Bonfire night colours -Commands colours numbers -Calendar time -Christmas | Animals -Epiphany celebrations -Animals around us -Colours | Carnival and playground games -Carnival and playground games -Easter | Food -Breakfast -Fruit nouns -The Hungry Giant | Going on a picnic -Maps -Going on a picnic |

YEAR 4 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|--|--|--|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English | Poetry Structured poems Narrative Section of the story from Characters POV focus on setting Text: Marcy and the Riddle of the Sphinx. | Recount Newspaper article Text: Egyptian Echo | Shakespeare Festival Recount Letter Text: Anthony and Cleopatra | Narrative Fables Text: Michael Rosen's Aesop's Fables. | Explanation Explanation on Earthquakes/ Volcanoes Text: non-fiction books | Narrative Short Story Text: Street child |
| Maths | Number: Place Value (4 weeks) Addition and subtraction (3 weeks) Multiplication and Division (5 weeks) | | Number: Continue Multiplication and Division (1 week) Fractions (4 weeks) Decimals (5 weeks) Measurement: Money (1 week) (to continue in Summer) | | Measurement: Continue Money (1 week) length and perimeter (1 week) Area (1 week) Time (1 weeks) Statistics: 2 weeks Geometry: Properties of Shape (3 weeks) Position and direction (1 week) Consolidation | |
| Science | Electricity It's Electric! | States of Matter States of Matter Scientists | Living Things and their Habitats Name that living thing! | Sound Listen Up! | Animals, inc humans Excuse me, are these your teeth? | Living things and their habitats Help Our habitat |
| Computing | Fake or Real (6 weeks) | e-safety- My online life (lesson 1-2) Hour of code (5 weeks) | e-safety- My online life (lesson 3) Dinosaurs (5 weeks) | e-safety- My online life (lesson 4-5) Minecraft challenges (5 weeks) | e-safety- My online life (lesson 6) Endangered animals | e-safety- My online life (lesson 7-8) TBC |
| Wider Curriculum (History or Geography) | Geography: The Americas Can you come on a Great American Road Trip? | History: The Ancient Egyptians How much did the Ancient Egyptians achieve? | Geography: Rivers and the Water Cycle How does the water go round and round? | History: Roman Britain What happened when the Romans came to Britain? | Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll? | History: Crime and Punishment How has Crime and Punishment changed over time? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|---|
| Religious Education | L2.3: Why is Jesus inspiring to some people? <i>Christianity</i> | | L2.6: Why do some people think that life is a journey? What significant experiences mark this? <i>Christianity, Hinduism and Judaism</i> | | L2.8: What does it mean to be a Hindu in Britain today? <i>Hinduism</i> | |
| Art & Design | Painting & Proportion (grid drawing + ready-mix) | D.T. Focus (see Design & Technology Overview) | Sculpture/ Textiles & Expressionism (relief card sculpture + silk painting) | D.T. Focus (see Design & Technology Overview) | Drawing & Cubism (facial features in oil pastels) | Collage/ Photography & Surrealism (digital photography) |
| Design & Technology | Art (see Art Overview) | Architecture and technical drawing skills (pencil grades & linear perspective) | Sturdy, Strong 3D modelling. Textile Design (relief card sculpture + textiles-painting) | Print Design for target audience and client (BEE project) | Art (see Art Overview) | Art (see Art Overview) |
| Music | | Dynamics (Egyptian theme) | | Music from another culture: Samba Music | | Composition and Performance |
| Physical Education | Netball <i>Swimming + water safety</i> | Gymnastics <i>Swimming + water safety</i> | Dance <i>Swimming + water safety</i> | Football skills (invasion games) <i>Swimming + water safety</i> | Striking and Fielding - Cricket <i>Swimming + water safety</i> | Athletics <i>Swimming + water safety</i> |
| Modern Foreign Languages (Spanish) | Welcome to school -Super learners | Local area -Bonfire night poem -Commands/actions -Shops, signs, directions -Christmas sparkle | Family tree -Epiphany time again -Meet the alien family | Carnival, body parts -Carnival of animals -Body parts -Easter egg hunt | Feeling unwell & Jungle animals -I don't feel well -Walking through the jungle | Summer time -Weather -Ice cream |

YEAR 5 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|---|---|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English | Explanation Text: Beowulf Recount: Diary entry Text: Beowulf | Non-Fiction Non-chronological report Text: non-fiction texts | Shakespeare Festival Recount Persuasive letter Text: Macbeth | Narrative Viking Myth Text: Illustrated Norse Myths | Recount Newspaper article Text: Ice Trap (fiction) | Non-fiction Argument on sweat shops Text: non-fiction texts Poem Narrative poem Text: The Highwayman |
| Maths | Number: Place Value (3 weeks) Addition and subtraction (2 weeks) Multiplication and Division (5 weeks) Statistics: 2 weeks | | Number: Fractions (6 weeks) Decimals and Percentages (6 weeks) | | Measurement: Converting units (2 weeks) Volume (1 week) Perimeter and Area (2 week) Geometry: Properties of Shape (3 weeks) Position and direction (1 week) Consolidation | |
| Science | Living Things and their Habitats The art of living | Forces May the forces be with you | Properties and changes of materials Music festival materials | Properties and changes of materials | Earth & Space Space! | Animals (including humans) Life Explorers |
| Computing | e-safety- My online life (lesson 1) Girls v Boys: STEAM Challenges (5 weeks) | e-safety- My online life (lesson 2) Youtuber (5 weeks) | Making AR Games (6 weeks) | News Reporter and podcasting (3 weeks) Video Game Music Composer (3 weeks) | e-safety- My online life (lesson 3-4) Web Designer | e-safety- My online life (lesson 5-6) TBC |
| Wider Curriculum (History or Geography) | History: The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age? | Geography: Changes in our Local Environment How is our country changing? | Geography: Europe – A Study of the Alpine Region Where should we go on holiday? | History: The Vikings Would the Vikings do anything for money? | History: Journeys What makes people go on a journey? | Geography: Journeys – Trade Where does all our goods come from? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|--|---|
| Religious Education | U2.1 Why do some people believe God exists? <i>Christianity and Humanism</i> | | U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? <i>Christianity</i> | | U2.3 What do religions say to us when life gets hard? <i>Christianity, Islam, Hinduism and Humanism</i> | |
| Art & Design | Painting/ Sculpture & Abstract Expressionism (cane and card modelling) | D.T. Focus (see Design & Technology Overview) | Arts Award (collage +/- felt making) | | D.T. Focus (see Design & Technology Overview) | Drawing/ Mixed Media & Pop Art (various drawing mediums) |
| Design & Technology | Art& Crafts: Product Design for target audience and client (clay) STEAM Challenge | Sturdy, Complex 3D modelling (cane and card modelling) | (Arts Award) Learning about designers (textiles- felt making) | | Art (see Art Overview) | Forces and simple chain reaction machines (found object construction) |
| Music | Traditional Instruments (non-western) | Traditional Instruments 2 (non-western) | Composing and performing | Composing and performing – timbre/texture | Rhythms and Patterns (percussion) | Melodic Ostinato Patterns |
| Physical Education | Arts Award 1 st class (Dance) Dance Basketball | Arts Award 2 nd class (Dance) Dodgeball & Handball | Gymnastics 1 Rounders – striking & fielding | Hockey (invasion games) Badminton (net game skills) | Net/wall games – Tennis focus Gymnastics 2 | Athletics <i>Flexible unit/needs based</i> |
| Modern Foreign Languages (Spanish) | My school, my subject -Talking all about us -School subjects, my opinions | Time in the city -In the city -Christmas shopping | Healthy Eating -Verbs -Going to the market -Healthy recipe | Clothes & Colours -Carnival, colours and clothes | Out of this world -Out of this world | Going to the seaside |

YEAR 6 Curriculum Overview

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|--|
| Big Thinking | See Big thinking subject section within BG curriculum document for progression, teacher selects stimuli and themes | | | | | |
| English | Non-fiction Persuasive brochure Text: travel brochures and trip to Gorsefield | Recount Diary entry Text: One Thousand and One Arabian Nights Recount Letter Text: One Thousand and One Arabian Nights | Shakespeare Festival Soliloquy Text: Romeo and Juliet Argument Balanced and biased argument on evacuation during WWII | Narrative Short story with a flashback Text: Video of The Piano | SATs revision | Transition units/creative writing |
| Maths | Number: Place Value (2 weeks) Addition, subtraction, Multiplication and Division (4 weeks) Fractions (4 weeks) Decimals (2 weeks) | | Number: Percentages (2 weeks) Algebra (2 week) Ratio (2 weeks) Measurement: Converting units (1 weeks) Perimeter, Area and Volume (2 weeks) Statistics: 2 weeks | | Geometry: Properties of Shape (2 weeks) Position and Direction (1 week) <u>*To be covered before May SATs window and consolidated in Summer 2</u> Consolidation for transition to Year 7 | |
| Science | Light Crime lab investigations | Electricity Electric celebrations | Living Things and their Habitats Classification Connoisseurs | Evolution and Inheritance Game of Survival | Animals including humans The Art of being Human | Second-look Science – The Science of Sport |
| Computing | Online safety dilemmas (10 weeks) | | e-safety- My online life (lesson 2 & 3) VR Worlds (10 weeks) | | e-safety- My online life (lesson 4-5) Maths: Solve IT club (5 weeks) | e-safety- My online life (lesson 6-7) Crossy Roads (5 weeks) |
| Wider Curriculum (History or Geography) | History: The Mayan Civilisation Why should we remember the Maya? | History: The Ancient Greeks What did the Greeks do for us? | Geography: South America – The Amazon What is life like in the Amazon? | History: The Impact of War Did WWI or WWII have the biggest impact on our locality? | Geography: Protecting our environment Are we damaging our world? | Geography: Our World in the Future How will our world look in the future? |

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|---|
| Religious Education | U2.7: What matters most to Christians and to Humanists? <i>Christianity and Humanism</i> | | U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? <i>Christianity, Islam and Humanism</i> | | U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? <i>Christianity, Islam and Hinduism</i> | |
| Art & Design | D.T. Focus (see Design & Technology Overview) | D.T. Focus (see Design & Technology Overview) | Sculpture & Modernism (cane and mod roc) | D.T. Focus (see Design & Technology Overview) | Photography and Portraiture (digital photography) | New Media & Contemporary Art Movements (performance/ installation) |
| Design & Technology | Surface design and drawing tool use for repeating motifs (drawing + clay if time) | New Media- e-textiles, sewing with electricity (textiles- stitching simple circuits with LEDs) | Art (see Art Overview) | Post-Modernism: Design for target audience and client (print+ clay) | Art (see Art Overview) | Art (see Art Overview) |
| Music | Rhythms and Melodies (percussion focus) | Composing in Rondo form | 5-beat Rhythms | Melodic Shapes | | |
| Physical Education | Netball (invasion games) Outdoor/ adventurous activities – Year 6 Residential | Health and Fitness | Gymnastics 1 | Tag-Rugby (invasion games) | Cricket (striking & fielding) Outdoor/ adventure Kayaking | Intensive swimming (3 weeks per class) Athletics |
| Modern Foreign Languages (Spanish) | Everyday life -Revisiting me -Time o'clock -Daily life of a superhero | Where I live, where you live -Space house -Hopes and roles -Paddington's Xmas sandwich | Playing and enjoying sport -Happy New Year -Investigating sports | This is me, hobbies and fun -All the fun of the fair -Favourites | Café culture and restaurants -Café culture -Eating out | Performance time -Tour de France -Presentations -Class newspaper |