

Bigland Green Curriculum

aspirations in action...



Bigland Green's mission is to increase children's life chances.

This curriculum aims to provide a good quality of education 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.

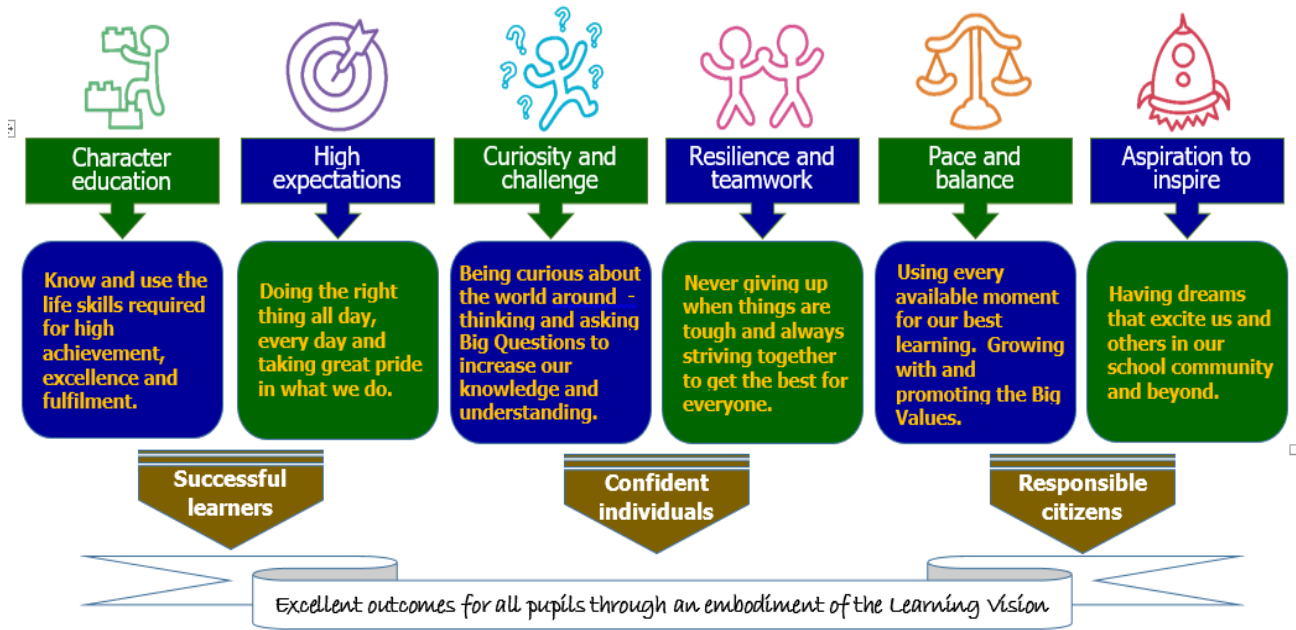
Our curriculum has been designed to provide our children with the knowledge, understanding and opportunities for application by having a progressive, structured approach that also gives the creative opportunities to our teaching staff to deliver the very best for the children. It is designed to be logical, 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.

The school recognises that a great curriculum will need constant review to ensure the best teaching and learning.

Next full review date: July 2024

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 ▪ 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
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, diagrams etc ▪ Photographs should only be used where there will be an impact on children's learning. E.g. where a child has not recorded in their books such as mini white-board work. A caption should accompany any photograph. Photographs of other children's learning should not be included in books or to document an activity as this will be shown on planning ▪ 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 classroom has a book corner which is inviting ▪ All classrooms will have working walls for subjects taught in that room and appropriate resources to support the unit of learning
Assessment and Feedback	<ul style="list-style-type: none"> ▪ The school has an agreed Assessment and Feedback 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 school's 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.

Feedback and Assessment

Staff members will use reflective feedback to identify the big picture by looking through pupils learning at the end of each lesson. The assessment insights will be used to improve teaching and learning and promote progress.

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.

Daily Learning Reviews

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

Teaching and Learning Conversations - TLC

Team TLC

This involves Team Leaders discussing the quality of learning/education with individual teachers and identifying strengths and areas for further improvement.

Leaders' TLC

The Headteacher has discussions with team and curriculum leaders about (a) the curriculum, (b) support for learning, and (c) pupil progress. Any mini action plans are evaluated and reviewed.

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 Reception baseline, Phonics screening in Year 1, KS1 SATs (non-statutory), Multiplication Tables Check in Year 4 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

The school curriculum for Nursery and Reception are based on the revised framework for Early Years Foundation Stage¹ (EYFS).

The Statutory Framework for the EYFS states that:

"All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving."

The Three prime areas are:

- **Communication and Language (C&L)**
- **Physical Development (PD)**
- **Personal, Social and Emotional Development (PSED)**

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

- **Literacy**
- **Mathematics**
- **Understanding the world (UTW)**
- **Expressive arts and design (EAD)**

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 Goals².

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 Little Wandle Systematic Synthetic Phonics. Phonics is introduced and taught in Nursery so that our children are ready for the learning in Reception. Please refer to the 'Learning to Read at Bigland Green' document.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Curriculum weekly offer

Nursery weekly offer

- Daily – singing of nursery rhymes, literacy and mathematics, end of day story, free access to outside.
- Weekly Little Wandle Rhyme Time from autumn 2

Reception weekly offer

- Daily Phonics, Daily literacy and Numeracy, end of day story, Little Wandle Daily Supported Reading, weekly 1:1 reading with a class adult, free access to outside
- Tuesday – Friday Learning to Read
- Weekly PE.

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. The aim of the EYFS curriculum at Bigland Green is to offer children knowledge and experiences to grow, develop and learn. The curriculum also prepares children to be successful learners at Key Stage 1.

Our themes are broad enough to ensure key knowledge is taught yet also following the children's needs and interests. The curriculum is designed to give opportunities to introduce, consolidate and independently apply all that has been learnt. 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.

Characteristics of effective learning

When planning for the children's development in the medium or short term Characteristics of effective learning are referred to. We also use these as part of our on entry observations and share with parents in our written report format.

Computing

Computing is embedded throughout our curriculum. We plan specific computing activities using Barefoot Computing EYFS resources. We also think of the skills of computing in our everyday teaching and learning and know how this links together.

The Digital Literacy part of the Pillars of progression which are the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world begins in EYFS.

2023 -2024: Curriculum for Nursery and Reception ~ Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rationale	To ensure all children begin the year with knowledge of rhymes and traditional stories and can apply this throughout the year.	To think about what is important to us and develops to a wider focus of the world including importance of light and our solar system.	Children are more settled to share and therefore learn about themselves.	Introduction to parts of a plant and what is needed to grow. Awe and wonder of growing their own.	Expand children's world from beyond London and United Kingdom. Farm, wild, minibeasts and dinosaurs are covered>>	Prepare for their new environment by experiencing it as appropriate. Sea creatures explored.
Theme	Once upon a time	Treasure	Who am I?	Plants and Flowers	Animals	Animals continued and Transition
Suggested key books	Nursery Rhymes, Each Peach Pear Plum A. Ahlberg, Goldilocks and the Three Bears, Little Red Riding Hood	The Paper Dolls J. Donaldson, Star in the JarS. Hay, Dogger Shirley Hughes, Look up! N Bryon, Christmas story	Owl Babies M.Waddell Here's a little poem Kipper's Birthday Mick Inkpen, Giraffe's Can't Dance G Andreae Be who you are T Parr All are Welcome! Alex Penfold, Anna Hibiscus song Atinuke	Jack and the Beanstalk, Titch R Hutchins Stanley's Stick J Hegley non-fiction Plant a rainbow, The Tiny Seed-E Carle New life spring	What the ladybird heard J. Donaldson, The Very Hungry Caterpillar E. Carle, Yucky Worms V French, Aargh Spider Reception - E.Carle as author	Non fiction Tanka Tanka Skunk Steve Webb The Leopard's Drum Jessica Souhami Walking through the Jungle Julie Lacome Dear Zoo R Campbell
Possible Visits/Trips/Enrichment	Bulb planting	Autumn experiences. Children bring in what they treasure from home throughout the term to make a book. End of term party	Nursery Reading to Learn In school theatre performance	Use of EYFS garden – planting, sowing Mothering Sunday Nursery mathematical Easter Egg hunt Take a seed planted home	Reception Discovery Centre Reception Writing book for Transition to Year 1	Caterpillars Visit to Mudchute farm Sports Day EYFS picnic
Parental support	Join your local library. Continue, or start the habit of reading every day and writing in your child's Reading Record.	Talking together about what is important to you at home. Bring in treasure from home to share	Understand who is in your family.	Look after your seed/bulb from school, go for walks in the park.	Learn baby animal names and know a wide range of animals and where they live.	Talk about what your child has learnt this year and how ready for the next year. Listen to any concerns.

2024 -2025: Curriculum for Nursery and Reception ~ Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rationale	Reception stories build on nursery. Children in Reception are more settled so can build on deeper literacy than when in nursery.	Thinking about their homes and where we live. Learning about environments different to our context.	Understanding where food comes from and importance of healthy eating.	Learning about different countries in the world and different forms of transport.	Water links to planting again for all children. Tactile exploration and experiences of different places>>	Prepare for their new environment by experiencing it as appropriate.
Theme	Once upon a story	Homes and Buildings	What shall we eat?	Where shall we go?	Sand and Water	Sand and Water
Suggested key books	Nursery Rhymes Each Peach Pear Plum A. Ahlberg, Goldilocks and	The Three little Pigs, Home – Carson Ellis Non	Handa's Surprise- E.Browne, Biscuit Bear-M. Grey The Little Red Hen,	Little Red Riding Hood, Mr. Gumpy's Outing J.Burningham, The Train	Billy's Bucket by K.Grey, Surprising Sharks N. Davies	Shark in the Park N Sharrat Anna Hibiscus Splash! – Atinuke Shirley Hughes – stories and poems

	the Three bears, Gingerbread Man, Little Red Riding Hood	fiction texts Christmas Story	Gigantic Turnip, Non Fiction, I will not ever eat tomato- Lauren Child Oliver's Vegetables-V French	Ride-J Crebbin, Naughty Bus!-J Oke Non fiction New life spring	Non fiction	
Possible Visits/Trips/enrichment		Walk around the school building. Autumn experiences. End of term party	Cooking and food tasting in school Nursery Reading to Learn	Mothering Sunday Walk around the school or local environment Nursery mathematical Easter Egg hunt	Take a seed planted home Reception – Discovery Centre Reception Writing book for transition	Caterpillars Beach visit Sports Day EYFS picnic
Parental support	Join your local library. Continue, or start the habit of reading every day and writing in your child's Reading Record.	As you walk about talk about the buildings you see. Take a trip into central London.	Talk about being healthy together as a family. Cook and go shopping together.	Talk about short journeys you go on, talk about longer travels your family have been on.	Have fun with water play in the bath, shower, washing up. Go to the River Thames and take a look.	Talk about what your child has learnt this year and how ready for the next year. Listen to any concerns.

Italics Learning linked to the developmental cycle of the academic year, not the topic

key knowledge of topic

>> on going throughout the year but particularly relevant to this topic>>

Cycle B - Nursery for prime and specific areas

		Once upon a story	Homes and Buildings	What shall we eat?	Where shall we go?	Sand and Water (plants need water)	Sand and Water
Prime Areas	Communication and Language (C&L)	<i>Listening to a story in small groups</i> Introduce traditional tales, characters, story line, nursery rhymes Learning names of children/adults in school Repetitive refrain	<i>Sing a large repertoire of songs</i> <i>Pay attention to more than one thing at a time, which can be difficult</i> Introducing vocabulary of topic eg, wall, window	<i>Enjoy listening to longer stories & can remember much of what happens.</i> <i>Know many rhymes</i> <i>Use a wider range of vocabulary eg, food eaten at lunch</i> <<Understand why questions >>	<i>Start a conversation with a friend and continue it for many turns</i> <i>Longer sentences 4-6 words</i> <i>Question which has two parts</i> Relate to own lives in full sentences Emergency vehicles	<i>Develop their communication, but may continue to have problems with irregular tenses</i> <i>Be able to talk about familiar books and to tell a long story.</i> <i>Start a conversation with an adult and continue it for many turns</i>	<i>Be able to express point of view using words and gestures.</i> <i>Develop their pronunciation but may have problems saying some sounds</i>
	Physical Development (PD)	<i>Be increasingly independent in meeting their own care needs</i> <i>Start eating independently learning how to use a knife and fork</i> Sitting on the carpet as part of a large group Moving in a large space Holding mark making implement	<i>Increasingly independent putting coats on and doing zips</i> <i>Use large muscle movement to paint and make marks</i> <i>Show preference for dominant hand</i> <i>Use one handed tools and equipment</i> <<Skip, hop, stand on one leg and hold a pose for a game>> <<Go up steps and stairs or climb on apparatus using alternate feet. >>	<<make healthy choices about food , drink, tooth brushing>> <i>Use a comfortable grip with good control when holding pens and pencils.</i>	<<Collaborate with others to manage large items >> <<continue to develop their movement balancing, riding, and ball skills. >>	<<choose right resources to carry out their own plan>>	<i>Take part in some group activities which they make up for themselves, or in teams</i> <<Use large muscle movement to wave flags>>
	Personal, Social and Emotional Development (PSSED)	<i>Select and use activities and resources, with help when needed.</i> Saying goodbye to parent/carer Learning to be in Nursery	<i>Play with one or more other children,</i> <i>Remember rules without an adult needing to remind them</i>	<i>Develop sense of responsibility and membership of a community.</i> <i>Show more confidence in new social situations</i>	<i>Increasingly follow rules, understanding why they important</i> <i>Talk with others to solve conflict</i>	<i>Find solutions to conflicts and rivalries</i> <i>Extend and elaborate play ideas</i>	<i>Develop appropriate ways of being assertive.</i>
Specific Areas	Literacy Please see Appendix for Foundation for Phonics overview	<i>Read English left to right</i> Foundation for phonics begun through singing rhymes. Introduce book bag and Reading record to home Difference drawing and writing. Print/illustration Knowing have a name card.	<i>Print has meaning – reading the words</i> <i>Read English top to bottom</i> Turning pages 1 by 1 independently Reading name, knowing their name is needed on their learning. Choosing to mark make in their preferred area. Making book choices	<i>Understand page sequencing of print</i> <i>Write some or all of their name</i> <i>Recognise words with same initial sound</i> <i>Use some of their print and letter knowledge in their early writing</i> Foundation for phonics initial sounds <<Recipes, shopping lists >	<i>Foundation for phonics blending</i> Independently forming letters in name correctly Difference sentence, word, letter Confident to mark make with an adult focus. See themselves as a writer. <<tickets, drawings of journeys,	<i>Foundation for phonics segmenting and blending</i> <i>Spot and suggest rhymes</i> <i>Engage in extended conversation about stories</i> Writing name without name card	<i>Able to talk about what they have written.</i> <i>Write some letters accurately</i> See themselves as a writer with confidence to have a go in all areas of writing.

				Retelling a familiar story	read – destination, road names >>		
Mathematics	<<Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.>> 1,2,3 Saying numbers outloud Difference number and letter and number	<i>Recognise fast recognition of up to 3 objects</i> <i>Recite numbers past 5</i> <<Talk about and explore 2D and 3D shapes (for example, circles & cuboids) using informal & mathematical language: ‘sides’, ‘round’>> Numbers on door Introduce Milon Mathematical Monkey	<i>Say one number for each item in order</i> <i>Show finger numbers up to 5</i> <<compare quantities using language: more than>> <<talk about and identify patterns around them>> <<use informal language like spotty pointy>>	<i>Know that the last number reached when counting a small set of objects & tell you how many there in total</i> <<Describe a familiar route>> <<Select shapes appropriately>> Number on buses, transport	<i>Link numerals & amounts</i> <i>Experiment with their own symbols and marks as well as numerals</i> <i>Begin to describe sequence of events, real or fictional using words such as first</i> <<Make comparisons between objects relating to size, length, weight and capacity >>	<i>Solve real world mathematical problems with numbers up to 5</i> <i>Extend and create ABAB patterns</i>	
Understanding the world (UTW)	We live in a city (London) setting of traditional tales in woods We can learn knowledge from stories.	<<Begin to make sense of their own life story and family’s history>> <<Know that there are different countries in the world and talk about the differences they have experienced>> Vocabulary of homes - key parts of our home, homes beyond UK Know we live in London a city Christmas story	<<Use all senses in hands on exploration of natural materials>> <<Explore collections of materials with similar or different properties>> <<Talk about what they see, using a wide vocabulary>> <<understand key features of life cycle of plant>> <<talk about differences between materials and changes they notice>>	<<show interest in different occupations>> <<Explore how things work>> <<Explore the different forces they can feel>> Knowing that walking is a form of transport Learning parts of vehicles knowledge of where we live – introduce maps	<<Plant seeds and care for growing plants>> Know water, sun, soil needed for plant to grow. Waiting for seed to shoot. Exploring floating and sinking Life cycle of caterpillar/butterfly	<<Understand key features life cycle of animal>> <<talk about different forces they can feel>> <<Begin to understand need to respect and Care for the natural environment>> Vocabulary – river, sea, ocean, pond, lake River Thames	
Expressive arts and design (EAD)	Using aprons, cleaning paintbrushes between colours, name on art work. Role play area, using voices to sing songs	<i>Increasing detail in representational drawing</i> <i>Take part simple pretend play</i> <i>Explore different materials freely</i> Construction for a purpose	<i>Explore colour and colour mixing</i> <i>Remember and sing entire songs</i> <<Begin to develop complex stories using small world >> <<Draw increasing complexity and detail>>	<i>Play instruments with increasing control to express their feelings and ideas</i> <<Make imaginative and complex ‘small worlds’ with blocks and construction kits>> <<join materials and explore different textures>>	<i>Develop own ideas and then decide which materials to use to express them</i> <<Listen with increased attention to sounds>>	<i>Create their own songs, or improvise a song around one they know</i> <<Use drawing to represent ideas like movement>> << respond to what they have heard>>	

Cycle B - Reception for prime and specific areas

		Once upon a story	Homes and Buildings	What shall we eat?	Where shall we go?	Sand and Water (Plants need water.)	Sand and Water
Prime Areas	Communication and Language (C&L)	<i>Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding</i> Able to retell simple familiar stories. Talk about beginning, middle and end and characters.	<i>Use new vocabulary throughout the day eg, house, flat, home Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound</i>	<i>Learn poems, rhymes & songs. Use new vocabulary in different contexts</i> <<Articulate their ideas and thoughts in well-formed sentences>> <<retell a story once a deep familiarity with it>>	<<Ask questions to find out more and to check they understand what has been said to them>> <<use talk to help work out problems and organise thinking and activities to explain how things works and why they might happen>>	<<listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary>>	Retell the story with some exact repetition and some in their own words
	Physical Development (PD) NB Alongside PE curriculum	<i>Forming letters correctly. Pen grip Further develop and refine a range of ball skills</i> PE in the hall	<i>Develop small motor skills range of tools.</i>	Trying different foods Knowledge of healthy eating <<Know and talk about different factors that support their overall health and well being>>	<i>Revise and refine the fundamental movement skills</i> <<Use a range of tools competently (making vehicles)>> <<being a safe pedestrian>>	<i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i>Combine different movements with ease and fluency</i>
	Personal, Social and Emotional Development (PSED)	Welcoming new children into class. <i>Manage their own needs</i>	<i>Build constructive and respectful relationships</i>	<i>Express their feelings and consider feelings of others</i>	<i>Using talk to solve conflict</i>	<i>Think about perspectives of others</i>	<i>Show resilience and perseverance in the face of challenge</i>
Specific Areas	Literacy See Appendix ? for Little Wandle for Phonics progression	<i>Read individual letters by saying sound of them</i> Know beginning, middle and end Performing in class Repetitive refrain 1:1 reading, Little Wandle	<i>Blend sounds into words so that they can read short words of known GPC. Read a few common exception words</i> Use of non-fiction texts	<i>Read some letter groups that each represent one sound and say sounds for them</i> <i>Spell words by identifying the sounds then writing the sounds with letter/s</i> Writing recipes and shopping lists applying phonics	<i>Re read what they have written and make sure it makes sense. Read simple phrases and sentences</i>	<i>Write short sentences with words known sound-letter correspondences using a capital letter and full stop.</i> Diary of beanstalk, life cycle caterpillar – non fiction writing	<i>Re read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</i>
	Mathematics See NCETM Mastering Number for progression throughout the year Appendix ???	Introducing Mastering number in Reception <i>Subitise Count objects, sounds and actions</i>	<i>Count beyond 10</i> <<Select, rotate and manipulate shapes in order to develop spatial reasoning skills>> >> <<Recognise shapes within shapes>>	Continue and copy repeating patterns <<Compare weight and capacity >> <<understand one more than/one less than' relationship>>	<i>Compare numbers</i> <<Compare length>> Use of number out and about – bus number, car number plates.	<<Compare weight, length and capacity >>	<i>Automatically recall number bonds for number 0-10</i>
	Understanding the world (UTW)	<<Comment on images of familiar situations in the past>> <<Understand the effect of changing seasons on the natural world around them>>	<<Talk about members of their immediate family and community>> <<Name and describe people who are familiar to them>> <<Understand that some places are special to	<<Compare and contrast characters from stories, including figures from the past>> Food names and types.	<<Recognise some similarities and differences between life in this country and life in other countries>> <<Draw information from a simple map>>	<<Recognise some environments that are different to the one in which they live>> <<Explore the natural world around them>> Floating and sinking – predictions	Sea creature names Beach – a different location to the city different environments.

		Knowing about other settings in stories, story maps linking to real maps.	members of their community>> <<Recognise that people have different beliefs and celebrate special times in different ways>> Increased vocabulary about homes – flat, house, home Know some of the key buildings in London – link occupations Christmas story		Barefoot Computing – plan directions Use of maps New life of spring, Mothering Sunday and Easter. Boats – floating and sinking	Use vocabulary of sun, soil, water, roots, petal, stem, root Explain lifecycle of caterpillar/butterfly and apply	
	Expressive arts and design (EAD) Well known songs, music and art work linked to the themes	<i>Develop story lines in their pretend play</i> <i>Sing in a group</i> Nursery rhymes	<i>Create collaboratively sharing ideas, resources and skills</i> Hundertwasser, Gaudi	Still Life Giuseppe Arcimboldo	<<Return to and build on their previous learning, refining ideas and developing their ability to represent them>> <<Listen attentively, move to and talk about music>> Small World journeys	<i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> Hokusai	<<Use drawing to represent ideas like movement>>

Cycle A - Nursery for prime and specific areas

		Once upon a Story	Treasure	Who am I?	Plants and Flowers	Animals	Animals
Prime Areas	Communication and Language (C&L)	<<Introduce traditional tales, characters, story line, nursery rhymes>> <i>Listening to a story in small groups</i> Learning names of children/adults in school	<i>Introducing vocabulary of topic</i> <i>Sing a large repertoire of songs</i> <i>Pay attention to more than one thing at a time, which can be difficult</i>	<i>Question which has two parts</i> <i>Enjoy listening to longer stories & can remember much of what happens.</i> <i>Know many rhymes.</i> <<Relate to own lives in full sentences >> Vocabulary of a person eg, elbow, knee	<i>Start a conversation with a friend and continue it for many turns</i> <i>Longer sentences 4-6 words</i> <<Understand why questions>> Petal, leaf, flower, tree	<i>Develop their communication, but may continue to have problems with irregular tenses</i> <i>Be able to talk about familiar books and to tell a long story.</i> <i>Start a conversation with an adult and continue it for many turns</i>	<i>Be able to express point of view using words and gestures.</i> <i>Develop their pronunciation but may have problems saying some sounds</i> Baby animal names
	Physical Development (PD)	<i>Holding mark making implement</i> <i>Be increasingly independent in meeting their own care needs</i> <i>Start eating independently learning how to use a knife and fork</i> Sitting on the carpet as part of a large group Moving in a large space	<i>Increasingly independent putting coats on and doing zips</i> <i>Use large muscle movement to paint and make marks</i> <i>Show preference for dominant hand</i> <i>Use one handed tools and equipment</i>	<i>Use a comfortable grip with good control when holding pens and pencils</i> <<Make healthy choices about food drink, activity and tooth brushing>> <<Start taking part in some group activities which they make up for themselves, or in teams>>			<i>Take part in some group activities which they make up for themselves, or in teams</i> <<Use large muscle movement to wave flags>>
	Personal, Social and Emotional Development (PSED)	Saying goodbye to parent/carer Learning to be in Nursery <i>Select and use activities and resources, with help when needed.</i>	<i>Play with one or more other children,</i> <i>Remember rules without an adult needing to remind them</i>	<i>Show more confidence in new social situations</i> <<Develop sense of responsibility and membership of a community>> <<Talk about their feelings using words like 'happy' 'sad'>>	<i>Increasingly follow rules, understanding why they are important</i> <i>Talk with others to resolve conflict</i>	<i>Find solutions to conflicts and rivalries</i> <i>Extend and elaborate play ideas</i>	<i>Develop appropriate ways of being assertive.</i>
Specific Areas	Literacy Please see Appendix 1 for Little Wandle – Foundation for Phonics	<i>Read English left to right</i> Foundation for Phonics begun with nursery rhymes Introduce book bag and reading record to home Difference drawing and writing, print/illustration Knowing have a name card.	<i>Print has meaning – reading the words</i> <i>Read English top to bottom</i> Reading name, knowing their name is needed on their learning. Choosing to mark make in their preferred area. Making book choice Turning pages 1 by 1 independently	<i>Understand page sequencing of print</i> <i>Retelling a familiar story</i> <i>Writing their name with name card – write some or all of their name</i> <i>Foundation for phonics initial sounds</i> <i>Recognise words with same initial sound</i> <i>Use some of their print and letter knowledge in their early writing eg, birthday cards,</i>	<i>Foundation for phonics blending</i> <i>Independently forming letters in name correctly</i> Difference sentence, word, letter Confident to mark make with an adult focus. See themselves as a writer. Diary of a beanstalk	<i>Foundation for phonics segmenting and blending</i> <i>Spot and suggest rhymes</i> <i>Engage in extended conversation about stories</i> Writing name without name card	<i>Able to talk about what they have written.</i> <i>Write some letters accurately</i> See themselves as a writer with confidence to have a go in all areas of writing.

				<<Recognise words with same initial sound>>			
Mathematics	<i>1,2,3</i> <i>Saying numbers out loud</i> <i>Difference number and letter and number is counting/amount</i> <i>Understand position through words alone – with no pointing.</i> <<Discuss routes and locations, using words like 'in front of' >>	<i>Recognise fast recognition of up to 3 objects</i> <i>Recite numbers past 5</i> <<talk about and explore 2D and 3D shapes>> <<use informal language like 'pointy' 'spotty' >> Introduce Milon Mathematical Monkey	<i>Say one number for each item in order</i> <i>Show finger numbers up to 5</i> <<compare quantities with more than fewer than>> <<Describe a familiar route>> <<Discuss routes and locations>> Age, date of birth – date and month	<i>Know that the last number reached when counting a small set of objects & tell you how many there in total</i>	<i>Link numerals & amounts</i> <i>Experiment with their own symbols and marks as well as numerals</i> <i>Begin to describe sequence of events, real or fictional using words such as first</i> <<talk about and identify patterns around them>>	<i>Solve real world mathematical problems with numbers up to 5</i> <<Extend and create ABAB pattern >>	
Understanding the world (UTW)	We live in a city (London) setting of traditional tales in woods. We can learn knowledge from stories.	<<explore collections of materials with similar or different properties>> <<show interest in different occupations>> <<begin to understand need to respect and care for the natural environment>> Stars and planets, day and night. Christmas story	<<Use all senses in hands for exploration natural materials>> <<Talk about what they see using a wide vocabulary>> <<Begin to make sense of their own life story and family's history>> <<Comntinue developing positive attitudes about differences between people>>	<<understand key features of life cycle of plant>> Know water, sun, soil needed for plant to grow. Waiting for seed to shoot. Exploring floating and sinking	<<Understand key features of the life cycle of a plant and animal>> Life cycle of a butterfly	<<Know that there are different countries in the world and talk about the differences they have seen in photos>> <<Begin to understand the need to respect and care for all living things>>	
Expressive arts and design (EAD)	Using aprons, cleaning paintbrushes between colours, name on art work. Role play area, using voices to sing songs	<i>Increasing detail in representational drawing</i> <i>Take part simple pretend play</i> <i>Explore different materials freely</i> Construction for a purpose -	<i>Remember and sing entire songs</i> <<Begin to develop complex stories using small world play>> <<Create closed shapes with continuous lines and begin to use to form objects>> Self portraits	<i>Play instruments with increasing control to express their feelings and ideas</i> <<Explore colour and colour mixing>>	<i>Develop own ideas and then decide which materials to use to express them</i> <<Make imaginative complex small worlds with blocks and construction>> <<draw with increasing complexity and detail>>	<i>Create their own songs, or improvise a song around one they know</i> <<show different emotions n their drawings and patterns >> <<listen with increased attention to sounds>>	

Cycle A - Reception for prime and specific areas

		Once upon a story Reception Baseline Assessment	Treasure	Who am I?	Plants and Flowers	Animals	Animals
Prime Areas	Communication and Language (C&L)	<i>Able to retell simple familiar stories. Talk about beginning, middle and end and characters. Engage in story times Develop social phrases Listen to and talk about stories to build familiarity and understanding</i>	<i>Use new vocabulary throughout the day. Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound <<Listen to and talk about selected non-fiction books >></i>	<i>Learn poems, rhymes & songs Use new vocabulary in different contexts <<Describe events in some detail>> Vocabulary of person – eyebrow, eyelash</i>	<i><<Ask questions to find out more and to check they understand what has been said to them>> Vocabulary of stem, roots,</i>	<i><<listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary>> More complex baby animal names eg foal</i>	<i>Retell the story with some exact repetition and some in their own words</i>
	Physical Development (PD) P.E	<i>Forming letters correctly. Pen grip PE in the hall</i>	<i>Develop small motor skills range of tools.</i>	<i><<Know and talk about different factors that support their overall health and well being>></i>	<i>Revise and refine the fundamental movement skills</i>	<i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>	<i>Combine different movements with ease and fluency</i>
	Personal, Social and Emotional Development (PSED)	Welcoming new children into class. <i>Manage their own needs</i>	<i>Build constructive and respectful relationships <<see themselves as a valuable individual>></i>	<i><<express their feelings and socially and emotionally>></i>	<i>Using talk to solve conflict</i>	<i>Think about perspectives of others</i>	<i>Show resilience and perseverance in the face of challenge</i>
Specific Areas	Literacy See Appendix ?? Little Wandle for Phonics progression	<i>Read individual letters by saying sound of them Know beginning, middle and end Performing in class Repetitive refrain 1:1 reading, Daily whole class Little Wandle</i>	<i>Read a few common exception words Blend sounds into words so that they can read short words of known GPC. Use of non-fiction texts</i>	<i>Read some letter groups that each represent one sound and say sounds for them Spell words by identifying the sounds then writing the sounds with letter/s</i>	<i>Re read what they have written and make sure it makes sense. Read simple phrases and sentences Diary of beanstalk</i>	<i>Write short sentences with words known sound-letter correspondences using a capital letter and full stop. Life cycle caterpillar – non fiction writing</i>	<i>Re read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i>
	Mathematics See Maths for progression throughout the year	Introducing Maths Mastery in Reception <i>Subitise Count objects, sounds and actions</i>	<i>Count beyond 10</i>	<i><<Continue and copy repeating patterns >> <<Compare weight and capacity >></i>	<i>Compare numbers <<Compare length >></i>	<i><<Continue, copy and create repeating patterns>></i>	<i>Automatically recall number bonds for number 0-10</i>
	Understanding the world (UTW)	<i><<Comment on images of familiar situations in the past>> <<Understand the effect of changing seasons on the natural world around them>> Knowing about other settings in stories, story maps linking to real maps.</i>	<i><<Name and describe people who are familiar to them>> <<Understand that some places are special to members of their community>> <<Recognise that people have different beliefs and celebrate special times in different ways>> Christmas story and</i>	<i><<Talk about members of immediate family & community>> Know about beyond where they live – similarities and differences life this country and other countries <<Describe what they see, hear, feel whilst outside>></i>	<i>Use of maps New life of spring, Use vocabulary of sun, soil, water, roots, petal, stem, root Sequencing of growth Barefoot Computing – plan directions</i>	<i><<Recognise some environments that are different to the one in which they live>> Explain lifecycle of caterpillar/butterfly and apply Number of legs on an insect/ spider</i>	

			explain links, understand differences	Know some of the key buildings in London. Link occupations to buildings Different types of maps			
	Expressive Art and Design	<i>Develop story lines in their pretend play Sing in a group</i> Nursery rhymes	<i>Create collaboratively sharing ideas, resources and skills</i>	<<Explore, use and refine a variety of artistic effects to express their feelings>> Self portrait	Construction – planning & improving	<<Listen attentively, move to music>> <<Watch and talk about dance and performance art>>	Eric Carle as illustrator Matisse –Snail Henri Rousseau Jungle Saent-Saens Carnival or animals

Eid is celebrated when it falls, other cultural celebrations dependent on children with class and wider community, national and global events as appropriate for children who are under 5. Seasons and weather are celebrated and explored throughout the year. Children gaining first hand experiences of them.

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>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>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>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
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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.

Year 3&4 Expectations

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 Continue with Year 1&2 sentence stems + -I would argue that... -I oppose this view because... -It is my strong belief that... -I support this view because... -I respectfully disagree because...	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 ...".	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: <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 -Holding focus during listening for longer periods -Noticing and using a wider range of facial expressions when speaking/listening -Beginning to use body language to help communicate effectively -Changing 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	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)	Sentence stems 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
	Non-verbal -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
Nursery	Cycle 1&2 - Once upon a story	Cycle 1 - Treasure Cycle 2 - Homes and Buildings	Cycle 1 – Who am I? Cycle 2 - What shall we eat?	Cycle 1 –Plants and Flowers Cycle 2 - Where shall we go?	Cycle 1 – Animals Cycle 2 -Sand and Water	Cycle 1 – Animals Cycle 2 – Sand and Water
Reception	Cycle 1&2 - Once upon a time	Cycle 1 – Treasure Cycle 2 - Homes and Buildings	Cycle 1 – Who am I? Cycle 2 - What shall we eat?	Cycle 1 - Plants and Flowers Cycle 2 – Where shall we go?	Cycle 1 - Animals Cycle 2 -Sand and Water	Cycle 1 - Animals Cycle 2 -Sand and Water
Texts (See MTPs for more details)	Poetry Fiction Nursery Rhymes	Poetry Fiction Nursery Rhymes	Poetry Fiction/ Non-Fiction Nursery Rhymes	Poetry Fiction/ Non-Fiction Nursery Rhymes	Poetry Fiction/ Non-Fiction Nursery Rhymes	Poetry Fiction/ Non-Fiction Nursery Rhymes
Links to Development Matters	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting	Communication and Language Literacy: Reading and Writing Physical Development: Handwriting
Systematic Synthetic Phonics (Little Wandle)	Children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.					
	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4 graphemes	Phase 4 graphemes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Labels, Lists and Captions Re-telling Text: Little Red Riding Hood	Re-telling Text: The Enormous Turnip	Shakespeare Festival Poem Text: The Tempest	Narrative Short story Text: Olivia Saves the Circus	Non-chronological report about chicks Text: non-fiction information books.	Descriptive setting Text: The Something
	Re-telling Text: Elmer and the Lost Teddy	Diary entry Text: Beegu		Descriptive setting Text: Nimesh the Adventurer	Recount Recount of a visit to the Farm.	Poetry Shape poems Text: Patterns and Rhymes
Year 2	Instruction How to Put out a Fire. Text: books on Fire Safety.	Diary Entry Text: The Disgusting Sandwich	Shakespeare Festival Storm setting Text: The Tempest	Narrative Short Story Text: Billy and the Beast	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.
	Character Description Text: Man on the Moon	Non-chronological report on endangered animals Text: The Journey Home (fiction) and non-fiction texts		Recount	Poetry: Sound collector related to sounds of the seasons Text: Sound Collector	
Year 3	Instructions Text: Stone Age Boy/Woolly Mammoth/The First Drawing	Diary Entry Text: Iron Man	Shakespeare Festival A speech from a main character. Text: Julius Caesar	Narrative Re-writing a section of the story. Text: Leon and the Place in Between	Non-chronological report on Plants/chosen flower Text: non-fiction texts	Persuasive Advert Text: Charlie and the Chocolate Factory
	Poetry Shape Poems	Narrative Section of the story Text: Iron Man				Narrative Text: Charlie and the Chocolate Factory

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Poetry Structured poems	Newspaper article Text: Egyptian Echo	Shakespeare Festival Letter Text: Anthony and Cleopatra	Narrative Fables Text: Michael Rosen's Aesop's Fables	Biography Text: A range of biographies	Narrative Short Story Text: Street child
	Explanation Explanation on Earthquakes/ Volcanoes Text: non-fiction books	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	Shakespeare Festival Persuasive letter Text: Macbeth	Narrative Viking Myth Text: Illustrated Norse Myths	Newspaper article Text: Ice Trap	Argument Text: non-fiction texts on fair trade
	Diary entry Text: Beowulf	Narrative poem Text: The Highwayman				
Year 6	Diary entry Text: One Thousand and One Arabian Nights	Persuasive brochure on Gorsefield Text: Range of travel brochures	Shakespeare Festival Soliloquy Text: Romeo and Juliet	Narrative Short story Text: Harry Potter and the Philosopher's stone	Free Verse Poetry	Transition units/creative writing
	Story Text: One Thousand and One Arabian Nights		Obituary Text: Romeo and Juliet	Non-chronological report Text: Harry Potter and the Philosopher's stone/Fantastic Beasts and Where to Find them		

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.

Year 1	YEAR 1 READING	
Key Objectives teaching knowledge, understanding and application	Child as a reader	Retrieval
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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
Schemes/ resources to support the learning	Word level and decoding	Comprehension
	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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

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

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

Year 1	Autumn 1 WRITING	
Key Objectives teaching knowledge, understanding and application	Labels, lists and captions/re-telling Text: Little Red Riding Hood Key objectives: <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. -Identify characters from the book and write captions -Label the different parts of the characters/setting -Generate and write lists in context of the story -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. - Orally 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 "scared". - 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. 	Genre: Recount Text: Elmer and the Lost Teddy Key objectives: <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". -Using some sequential language: first, next, then... - Re-reading what they have written to check that it makes sense.

	<p>Common Language:</p> <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>All the W's Book 1 p41</p>	<p>G&P:</p> <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Nouns: identifying common nouns and personal pronoun of "I" 2. Adjectives 3. Verbs 4. Co-ordinating conjunction "and" <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Capital letters at beginning of sentences and for the personal pronoun (I) 2. Capital letter for proper nouns- days of the week. 3. Full stop at the end of a sentence. 4. Finger spaces between words-using a lolly stick for support. <p><u>Tense (to be taught throughout the year):</u> Using the simple past, present and future tense in writing.</p>	<p>Spellings:</p> <ol style="list-style-type: none"> 1. ai and oi vowel digraph 2. ay and oy vowel digraph 3. ee vowel digraphs 4. ea and ie vowel digraphs with /i:/sound 5. e digraph and i-e split digraph. 6. Common exception word list: and, the, a, do, you, to, with, of, what, put, her, on. 	<p>Handwriting:</p> <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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Re-telling Text: The Enormous Turnip 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. -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., how do you think the farmer feels at this point? -Use immersive activities to sequence events in the story. -Orally share sequential language e.g., "first, next, then" -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: 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 simple 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.

	<p>Common Language:</p> <p><u>Last Stop on Market Street</u></p> <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>All the W's Book 1 p41</p> <p><u>Beegu</u></p> <p>2A sentence (expanded noun phrase) Book 1 p13</p> <p>Similes (simple) <i>(to add description to writing)</i> Book 1 p15</p>	<p>G&P:</p> <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Nouns: Proper nouns of names and places. 2. Verbs 3. Adjectives and verbs in a sentence. 4. Co-ordinating conjunction "and" <p><u>Punctuation</u></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. Sentences demarcated with capital letters and full stops. <p><u>Tense (to be taught throughout the year):</u></p> <p>Using the simple past, present and future tense in writing.</p>	<p>Spellings:</p> <ol style="list-style-type: none"> 1. ea vowel digraph with ε/ sound 2. er and ir digraph 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 	<p>Handwriting:</p> <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. <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>
Planning support/ resources	<p>Order Books from PDC for wider reading.</p> <p>Alan Peat Book 1</p> <p>Purple Mash Spelling Scheme</p>			

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

Year 1	Spring 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Shakespeare Festival Genre: Poem Text: The Tempest Key objectives:</p> <ul style="list-style-type: none"> - 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, conscious 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: <ul style="list-style-type: none"> - Simple expanded noun phrases (2A sentences) - Verbs - Simple similes - Simple sound words (onomatopoeia) 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. Chn to identify rhymes, patterns and structural features such as verses. -Imitate language features such as adjectives (2A), verbs and simple similes. 	<ul style="list-style-type: none"> -Draft and write by: <ul style="list-style-type: none"> • Composing and rehearsing sentences orally. • Progressively building a varied and rich vocabulary. - Using spacing between words that reflects the size of the letters. <p>For greater depth, Letters are correctly formed, oriented and start and finish in the correct place.</p> <ul style="list-style-type: none"> -Applying exclamations marks for effect. -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. -Re-reading sentences to ensure it makes sense. -Read-aloud their own poems to the whole class.

	<p>Common Language:</p> <p>Bos/co-ordinating conjunctions Book 1 p11</p> <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>G&P:</p> <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Nouns: Proper nouns of days of the week. 2. Simple expanded noun phrase- placing an adjective before a noun. 3. Co-ordinating conjunction (but) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Capital letter for proper nouns- days and months. 2. Exclamatory sentence- punctuating sentence with an exclamation point <p><u>Tense to be taught throughout the year:</u> Using the simple past, present and future tense in writing.</p>	<p>Spellings:</p> <ol style="list-style-type: none"> 1. Compound words: football playground farmyard bedroom blackberry pancake rainbow springtime eyebrow suitcase 2. ur digraph 3. oo vowel digraph with /u:/ sound 4. oo vowel digraph with /ʊ/ sound 5. Days of the week and times of the day 6. Division of words into syllables 	<p>Handwriting:</p> <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
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	Spring 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<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 - Simple sentence openers (Luckily,) - Some adverbs for GD - Composing a sentence orally before writing it. - Extend sentences using the co-ordinating conjunction of "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: Descriptive Setting Text: Nimesh the Adventurer Key objectives:</p> <ul style="list-style-type: none"> - 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. - Draw/create setting and key characters - Collect descriptive vocabulary for chosen setting - Use language features and senses to describe the setting. - Identify language features in the text and discuss impact e.g., adjectives, conjunctions. - Composing a sentence orally before writing it. - Extend sentences using the co-ordinating conjunctions of "and". - 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>Bos/co-ordinating conjunctions Book 1 p11</p>	<p>Grammar 1.Co-ordinating conjunctions- Using "and" and "but"</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.</p> <p>Alan Peat Book 1</p> <p>Purple Mash Spelling Scheme</p>			

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

Year 1	Summer 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<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. <ul style="list-style-type: none"> - Read and discuss potential topics for an information booklet e.g. a chicken's habitat, differences between chickens, a chicken's diet etc. <ul style="list-style-type: none"> -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. -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 <p>-Identify language features:</p> <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. <ul style="list-style-type: none"> -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.

	<p>Common Language:</p> <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>G&P:</p> <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. Co-ordinating conjunctions- Using "so" 2. Adverb- modifying a verb with the suffix -ly <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Sentences demarcated with capital letters and full stops. 2. Inserting exclamation and question marks where appropriate. <p><u>Tenses (to be taught throughout the year):</u></p> <p>Using the simple past, present and future tense in writing.</p>	<p>Spellings:</p> <ol style="list-style-type: none"> 1. aw and au digraph 2. ear, air, and are trigraphs with /ɛə/sound 3. New consonant spelling ph and wh 4. Words ending – y and the e-e split digraph making /i:/ sound 5. Adding the prefix -un 6. Common exception word list:my come here there some where up one mum had all can 	<p>Handwriting:</p> <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 chn 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>			

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

Year 1	Summer 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Descriptive setting of what is inside the hole. 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 (what is in the hole.) - 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 - 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. - Include some prepositions e.g. "under, below, beside, above". - Assess own writing and correct spelling and punctuation errors. - Edit word choice for greater effect. 	<p>Genre: Poetry Shape poems Text: Poetry 2: Pattern and Rhyme. Key objectives:</p> <ul style="list-style-type: none"> - 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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p>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</p>	<p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> Grammar: Co-ordinating conjunctions- Using "and", "but" and "so". Punctuation:</p> <ol style="list-style-type: none"> 1. Sentences demarcated with capital letters and full stops. 2. Inserting exclamation and question marks where appropriate. <p><u>Tenses (to be taught throughout the year):</u> Using the simple past, present and future tense in writing.</p>	<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. 	<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. ▪ By term 3 chn should either know or be aware of the 4 joins. <u>Most of the class should be able to join up.</u>
Planning support/ resources	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 <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) 	Comprehension (Language and context) <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) <ul style="list-style-type: none"> -Can retell an unknown story (i.e. on 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 	Comprehension (Deduction and Inference) <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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Instruction How to Put out a Fire. Text: Fiction and non-fiction books on Fire Safety (order from PDC). Key objectives:</p> <ul style="list-style-type: none"> - 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. <p>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.</p> <p>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.</p> <p>-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)</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.</p>	<p>Genre: Character Description Text: Man on The moon 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, taking into account. ? ! and using correct information -Sequence and orally re-tell the story -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. -Read and discuss a range of character descriptions on aliens -Children to collect and magpie technical vocabulary and descriptive language for a chosen alien. E.g. expanded noun phrases, verbs, adverbs and similes to describe the alien. -Organise vocabulary under categories for its: appearance, movement (including powers/skills) and speech. -Imitate sentences types and language features to describe the character. -Visualise alien by drawing and then annotating -Plan what will be written for each category of character description: appearance, movement and speech. -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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Instruction</u> List Book 1 page 43 BOYS/ co-ordinating conjunctions (<i>to extend sentences to give more information</i>) 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>Character Description</u> BOYS/ co-ordinating conjunctions Book 1 p11 Simile (extended from year 1) Book 1 p15 List (<i>to add description to writing</i>) Book 1 page 43 One Pair sentence (<i>to add description about characters and their feelings</i>) Book one page 19 (adapted from 2 pair sentences)</p> <hr/> <p>Order Books from PDC for wider reading. Alan Peat Book 1 Alan Peat Non-Fiction Book Purple Mash Spelling Scheme</p>	<p><u>Grammar</u></p> <ol style="list-style-type: none"> Identifying nouns- Proper nouns. Nouns: common nouns Adjectives Verbs/imperative verbs Co-ordinating conjunction "and" and "so" Identify sentence types- questions and commands. Adverbs that express time (first, next, after etc.) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> Sentences demarcated with capital letters and full stops. Capital letters for proper nouns. 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>	<p>Spellings:</p> <ol style="list-style-type: none"> 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 Homophones and near homophones. The /i:/ sound spelt ey he /ɒ/ sound spelt a after w and q Common exception word list: move prove just sure sugar eye could should would like big then big then 	<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 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.

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

Year 2	Autumn 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Diary entry Text: The Disgusting Sandwich Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. - Plan a hook for this unit of work. - Read the story with the correct intonation (using phonics where necessary) and take heed of punctuation. - Use adverbials of time to sequence the events of the story: first, after that, minutes later... - Use Immersive techniques to familiarise children with the sequence of events e.g. freeze frames - Use immersive techniques to explore the badger's feelings at different points of the story - Collect and put into context a range of vocabulary to describe emotions of characters - Children to create and draw their own "disgusting sandwich" - Collect a range of descriptive vocabulary to describe the sandwich including: expanded noun phrases, similes, adverbs - Children to generate ideas about what could happen to their sandwich - Read a range of diary entries and identify its features including: <ul style="list-style-type: none"> • Written in first person • Written in the past tense • Starting with Dear Diary • A personal tone - Imitate sentence types in the lead up to the outcome - Children to plan what they write in the diary ensuring to: decide what the sandwich consists of, what journey the sandwich takes and what happens to it. - Orally rehearse each stage of the journey - 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: Information text on endangered animals Text: The Journey Home/non-fiction texts on endangered animals Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. - 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? - Chn to select one endangered animal and do wider reading on its physical appearance, habitat, diet etc. - Collect and magpie descriptive and technical language on the animal. - Read a wide range of information texts/non-chronological reports and identify: <ul style="list-style-type: none"> - Title - Introduction - Subheadings - Main body - Short summary - Identify and imitate language features/sentence types for the report. - 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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p>Diary Entry 1 ed sentence? <i>(to create mood in a description)</i> Book 1 p17 BOYS/ co-ordinating conjunctions Book 1 p11 Simile (extended from year 1) Book 1 p15 List <i>(to add description to writing)</i> Book 1 page 43 One Pair sentence Book one page 19 (adapted from 2 pair sentences) Sound! Cause / exclamation sentence <i>(to visualise the sound things make in stories)</i> Book 2 p 102</p> <hr/> <p>Information text BOYS Alan Peat Non-fiction book p. 87 The W's Alan Peat Non-fiction book p. 89 2A Sentences Alan Peat Non-fiction book p. 91 Phrase lists Alan Peat Non-fiction book p. 92-93</p>	<p>Grammar 1. Nouns: pronouns 2. Expanded noun phrase- placing two or more adjectives before a noun 3. Identify sentence types- questions, statements and commands. 4. Co-ordinating conjunctions "and, so and but" 5. Subordinating conjunction- "because" and "when"</p> <p>Punctuation 1.Sentences punctuated with question mark and exclamation point. 2.Use of commas in a list.</p> <p>Tense (to be taught throughout the year): 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.</p>	<p>1. The /3:/ sound spelt or after w and the /ɔ/ sound spelt ar after w 2. The suffixes –ment, –ness, –ful, –less and –ly 3. Contractions 4. Words ending in –tion 5. Common exception word list:</p> <p>door floor poor because find kind have behind child children help will</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.
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 2 - Subject objectives - knowledge, understanding and opportunity to apply

Year 2	Spring 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Shakespeare Festival Genre: Storm setting</p> <p>Text: The Tempest</p> <p>Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. - 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.: <ul style="list-style-type: none"> - Expanded noun phrases - Similes - verbs - adverbs - 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. 	

	Common Language:	G&P:	Spellings:	Handwriting:
	<p>BOYS/ co-ordinating conjunctions. Book 1 p11</p> <p>Simile Book 1 p15</p> <p>Sound! Cause / exclamation sentence Book 2 p 102</p> <p>One Pair sentence Book 1 p 19 (adapted from 2 pair sentences)</p>	<p>Grammar</p> <ol style="list-style-type: none"> 1. Co-ordinating conjunctions- Using "and" "but" and "so" 2. Subordinating conjunction- "because" and "when" 3. Modifying verbs into adverbs using the suffix -ly <p>Punctuation</p> <ol style="list-style-type: none"> 1. Apostrophe to indicate singular Possession. 2. Apostrophe to indicate plural possession. 3. Introduce a comma after a subordinate clause for GD <p><u>Tense (to be taught throughout the year):</u></p> <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<p>Order Books from PDC for wider reading. Alan Peat Book 1 &2 Sound Collector poem by Roger McGough Purple Mash Spelling Scheme</p>			

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

Year 2	Spring 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<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. -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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard. 	<p>Genre: Recount Recount of a school visit Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -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 setting. -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 • Adverbs • 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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Billy and the Beast</u> 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><u>Recount</u> 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><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Subordinating conjunction- "that" and "if" 2. More ambitious use of expanded noun phrases <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Apostrophe to indicate singular and plural Possession. 2. Apostrophe to indicate contraction. 3. Introduce a comma after a subordinate clause for GD. <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. 	<ol style="list-style-type: none"> 1. The possessive apostrophe (singular nouns) 2. Adding -ed, ing, -er and -est to a root word ending in -y with a consonant before it. 3. Adding the endings -ing, -ed, -er, -est, and -y to words ending in -e with a consonant before it 4. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 5. Common exception word list: very everybody even great break from pretty beautiful after fast asked 	<ul style="list-style-type: none"> ▪ To <u>use and practise</u> 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 and Non-Fiction Book Purple Mash Spelling Scheme			

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

Year 2	Summer 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Information Biography on famous figures. Text: Biographies and information books on famous figures (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 -Discuss the difference between an autobiography and biography. -Read a range of biographies and identify features: <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 <p>-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-leveiling 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:</p> <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> • Expanded noun phrase • Onomatopoeia • Simile • Adverb <p>-Apply a range of punctuation e.g., commas in a descriptive list and exclamation mark for effect. -Draft and write by: <ul style="list-style-type: none"> • Composing and rehearsing sentences orally. • Progressively building a varied and rich vocabulary. <ul style="list-style-type: none"> - Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency. • Proof-read for spelling and punctuation errors. <p>- Read-aloud their own writing to the whole class.</p> </p>

	<p>Common Language:</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></p> <p><u>Grammar:</u></p> <ol style="list-style-type: none"> 1. Subordinating conjunction- "if" and "that" 2. Co-ordinating conjunction of "or" 3. Review of statements, commands and questions. <p><u>Punctuation:</u></p> <ol style="list-style-type: none"> 1. Introduce a comma after a subordinate clause. 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 /aɪ/ 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 I 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.
Planning support/ resources	<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	
Key Objectives teaching knowledge, understanding and application	<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. -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 	<p>Do wider reading of dragons and collect technical and descriptive language to describe dragons and their setting.</p> <ul style="list-style-type: none"> -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-levelling word choice and sentence structure. -Final draft to be published to the best possible standard.

	<p>Common Language:</p> <p>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:</p> <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 point 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:</p> <p>Refer to Summer 1</p>
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

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	Comprehension (Retrieval)
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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)
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Instructions Instructions for making fire/making tools/using tools/preparing and using animal skins/ preparing and cooking food. Text: Stone Age Boy/Woolly Mammoth/First Drawing and other related non-fiction texts Key objectives:</p> <ul style="list-style-type: none"> - Identify purpose and audience for writing. -Read aloud fiction books on the Stone Age. -Listening to and discussing a wide range of 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: <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.</p> <ul style="list-style-type: none"> -Read and identify language features of instruction texts. <p>E.g :</p> <ul style="list-style-type: none"> • Adverbials of time: first, next. • Adverbials of manner: gradually, slowly • Imperative verbs <ul style="list-style-type: none"> -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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard. 	<p>Genre: Poetry Visual/Shape poems Key Objectives:</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. -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: <ul style="list-style-type: none"> • Composing and rehearsing sentences orally. • Progressively building a varied and rich vocabulary. • An increasing range of sentence structures. -Evaluate and edit by: <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. -Read-aloud their own writing to the whole class. -Publish final draft to a high standard.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Instructions</u> 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</p> <p><u>Poem</u> (Year 2) List Book 1 page 43 (Year 2) Simile Book 1 p15 (Year 2) Sound! Cause / exclamation sentence Book 2 p 102</p>	<p><u>Grammar</u></p> <ol style="list-style-type: none"> 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) <p><u>Punctuation</u> 1.Capital letters and full stops are used in sentences. 2.Use of exclamation marks and question marks are secure.</p> <p><u>Tense (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>	<ol style="list-style-type: none"> 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 	<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	Order Books from PDC for wider reading Alan Peat Book 1 &2 and Non-Fiction Book Purple Mash spelling Scheme			

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

Year 3	Autumn 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Diary Entry-focus on the first few chapters Text: Iron Man</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Read and sequence the first two chapters. -Use immersive techniques to familiarise children with the plot and deepen understanding of characters. -Collect and put into context vocabulary for emotions of different characters -Collect and put into context a range of descriptive and technical vocabulary for the setting/characters -Identify the structural features of a diary entry by reading a wide range of diary entries including: written in the first person opening with Dear Diary, paragraphs organised around a theme, events in chronological order and written in the past tense. -Identify the language features of a diary entry e.g. emotive language, expanded noun phrases, conjunctions, adverbials similes and rhetorical questions etc. -Children to choose whose perspective to write from e.g. Iron Man, Hogarth or Hogarth's father. -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. 	<p>Genre: Narrative Section of the Story Text: Iron Man Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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. -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. <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>Common Language:</p> <p>Double ly ending Book 1 page 39 Exclamatory sentence <i>What +!/</i> 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</p>	<p>G&P:</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>Punctuation</p> <ol style="list-style-type: none"> 4. Re-cap apostrophe for contraction. 5. Re- cap apostrophe for singular possession. 6. Apostrophe for plural possession. 7. Comma after a subordinate clause. (fronted adverbial/prepositional phrase) 8. Use inverted commas to indicate direct speech. <p>Tense (to be taught throughout the year):</p> <ol style="list-style-type: none"> 9. Use of the present perfect form of verbs instead of the simple past. 10. 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. 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 	<p>Handwriting:</p> <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	
Key Objectives teaching knowledge, understanding and application	<p>Shakespeare Festival Genre: A speech 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 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: <u>Common Language</u> Emotion word, comma Book 1 p29 Exclamatory sentence <i>What +!/ Book 2 p74</i> Short sentence (<i>for effect</i>) Book 1 p53 2Ed sentence Book 1 p17	G&P: <u>Grammar</u> 1. Co-ordinating conjunctions. 2. Subordinating conjunctions 3. Conjunctions that express time, place and cause (when, before, after, while, so, because) <u>Punctuation</u> 1. Comma to demarcate a subordinate clause (middle or towards the end of a sentence) <u>Tense (to be taught throughout the year):</u> <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.	Spellings: 1. Prefixes – super 2. Prefixes – im 3. Endings which sound like /ʒen/ spelt as –sion 4. Statutory list: appear material library perhaps sentence various regular bicycle possess caught	Handwriting: To <u>use and practise</u> the four basic handwriting joins: <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. <ul style="list-style-type: none">▪ 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	Order Books from PDC for wider reading Alan Peat Book 1 &2 Purple Mash spelling Scheme			

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

Year 3	Spring 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Narrative Re-writing a section of the story Text: Leon and the Place in Between Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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. -Do wider reading of a circus/magic/fantasy world and collect technical and descriptive language. -Visualise and draw settings created by the author. -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 	<p>-Plan what section of the story they would like to re-write by including the content and language features for each paragraph.</p> <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 <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>Common Language:</p> <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>G&P:</p> <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. Adverbs that express time, place and cause (soon, next, then, therefore) 2. Prepositions of position. 3. Prepositions that express time, place and cause (before, after, during, in, because of) <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 1. Secure in using commas in a list and to demarcate a subordinate clause. 2. 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. 	<p>Spellings:</p> <ol style="list-style-type: none"> 1. Endings which sound like fən spelt – tion 2. Endings which sound like fən spelt – sion 3. Prefix- re 4. Words with endings sounding like /ʒə/ or /tʃə/ 5. Statutory list: Decide Imagine group learn weight build early island grammar therefore 	<p>Handwriting:</p> <p>To <u>use and practise</u> 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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Non-chronological report on plants. Text: Non-fiction texts on plant growth/parts of a plant and its functions. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.

	<p>Common Language:</p> <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>G&P:</p> <p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></p> <p>Grammar: 1.Subordinating conjunctions/clauses</p> <p>Punctuation: 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>Spellings:</p> <ol style="list-style-type: none"> Suffix – ly Homophones and near homophones Statutory list: earth answer busy centre century describe exercise February occasion straight 	<p>Handwriting:</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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Persuasive advert Text: Charlie and the Chocolate Factory. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Read and sequence the story/part of 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, conscious alley, hot seating etc. -Can make inferences about characters' actions in the story based upon evidence from the text. - Define, collect and magpie descriptive language for a chocolate bar -Children to draw and invent their own chocolate bar. - Use collected vocabulary to describe the chocolate bar. -Read a range a of persuasive adverts -Imitate Sentence types for an advert (see below) -Identify language features for a persuasive advert including: <ul style="list-style-type: none"> • Expanded noun phrases • Alliteration • Similes • Metaphors • Rhetorical questions • Superlatives • Imperative verbs -Identify structural features of a persuasive advert including: <ul style="list-style-type: none"> • Header • Picture • Slogan • Subheadings to organise information -Plan an advert for their own chocolate bar -Apply structural and language features taught in their advert -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>Genre: Narrative Start of the story Text: Charlie and the Chocolate Factory. Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -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, conscious 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. -Children to draw the setting-chocolate factory- and use collected vocabulary to describe it. -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><u>Persuasive advert</u> Headers Alan Peat Non-fiction text p.178 Quote Alan Peat Non-fiction text p.178 Calls to action Alan Peat Non-fiction text p.179 slogans Alan Peat Non-fiction text p.180 rhetorical question Alan Peat Non-fiction text p.181 Offers Alan Peat Non-fiction text p.188-189 Health Warnings Alan Peat Non-fiction text p.198</p> <p><u>Narrative</u> Exclamatory sentence <i>What +!/?</i> Book 2 p74 Emotion word, comma (<i>emphasise a character's feelings</i>) Book 1 p29 Short sentence Book 1 p53 2Ed sentence Book 1 p17</p>	<p><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></p> <p><u>Grammar:</u> Expressing time. Place and cause using adverbs, conjunctions and prepositions.</p> <p><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.</p> <p><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.</p>	<ol style="list-style-type: none"> Initial 's' sound spelt with ci, ce and cy 's' sound within word spelt with ce Statutory list: special strange possible probably strength surprise remember although notice recent End of year assessment 	<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	<p>Order Books from PDC for wider reading Alan Peat Book 1 Purple Mash Spelling Scheme</p>			

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)	Comprehension (Responding to text)
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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)	Oracy and Reading
	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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	<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 4 - Subject objectives - knowledge, understanding and opportunity to apply

Year 4	Autumn 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Poetry (Free verse or structured) Image poems with a focus on similes, metaphors and figurative language. (2 weeks)</p> <p>Key objectives:</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: Explanation on Earthquakes/ Volcanoes Text: non-fiction books</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Do wider reading (fiction and non-fiction) of chosen topic. -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: <ul style="list-style-type: none"> • Title • subheadings • Introduction • Main body • Summary-what happened next or something interesting (GD) • Extra information -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 • Pronouns for cohesion • Question marks and exclamation points for varied sentence types. • 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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Explanation</u></p> <p>Alan Peat Non-fiction book pp. 52-55 Time, details</p> <p>Alan Peat Non-fiction book p. 56 2A opener</p> <p>Alan Peat Non-fiction book p.57 Then and Now</p> <p>Alan Peat Non-fiction book p.57 Statement of fact. The question is:</p> <p>Alan Peat Non-fiction book p.58 The question is</p> <p>Alan Peat Non-fiction book p.60 Lists</p> <p>Alan Peat Non-fiction book pp.60-61 Sequence, words</p> <p>Alan Peat Non-fiction book p.64 Description: reason</p> <p>Alan Peat Non-fiction book p.66</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 calendar 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</p> <p>Alan Peat Book 1&2</p> <p>Purple Mash Spelling Scheme</p>			

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

Year 4	Autumn 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Newspaper article Text: Egyptian Echo Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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. -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 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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard. 	<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, conscious 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 in 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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.

	<p>Common Language:</p> <p><u>Newspaper Article</u> 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>Narrative</u> 3rd 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</p> <p>Personification of weather (<i>description</i>) Book 1 p47</p>	<p>G&P:</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. 	<p>Spellings:</p> <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 	<p>Handwriting:</p> <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: 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 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Shakespeare Festival Genre: Recount: Letter Text: Anthony and Cleopatra</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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>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.</p> <p>-Children to read aloud their letter.</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 /ʒən 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. ▪ ilTo 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	
Key Objectives teaching knowledge, understanding and application	<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 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. - Introduce brackets to show extra information. - 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.

	<p>Common Language:</p> <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>G&P:</p> <p><u>Grammar</u></p> <p>1. Expressing time, place and manner using adverbial and prepositional phrases.</p> <p><u>Punctuation</u></p> <p>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>Spellings:</p> <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>	<p>Handwriting:</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: 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	Summer 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Biography</p> <p>Text: A range of biographies</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Read a range of biographies and identify the structural features including: <ul style="list-style-type: none"> • -Title • -Opening paragraph • -Subheadings • -Paragraphs usually organised chronologically • -Inclusion of dates and key figures • -Concluding paragraph • -Pictures and captions -Identify language features in a biography including <ul style="list-style-type: none"> • Written in third person • Formal register • Written in the past and past progressive tense 	<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 points for varied sentence types. • Commas to subordinate clauses. • Colons in a list <p>-Chn to choose a famous figure to write a biography for and research</p> <p>-Research to be organised in paragraphs e.g. Early Life, Key achievements</p> <p>-Imitate sentence types and language features required in a biography</p> <p>-Plan the content and language features for each paragraph</p> <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.</p>

	Common Language:	G&P:	Spellings:	Handwriting:
Planning support/ resources	<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> <u>Grammar:</u> Applying a range of personal and demonstrative pronouns to aid cohesion across writing. <u>Punctuation:</u> Introduce colons for extra detail and not just in a list format. <u>Tenses:</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 2. prefix – sub, anti and auto 3. Prefix – inter 4. Statutory list: purpose straight surprise therefore pressure peculiar heard important interest consider</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.
	<p>Order Books from the PDC for wider reading Alan Peat Non Fiction book Purple Mash Spelling Scheme</p>			

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

Year 4	Summer 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Biography Text: A range of biographies Key objectives: -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Read a range of biographies and identify the structural features including:</p> <ul style="list-style-type: none"> -Title -Opening paragraph -Subheadings -Paragraphs usually organised chronologically -Inclusion of dates and key figures -Concluding paragraph -Pictures and captions <p>-Identify language features in a biography including</p> <ul style="list-style-type: none"> Written in third person Formal register Written in the past and past progressive tense 	<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 points for varied sentence types. Commas to subordinate clauses. Colons in a list <p>-Chn to choose a famous figure to write a biography for and research -Research to be organised in paragraphs e.g. Early Life, Key achievements -Imitate sentence types and language features required in a biography -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.</p>

Planning support/ resources	Common Language: 3ed sentence Book 1 p17 Then and now sentence Book 2 p50 The more, the more Book 1 p51 Description, which + simile Book 2 page 66 Many questions Book 1 page 33 Adverb from adjective Book 2 p62 Metaphors Book 2 page 70	G&P: <u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> Grammar: <ol style="list-style-type: none"> Children to be applying a range of sentence openers by using fronted adverbials, adverbial phrases and prepositional phrases. Children to have good knowledge of both co-ordinating and subordinating conjunctions. Punctuation: <ol style="list-style-type: none"> Children to be secure in applying the correct punctuation for direct speech. Children to be secure in applying commas after fronted adverbials. Children to demarcate main and subordinate clause using commas. <u>Tenses (to be taught throughout the year):</u> <ul style="list-style-type: none"> Refer to Summer 1 	Spellings: <ol style="list-style-type: none"> Possessive apostrophes with plural words Statutory list: address believe business complete different eighth experience increase island medicine End of year assessment 	Handwriting: <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.
	Order Books from the PDC for wider reading Alan Peat Non Fiction book Purple Mash Spelling Scheme			

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)
	Comprehension (Themes & Conventions)	Oracy and Reading
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	
Key Objectives teaching knowledge, understanding and application	<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 -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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.

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

Year 5	Autumn 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Recount – diary entry Text: Beowulf (4 weeks) Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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-leveilling word choice and sentence structure. -Final draft to be published to the best possible standard.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Explanation</u> 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 <u>Diary Entry</u> 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 (<i>create atmosphere, add description</i>) Book 1 p17</p>	<p><u>Grammar</u></p> <ol style="list-style-type: none"> 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. <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. 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 <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. 	<ol style="list-style-type: none"> 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 	<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 and non-fiction book</p>		<p>http://www.mythencyclopedia.com/Ar-Be/Beowulf.html Purple Mash Spelling Schem</p>	

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

Year 5	Autumn 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<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. -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. <p>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.</p> <ul style="list-style-type: none"> -Include a glossary of key terms. -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>Genre: Narrative poem</p> <p>Text: The Highwayman</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 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 settings. -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.

	<p>Common Language:</p> <p><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>The Highwayman</u> 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>G&P:</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>Spellings:</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>Handwriting:</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 and non-fiction book Purple Mash Spelling Scheme</p>			

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

Year 5	Spring 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<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 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 same 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	
Key Objectives teaching knowledge, understanding and application	<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 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-leveiling 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>Grammar</p> <ol style="list-style-type: none"> 1. Children to be applying a range of subordinate clauses- by using relative clauses and parenthesis. 2. Modal verbs and adverbs of possibility 3. Re-cap possessive and demonstrative pronouns. 4. Expand knowledge of co-ordinating conjunctions 5. Expand knowledge of Subordinating conjunctions. 6. Review personal, possessive and demonstrative pronouns <p>Punctuation:</p> <ol style="list-style-type: none"> 1. Hyphens 2. Children to be applying a range of brackets, dashes and commas to indicate parenthesis. <p>Tense (to be taught throughout the year):</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. 	<p>1. Endings which sound like /fəs/ spelt – cious</p> <p>2. Words ending in – ancy</p> <p>3. Nouns that end in – ce/-cy and verbs that end in –se/-sy</p> <p>4. Words with silent letters</p> <p>5. Statutory list: dictionary existence especially neighbour average conscience vehicle shoulder relevant twelfth</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</p> <p>Alan Peat Book 1&2</p> <p>Purple Mash Spelling Scheme</p>			

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

Year 5	Summer 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Newspaper article Text: Ice Trap Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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. -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:
	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	<u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> <u>Grammar:</u> 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. <u>Punctuation:</u> 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. <u>Tenses:</u> 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. 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	To use fluent joined up handwriting for all writing except where other special forms are required.
Planning support/resources	Order books from PDC for wider reading Alan Peat Non-fiction Book Purple Mash Spelling Scheme			

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

Year 5	Summer 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Balanced argument based on fair trade/sweat shops.</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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 	<p>Apply a range of language features/punctuation in writing including:</p> <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. <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-levelling word choice and sentence structure.</p> <p>-Final draft to be published to the best possible standard.</p>

	<p><u>Argument</u> 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><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u> <u>Grammar:</u> 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. <u>Punctuation:</u> 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. <u>Tenses:</u> 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	<p>Order books from PDC for wider reading Alan Peat Non-fiction Book Purple Mash Spelling Scheme</p>			

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
	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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Diary entry Text: One Thousand and One Arabian Nights- chapter 23 Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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. -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-leveilling word choice and sentence structure. -Publish final draft to the highest standard. 	<p>Genre: Story- an alternative ending Text: One Thousand and One Arabian Nights-choose any tale Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit. -Choose a tale from the book - Read the story with fluency, expression and understanding. -Sequence the story and identify themes. -Use immersive strategies to explore characters and plot e.g. role-play, freeze frames, hot seating etc. -Collect technical and descriptive language features for the setting and atmosphere through wider reading. - Collect technical and descriptive language features for characters through wider reading. -Visualise own setting/characters by drawing and annotating -Imitate describing settings, atmosphere and characters -Imitate dialogue to portray characters and move action on -Imitate Alan Peat sentence types for the story -Identify structural and language features of a story including: <ul style="list-style-type: none"> -Setting and atmosphere description -Character description -Dialogue between characters -Organising paragraphs -Language features: fronted adverbials, passive verbs, expanded noun phrases, metaphors, personification, similes, relative clauses, modal verbs, conjunctions -Punctuation: ellipsis, parentheses, single dash, colon, semi-colon. -Plan content/language features/punctuation for each paragraph and discuss the impact of this. -Secretarial editing (correcting grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up-leveilling word choice and sentence structure. -Publish final draft to the highest standard.

	Common Language:	G&P:	Spellings:	Handwriting:
	<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>	<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. Inverted commas for direct speech <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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Persuasive brochure 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. -For GD: Identify shifts in formality. -Apply comparative language in the introduction. - Use persuasive language features to describe Gorsefield House. 	<ul style="list-style-type: none"> - 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>	<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>
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	Spring 1 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Shakespeare Festival Soliloquy Text: Romeo and Juliet Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -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/insults -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. -Final draft to be published to the best possible standard. 	<p>Genre: Obituary -Death of a key character Text: Romeo and Juliet Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit -Read a range of obituaries and discuss its purpose, which is a short news article/brief biography announcing the death of someone. -Identify structural features of an obituary including: <ul style="list-style-type: none"> -formal register -Paragraphs organised around a theme -Written in the third person -Identify language features/punctuation of an obituary including: <ul style="list-style-type: none"> -fronted adverbials, conjunctions, relative clauses, colons, semi-colons, parentheses, modal verbs, use of the passive voice, single dash, hyphenated words -Chn to choose a character to write the obituary for and act out the death scene -Plan structure and content of the obituary -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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Soliloquy</u> 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</p> <p><u>Obituary</u> Then and now Book 2 p50 Ad same ad Book 1 p35 Ending Alan Peat Non-fiction book p. 116 Direct and indirect speech Alan Peat Non-fiction book p. 117-118</p>	<p><u>Grammar</u></p> <ol style="list-style-type: none"> 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. <p><u>Punctuation</u></p> <ol style="list-style-type: none"> 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. <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. Endings which sound like / fəs/ spelt – ious 2. Endings which sound like / fəl/ 3. Homophones – words that are confused 4. Statutory list: <p>correspond awkward achieve embarrass profession sacrifice harass aggressive definite queue</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 and non-fiction book Purple Mash Spelling Scheme</p>			

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

Year 6	Spring 2 WRITING	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Narrative- section of the story Text: Harry Potter and the Philosopher's Stone Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit -Read the novel and identify key themes -Story map section of the novel e.g. events in the Forbidden Forest. -Use immersive techniques to re-tell section of the story and further explore character development. -Collect and magpie descriptive language for settings/atmosphere/character description. -Chn to visualise own setting/characters by drawing and annotating using collected vocabulary. -Imitate describing settings and characters using language feature and sentence types. -Imitate character dialogue to move action on and reveal character -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 -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. -Direct speech to move the action forward and reveal character description -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: Non-chronological report on a fantastical beast Text: Harry Potter and the Philosopher's Stone/Fantastic Beasts and Where to Find Them Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit - Read and research a range of fantastical beasts and its characteristics -Chn to create their own fantastical beast and organise research around subheadings e.g. appearance, habitat etc., -Chn to visualise their beast by drawing and annotating -Use wider reading to collect and put into context vocabulary to describe the beast -Read a range of non-chronological reports and identify its structural features including: heading, introduction, subheadings, summary, diagrams and glossary of key terms -Imitate sentence types and language features for a non-chronological report -Plan the structure, content and language features for each paragraph in the report. -Apply a range of cohesive devices within and across paragraphs including: adverbials, conjunctions, pronouns and synonyms. -Use a range of punctuation including: parentheses, commas for clarity, colon, semi-colon, single dash and hyphenated words. -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.

	Common Language:	G&P:	Spellings:	Handwriting:
	<p><u>Narrative</u> O(I) Book 1 p25 Emotion-consequence Book 2 p98 Imagine Book 1 p59 Some; others Book 1 page 45</p> <p><u>Non-chronological report</u> The Question is?: Alan Peat Non-fiction book p. 88 Classification Alan Peat Non-fiction book p. 86 2A/4A sentences Alan Peat Non-fiction book p. 91 Phrase lists Alan Peat Non-fiction book p. 92 Tell: show 3;sentences Alan Peat Non-fiction book p. 88 Summary sentences Alan Peat Non-fiction book p. 98</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. Inverted commas for direct speech 3. Children to be applying a range of brackets, dashes and commas to indicate parenthesis. 4. Children to be applying colons and semi-colons to mark the boundary between independent clauses. 5. Use of single dash to be evident across writing. <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	
Key Objectives teaching knowledge, understanding and application	<p>Genre: Free Verse Poetry- a spell in the context of Harry Potter</p> <p>Text: Harry Potter and the Philosopher's Stone/ A range of free verse poems</p> <p>Key objectives:</p> <ul style="list-style-type: none"> -Identify purpose and audience for writing. -Plan a hook for the start of this unit - Identify the features of visual, structured and free verse poetry -Read a range of free verse poetry including: monologues, conversations and list poems. -Identify poetic devices used e.g. simile, alliteration, onomatopoeia, rhyming couplet -Generate ideas about a spell e.g. to make things disappear -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-leveiling word choice and sentence structure. -Final draft to be published to the best possible standard. -Children to perform their published poems. 	

	Common Language:	G&P:	Spellings:	Handwriting:
		<p><u>Grammar:</u> Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p><u>Punctuation:</u> Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p><u>Tenses</u> Use the present perfect and past perfect 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>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>

Year 6	Summer 2 WRITING			
Key Objectives teaching knowledge, understanding and application	<u>Year 7 Transition units</u>			
		Use the present progressive and past progressive tense to mark relationships of time and cause.		
Planning support/ resources				

	Common Language:	G&P: <u>Grammar:</u> Year 7 transition units. <u>Punctuation:</u> Year 7 transition units. <u>Tenses:</u> <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.	Spellings: 1. Words ending in ly 2. Words ending in -ant 3. Statutory list: vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade	Handwriting: To use fluent joined up handwriting for all writing except where other special forms are required.
Planning support/ resources				

Mathematics Overview Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once upon a story (C&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Nursery Refer to Development Matters for examples on how to support each area of learning See MTPs for further planning information	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
Reception See point above for Nursery. Refer to Mastering Number weekly sequence of learning to teach number, subitising and counting skills	Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value. Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Number: Place Value within 10 (5 weeks) Addition and subtraction within 10 (5 weeks) Place Value within 20 (2 weeks)		Number: Continue Place Value within 20 (1 week) Addition and subtraction within 20 (3 weeks) Place Value within 50 (2 weeks) Place value within 100 (2 weeks) Multiplication and Division (3 weeks)		Measurement: Fractions (2 weeks) Length and Height (2 weeks) Mass 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 (4 weeks) Addition and subtraction (5 weeks) Multiplication and Division (3 weeks)		Number: Continue Multiplication and Division (1 week) Fractions (3 weeks) Measurement: Mass, capacity and temperature (3 weeks) Length and Height (2 weeks) Time (3 weeks)		Measurement: Money (2 weeks) Statistics: (2 weeks) Geometry: Properties of Shape (3 weeks) Position and Direction (3 weeks) * Use Mathematics Meeting in order to ensure maximum coverage of the curriculum before end of Key Stage assessments. Consolidation →KS2 ready	

<p>Year 3</p>	<p>Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks)</p>	<p>Number: To continue Multiplication and Division (3 weeks)* Fractions A and B (5 weeks)</p> <p>Measurement: Mass and capacity (3 weeks)</p>	<p>Measurement: Length and Perimeter (3 weeks) Time (3 weeks) Money (1 week)</p> <p>Statistics: (2 weeks)</p> <p>Geometry: Properties of Shape (2 weeks)</p> <p>Consolidation</p>
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*Seek guidance from Team Leader and/or Mathematics team before planning the sequence of learning for division.

	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) *include teaching of negative numbers from version 2.0		Number: Continue Multiplication and Division (1 week) Fractions (4 weeks) Decimals A and B (5 weeks) Measurement: Money (2 week)		Measurement: length and perimeter (2 week) Area (1 week) Time (2 weeks) Statistics: 1 weeks Geometry: Properties of Shape (2 weeks) Position and direction (2 week) Consolidation	
Year 5	Number: Place Value (4 weeks) Addition and subtraction (2 weeks) Multiplication and Division A and B (6 weeks)		Number: Fractions A and B (6 weeks) Decimals and Percentages (3 weeks) Decimals (3 weeks)		Measurement: Converting units (2 weeks) Volume (1 week) Perimeter and Area (2 week) Statistics: 2 weeks Geometry: Properties of Shape (3 weeks) Position and direction (2 week) Consolidation* *Through Bright Minds and Mathematics Meetings	

<p>Year 6</p>	<p>Number: Place Value (2 weeks) Addition, subtraction, Multiplication and Division (4 weeks) Fractions A and B (4 weeks) Decimals (2 weeks)</p>	<p>Number: Fraction, Decimals and Percentages (2 weeks) Algebra (2 week) Ratio (2 weeks)</p> <p>Measurement: Converting units (1 weeks) Area, Perimeter and Volume (2 weeks)</p> <p>Statistics: 2 weeks</p>	<p>Geometry: Properties of Shape (2 weeks) Position and Direction (1 week)</p> <p><u>*To be covered before May SATs window and consolidated in Summer 2</u></p> <p><u>Consolidation for transition to Year 7</u></p>
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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 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 in steps: 2,3,5,10 Place value in two- 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-commutative (-) Inverse: + - Tables: 2;5;10 Commutative (x) and non-commutative (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://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 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 in multiples: 4/8/50/100 Add/subtract 10 or 100 Place value in three-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 					
Scheme/Resources to support the teaching and learning	White Rose Scheme https://nrich.maths.org/ Target your Maths or CGP workbooks to supplement learning when necessary					
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 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 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 a four-digit number Round: 10/100/1000 Roman numerals to 100 Add/subtract up to four 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 (divide two-digit and three-digit numbers by a one-digit number) Multiply and divide mentally (factor pairs/ commutativity) Common equivalent fractions Add/subtract fractions with the same denominator Counting in hundredths Decimal equivalents: tenths/hundredths; 1/4; 1/2; 3/4 Round decimals to nearest whole Compare numbers up to two decimal places One or two- digit number: divide by 10 and 100 					
Scheme/Resources to support the teaching and learning	White Rose Scheme https://nrich.maths.org/ Target your Maths or CGP workbooks to supplement learning when necessary					
Possible trips/enrichment experiences	Mathematics Club (terms may vary)					

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 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"> Read/write/order/compare/ place value to 1 million Counting in steps of powers of 10 Round any whole number to a required degree of accuracy Roman numerals up to 1000 Use negative numbers in context, and calculate intervals across zero Adding and subtracting mentally larger numbers (up to 1 million) Addition and subtraction of whole numbers with more than four-digits using formal written methods Factors, multiples, prime numbers, composite numbers, square and cube numbers Multiply and divide mentally known facts Multiply and divide by 10,100 and 1000 Multiply four-digit by two-digit number (long multiplication) Long division: four-digit by two-digit number Short division: four-digit by two-digit number (including remainders) Find equivalent fractions Compare and order fractions with different denominators Change improper fraction to mixed number and vice versa Add/subtract fractions: with the same denominator/ multiples of the same number, mixed numbers and improper fractions Multiply fractions and mixed numbers by whole numbers Fractions and percentages of numbers, amounts and quantities (using fractions a operators) Read and write decimals numbers as fraction and vice versa Find decimal equivalents for fractions Value of digits up to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places Rounding decimals to two decimal places Comparing, ordering, adding and subtracting decimals up to 3dp (mentally and using formal written methods) 					

	<ul style="list-style-type: none"> • Use written division methods in cases where the answer has up to two decimal places • Recall and use equivalences between fractions, decimals and percentages • Find percentages of numbers, amounts and quantities 				
Scheme/Resources	White Rose Scheme https://nrich.maths.org/ Target your Maths or CGP workbooks to supplement learning when necessary				
Possible trips/enrichment experiences	Mathematics Club (terms may vary)		BEE Project (The Business, Enterprise and Employability programme)		

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 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"> 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 four-digit by two-digit number Long division: four-digit by two-digit number Short division: four-digit by two-digit number Solve four operations problems Identify common factors/multiples; primes Compare and order fractions Add/subtract: different denominators/mixed numbers Multiply simple pairs of proper fractions [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] Divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] Calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] Value of digits up to three decimal places 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 or CGP workbooks to supplement learning when necessary					
Possible trips/enrichment experiences	Gifted and Talented competition	Mathematics Club (terms may vary)				

Science Overview Whole school units of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Reception*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Year 1	Animals including Humans Ourselves	Animals and Humans Pets	Seasonal Changes Weather	Plants	Everyday Materials	Everyday Materials
Year 2	Uses of Everyday Materials	Uses of everyday Materials	Plants	Living things and their Habitats (Gardens and Allotments)	Animals including Humans Animal Life Cycles	Living things and their Habitats Animal Life Cycles (Habitats)
Year 3	Rocks (Rocks and Fossils)	Light (Light and Shadows)	Animals including Humans (Keeping Healthy)	Forces and Magnets	Plants (Roots and Shoots)	Plants (Flowers, fruits and seeds)
Year 4	Animals, including humans (Teeth)	Electricity	Living Things and their Habitats (Classification)	Living Things and their Habitats (Climate Change/Impact)	States of matter	Sound
Year 5	Forces	Earth & Space	Properties and changes of materials	Properties and changes of materials	Living Things and their Habitats (Reproduction- Plants and animals)	Animals including humans (Human life cycle)
Year 6	Light	Electricity	Living Things and their Habitats (Classification)	Evolution and Inheritance	Animals including humans (Circulatory System)	Second-look Science

*See MTPs for further planning information

Science Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	name the different parts of the human body label the parts of the human body construct a human body and label the parts explore our five senses identify which body part is associated with each sense investigate which of the five senses are most important	Classify animals based on their common characteristics Identify and name a variety of common animals Sort animals into carnivores, herbivores and omnivores Identify and compare animals based on their teeth Investigate the structures of different animals Compare and describe the structures of different animals	observe and describe weather of the season we are in compare the weather in Spring to other seasons explain why day length changes from season to season investigate the amount of rainfall over a period of time observe and describe patterns about wind direction measure temperature and explain how it changes with the season	Identify and describe the structure of flowering plants Describe the basic structure of trees Identify and group common fruits and vegetables Identify and name a variety of plants Identify fruits and vegetables and grow our own Investigate the difference between deciduous and evergreen trees	Find objects and the different materials they are made of Name and describe different materials Compare the properties of different materials Investigate the properties of materials in everyday objects Explore the properties and suitability of plastic Showcase our learning	Distinguish between an object and the material from which it is made Investigate materials for their useful properties Observe and explain what happens to ice as it melts Investigate ways of melting ice quickly or slowly Explore the properties of water Draw conclusions from our investigation and present our findings
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences	Soanes Centre – Mini beast safari				Soanes Centre-Materials	

Science Year 2

Subject objectives – the knowledge and skills children will acquire

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Classify everyday materials based on common properties Compare the suitability of materials according to their properties Investigate the best materials for building a house Explain which materials are best for making a house Investigate absorbent and non-absorbent materials Explore suitable materials for protecting a fragile object	Understand what it means to squash, bend, twist and stretch materials Explore ways of changing the shape of solid objects Investigate which materials are easiest to change Explain what properties of materials make solid objects easy to change Investigate how long a material can be stretched without breaking Design objects for a house using the most ideal materials	Observe and understand the difference between seeds and bulbs Explain why and how plants disperse their seeds Investigate what bulbs and seeds need to grow into mature plants Investigate what affects the growth of plants Observe and describe how plants grow in different conditions Explain what we have found out from our plant investigations	Investigate what conditions plants need to grow well Explain how habitats provide for the basic needs of animals and plants living there Understand the important role farms play in the food chain Explain how living things obtain their food and energy using food chains Describe the transfer of energy in a food chain Harvest the plants we have grown and explain what we have found out	Identify the stages of animals in our local habitats. Find out that animals have offspring which grow into adults. Explain that animals need water, food and air to survive. Explain how humans grow from babies into adults. Explain that humans need a healthy lifestyle including exercise and hygiene Understand that eating the right amounts of different types of food will keep you healthy.	Understand the differences between things that are living, dead and never been alive Identify what makes a good habitat Observe habitats and explain why animals are suited to them Explore food chains in different habitats Design a micro-habitant that is suited to its inhabitants Create our bug hotel and evaluate its suitability
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences	Soanes Centre-Paper makers		Soanes Centre-Plant life		Butterflies Growing kit Observe year 1 chicks	

Science Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Compare and group rocks based on their appearance Compare and group rocks based on physical properties Investigate how fossils are formed Describe how fossils are formed Recognise what soils are made from Compare and describe different soils	Recognise the difference between light and dark Investigate how light is reflected from surfaces Explore ways of protecting ourselves from the dangers of sunlight. Describe how shadows are formed Investigate which materials make better shadows Investigate what affects the size of shadows	Know that animals cannot make their own food and what types of food they need. Identify that humans need the right amounts and types of food Understand the difference in the amount of food needed for humans of different age groups Understand the functions of skeleton in humans and some animals Find out the functions of muscle in humans and animals	Compare how objects move on different surfaces Classify materials based on how magnetic they are. Identify contact and non-contact forces Label and describe magnets Make predictions about magnets Draw conclusions based on our science investigations	Investigate what plants need to grow and thrive Observe and record findings from our seedling investigation Identify and describe the functions of different parts of flowering plants Investigate the way in which water is transported within plants Explain findings and patterns from our investigations Use our knowledge of plants to design a space farm	Observe and compare a variety of different flowering plants Identify the male and female parts of flowering plants Use role-play to show the life-cycle of flowering plants Describe the process of pollination Understand the role insects play in pollination Investigate the best methods of seed dispersal
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences	Soanes Centre- Rocks and weathering					Soanes Centre- Seed dispersal KS2

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Ask questions to understand the importance of the teeth in the stage of the digestive system Observe and record the different types of teeth in humans and their functions Observe the functions of the parts of the human digestive system Explain the functions of the parts of the human digestive system Observe and compare the different diets of carnivores, herbivores and omnivores Identify producers, predators and prey in a food chain	Identify common appliances that work using electricity Construct a simple series circuit using electrical components. (cells, wires, bulbs, switches and buzzers) Light a lamp/bulb in a simple series circuit Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators. Use scientific knowledge to design and create our own Buzzwire Game	Understand the characteristics of a living thing (plants and animal). Identify how plants and animals are suited to where they live. Sort living things into different groups using observable features. Explore using a classification key. Use classification keys to identify and name living things Create a classification key to group living things.	Consider how the local environment has changed and the impact of these changes Identify how some living things can survive natural changes in their environment Understand what is causing climate change (investigation) Understand the impact of changes in the environment Explore how we can make a positive impact in the local environment Be a voice for our planet to encourage others to help save our planet	Identify materials according to whether they are solids, liquids or gases Compare and group materials according to whether they are solids, liquids or gases Observe and measure the temperature at which materials change state when they are heated Identify how materials change state when they are cooled Identify the stages of evaporation and condensation as part of the water cycle Explain the part played by evaporation and condensation in the water cycle	Identify sounds we can hear and how they are made Understand that vibrations from sounds travel through a medium to our ear Plan and carry out a fair-test, investigating what effects the quality of sound Find patterns between the vibrations and the pitch of the sound produced Identify patterns between the volume of a sound and the strength of the vibrations Identify that sounds get fainter as the distance from the sound source increases
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences		Soanes Centre- Electrical circuits- KS2				Science Museum

Science Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Observe and explain the force of gravity Measure and record the effects of friction between moving surfaces Interpret and evaluate the effects of air resistance Observe and explain the effects of water resistance between moving surfaces Observe and communicate how levers lift a heavy object Set up tests to investigate the effects of pulleys	Develop scientific enquiry questions about space Describe the movement of the Earth, and other planets in the solar system Describe the Sun, Earth and Moon as approximately spherical Describe the movement of the Moon Explain day and night and the apparent movement of the sun across the sky Explain day and night using the idea of the Earth's rotation	Compare and group materials based on their properties Compare and group materials based on conductivity of electricity Compare and group materials based on conductivity of heat (thermal conductor) Identify materials which are thermal insulators, based on conductivity of heat Use evidence from fair test to explain particular uses of everyday materials Identify the purpose of thermal insulators based on their thermal conductivity of heat	Separate mixtures of solids through sieving Separate liquid mixtures through filtrations Identify and compare soluble and insoluble materials Explore recovering a substance from a solution through evaporation Explain that irreversible changes from burning can result in the formation of new materials Explain that irreversible changes from action of acid on bicarbonate of soda can result in the formation of new materials	Identify the reproductive parts of plants Understand the lifecycle of flowering plants Explain how plants reproduce in different ways Understand the lifecycles of mammals, birds, amphibians and insects Compare the lifecycle of birds, amphibians and insects	Identify some of the key milestones in human life Compare the gestation periods of different animals including human Identify a baby's early developments after birth Analyse the growth of a human body from birth to five Understand the changes in the human body during puberty Describe how humans develop throughout their lifetime
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences	Science Museum	Greenwich planetarium Soanes Centre- Earth, sun and moon.	Science museum	Soanes Centre- Materials KS2		Centre of the Cell

Science Year 6

Subject objectives – the knowledge and skills children will acquire

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Observe and explain how light travels in straight lines Predict whether you will see an object based on surrounding light sources Set up tests to demonstrate that objects are seen because they reflect light into the eye in straight lines Carry out a fair test to show which material is the best at reflecting light Observe and explain why shadows have the same shape as the objects that cast them Record results to show the distance and position of a light source can affect the size of a shadow	Identify electrical components and make simple electrical circuits Draw a circuit diagram using symbols Investigate how the brightness of a lamp or the volume of a buzzer is affected by the number of cells (volts) used in the circuit Compare and give reasons for variations in how components function.(brightness of bulbs, the loudness of buzzers) Make a circuit (electrical prototype) using the circuit diagram Explain how the electrical festive light works with links to previous investigations	Explore why scientists classify living things Understand how living things can be grouped using the levels of classification Group animals using the levels of classification Understand how micro-organisms are grouped Investigate how yeast can make bread rise Understand how plants can be grouped	Identify inherited characteristics in living things and learn that variation occurs within offspring as well as across a species Research and identify advantages and disadvantages of variation and adaptation across specific animals and plants Explain how some animals and plants are adapted to extreme. Environments (cold/hot) Understand what fossils are and how they are formed Explore how the fossil record helps us understand evolution Research and present evolutionary information on a specific animal	Explore dissecting a sheep's heart to learn about the human circulatory system Explain the functions of the human heart Explain how nutrients and water are transported through the body within animals and humans Recognise the impact exercise on the way the bodies function Explain the impact of diet and exercise on our bodies	Identify and sort the learning in the different type of science. Find out scientific discoveries that changed the world Understand the importance of science in the real world Plan a scientific enquiry Test our scientific ideas Present our Scientific ideas/science quiz
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences		Science museum	Soanes Centre- Classifying minibeasts (available in March)		Centre of the Cell	Invite STEM professionals

Computing Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery*	<p>Once upon a story (C1&2) Garlands Galore</p> <p>Creating, pattern spotting, logical reasoning</p>	<p>Homes and buildings (C1) Journeys</p> <p>Logical reasoning, algorithms, creating, collaborating, tinkering</p> <p>Treasure (C2) Leaf Labyrinth</p> <p>Logical reasoning, algorithms, decomposition</p>	<p>What shall we eat? (C1) Pumpkin Soup</p> <p>Algorithms, decomposition, collaborating</p> <p>Changes (C2) Make a body</p> <p>Abstraction, decomposition, algorithm</p>	<p>Where shall we go? (C1) Rabbit Run</p> <p>Algorithms, persevering and collaborating</p> <p>Plants & Flowers (C2) Seed Sequencing</p> <p>Algorithms, decomposition, collaborating</p>	<p>Sand & Water (C1) Seaside Tangrams</p> <p>Tinkering, creating, debugging, persevering</p> <p>Animals (C2) Feed the birds</p> <p>Algorithm, decomposition, creating, collaborating</p>	<p>Once upon a story (C1&2) Colour Collections</p> <p>Creating, pattern spotting, persevering</p>
Reception*	<p>Once upon a story (C1&2) Garlands Galore</p> <p>Creating, pattern spotting, logical reasoning</p>	<p>Homes and buildings (C1) Journeys</p> <p>Logical reasoning, algorithms, creating, collaborating, tinkering</p> <p>Treasure (C2) Leaf Labyrinth</p> <p>Logical reasoning, algorithms, decomposition</p>	<p>What shall we eat? (C1) Pumpkin Soup</p> <p>Algorithms, decomposition, collaborating</p> <p>Changes (C2) Make a body</p> <p>Abstraction, decomposition, algorithm</p>	<p>Where shall we go? (C1) Rabbit Run</p> <p>Algorithms, persevering and collaborating</p> <p>Plants & Flowers (C2) Seed Sequencing</p> <p>Algorithms, decomposition, collaborating</p>	<p>Sand & Water (C1) Seaside Tangrams</p> <p>Tinkering, creating, debugging, persevering</p> <p>Animals (C2) Feed the birds</p> <p>Algorithm, decomposition, creating, collaborating</p>	<p>Once upon a story (C1&2) Colour Collections</p> <p>Creating, pattern spotting, persevering</p>

*See MTPs for further planning information

Digital Literacy**Information Technology****Computer Science**

Year 1	What is a Computer?	Modern tales Animate with shapes	Drawing Maths	Mini – Beasts	My Robot the Friend	News presenter
Year 2	Online Buddies Maths Madness	Presentation and Typing	Storyland	Storyland Heads up	Making Games	Code a Story
Year 3	Online Detectives	Dancing Robots	Rainforests Keyboard Adventures	Be Digitally Awesome	Micro:bit	Programming with Robots
Year 4	Fake or Real	Hour of Code	Dinosaurs	Minecraft Challenges	Endangered Animals	Game Designer
Year 5	Girls v Boys: STEAM Challenges	YouTube	Making AR Games	News Reporter and Podcasting Video Game Music Composer	Web Designer	Binary Messages
Year 6	Online Safety dilemmas	VR Worlds	Maths: Money	Quick Show Host	Crossy Roads	Coding Playground

E-Safety – My online Life is covered at the beginning of each unit in every year group and taught within each unit of learning.

From Year 1-6, computational thinking is embedded within every unit of learning.

Computing Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Identify who we can speak to when using the internet Explain what a computer is Explain what a software is Save our work Explain how we can communicate online Create a simple sequence algorithm Program using robots	Explain how to communicate positively online Take good quality photographs Understand the importance of keeping personal information private Explain our own digital life Understand how animation Create an animation Design a digital animation using an app	Understand what information is safe to share online Draw with shapes Use emoji to create illustrations Paint and create illustrations with maths Use an app to create 3D shapes Use an online geoboard to create digital artwork	Understand what online bullying is and how we should deal with it Use book creator to design a front cover Classify and sort data Download images and use iPads to take photographs Research information to collect data Use technology to create our own photo story and present our ideas	Manage online information Understand what robots are and design my own robot Create a sequence of simple algorithms for a robot Programme a robot Debug sequence errors in a programme Present our ideas	Describe how to behave online Explain what personal information is and who owns the information online Create our own script Type our script Create our video to present our news Use green screen to present our news Collect information and create a block diagram
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

Computing Year 2 Subject objectives – the knowledge and skills children will acquire

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Explain how we use technology to communicate Explain who we should communicate with when using technology Communicate positively online Explain what to do and where to go for help when communicating online Explain what a QR code is Create our own QR code	Understand who we can trust online Create a title page for our presentation Add images to our presentation Add appropriate websites and animation to our presentation Create a video to include in our presentation Collect data Record data	Explain what online reputation is and explain the potential risks of posting something Understand the term online bullying and consequences of it Create a story map for our audiobook Create the layout for our audiobook Create the layout for our audiobook Use our pencil drawings to create digital artwork for our audiobook	Use a search engine and explain why everything we read online is not true Create our Audiobook Publish our Audiobook Launch our Audiobook Research vocabulary using Google online dictionary Create our own version of Charades	Explain what personal information is and the importance of passwords to protect it Understand what coding blocks are Explain what a repeated loop is in coding Turn codes into algorithms Create an algorithm and program to solve a problem Create our own game using Scratch Jr Code our own game	Explain what personal information is and the importance of passwords to protect it Tinker with Scratch 3.0 Plan our animated story Design a backdrop for our animated story Create digital characters for our animated story Create algorithms for our characters in our animated story Identify bugs and debug them in our animated story
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

Computing Year 3 Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Explain how to protect our online identity Be good digital citizens online Evaluate the information we read online Make accurate searches online Explain how to make accurate searches online Explain the consequences of inaccurate searches made online Use advance search tool to find information	Understand what to share and not to share online Explain what online bullying is and where to go for support Understand how games and apps work Use decomposition when coding Debug a program when coding Use shapes to create a robot sprite for our game Use different forms of input and output devices.	Use key phrases in search engines Use 360° video to explore places Use Google Earth to explore rainforests Create a soundtrack for our mini-beast Create our own learning game	Explain how to keep our personal information secure Explain what apps are and their purpose Use a browser Create a document Create a presentation Create a spreadsheet	New Micro:bit unit To be planned Spring 2024.	Understand why we need to keep our personal information secure Design a robot Explain how to program a robot Create a set of algorithms using a flow chart Create a driverless car Create a program using algorithms Debug a program
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

Computing Year 4 Subject objectives – the knowledge and skills children will acquire

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	<p>Explain what my online identity is</p> <p>Describe our online reputation</p> <p>Explain what Fake News is</p> <p>Identify Fake News</p> <p>Explain why people may write Fake News</p> <p>Explain how Fake News can be harmful</p> <p>Explore how information can be altered online</p>	<p>Understand how to interact with others online</p> <p>Explain ways information online can be created, copied and shared</p> <p>Design our own algorithm for a game</p> <p>Use computing language to explain a coding game</p> <p>Use coding to animate</p> <p>Code our own game</p> <p>Use commands in text base coding</p>	<p>Explain how we should behave online</p> <p>Use different filming techniques</p> <p>Add special effects to our movie using green screen</p> <p>Create a script for my movie</p> <p>Use iMovie to create our dinosaur film</p>	<p>Explain the difference between fake news and what is real</p> <p>Explain the positive and negative effects technology can have on our health</p> <p>Explore Minecraft</p> <p>Create a range of things using Minecraft</p> <p>Create a maths challenge using Minecraft</p> <p>Explore maths challenges created by our peers on Minecraft</p>	<p>Take appropriate measures to keep our personal information private</p> <p>Create our own digital book</p> <p>Use technology to explore the world</p> <p>Create illustrations</p> <p>Design a storyboard for our short film</p> <p>Create our short film</p>	<p>Understand the importance of privacy and security</p> <p>Explain what copyright is and the consequences of ignoring it</p> <p>Understand and explain what video games are</p> <p>Explain what makes a good video game</p> <p>Program our own video game</p> <p>Explore algorithm flowcharts</p> <p>Program our own video game on Scratch</p> <p>Make improvements to our programs on Scratch</p>
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

Computing Year 5 Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	<p>Make responsible choices about our online identity</p> <p>Collaborate with others to solve problems</p> <p>Use computational thinking to design a wearable technology</p> <p>Use computational thinking to create an advert for our wearable technology</p> <p>Use computational thinking to build a tower</p> <p>Use computational thinking to design an algorithm</p> <p>Use computational thinking to write a program.</p>	<p>Understand what an online community is</p> <p>Explain what it means to be YouTuber/Vlogger</p> <p>Evaluate the positives and negatives of being a vlogger</p> <p>Create our own vlog</p> <p>Edit our vlog</p> <p>Evaluate a life of a vlogger</p>	<p>Explain what online reputation is</p> <p>Understand augmented reality (AR)</p> <p>Review AR apps</p> <p>Use AR to present research</p> <p>Design and create our own AR</p> <p>Design and create our own AR</p>	<p>Understand what a podcast is</p> <p>Write a script for our own podcast</p> <p>Record and publish our podcast</p> <p>Understand what a music composer is</p> <p>Explore digital music through audio loops</p> <p>Create digital music using an audio loop</p>	<p>Understand the impact of online bullying and what to do if you are a victim/witness to online bullying</p> <p>Understand technology and how it is changing the world around us</p> <p>Explain what the internet is</p> <p>Use HTML to create a webpage</p> <p>Plan our website</p> <p>Create and publish our website</p>	<p>Explain why we need strong passwords and the real cost of free apps</p> <p>Understand what copyright is and the consequences of ignoring it</p> <p>Explain what binary is and convert binary into decimal numbers</p> <p>Use binary to send secret messages and decode them</p> <p>Use spreadsheets</p> <p>Understand how spreadsheets can help compute data</p> <p>Create a QR code explaining what binary is</p>
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

Computing Year 6 Subject objectives – the knowledge and skills children will acquire

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired		<p>Explain what a VR is</p> <p>Design scenes for our VR world</p> <p>Create a storyboard for our VR</p> <p>Design scenes for our VR story</p> <p>Create a VR story</p> <p>Evaluate a VR story</p>	<p>Identify and evaluate online content and challenge inappropriate representations online</p> <p>Understand where money comes from</p> <p>Explain what a stock market is</p> <p>Create a stock portfolio spreadsheet</p> <p>Buy and sell stock using our stock portfolio spreadsheet</p> <p>Explain the consequences of spending money online</p>	<p>Explain the importance of having a healthy positive online relationship with others</p> <p>Describe what a positive online reputation is and why it is important now and in the future</p> <p>Understand what a quiz is and what makes good a question</p> <p>Research information for our quiz</p> <p>Create a quiz using an online tool</p> <p>Present and play our quiz</p>	<p>Capture evidence of online bullying and explain how to report it</p> <p>Explain how the media can shape our ideas about gender</p> <p>Explain what decomposition means in coding</p> <p>Explain the different steps in coding to use in a game</p> <p>Create a game using visual coding</p> <p>Add extras to our game</p> <p>Publish and share our game</p>	<p>Manage online information</p> <p>Understand the impact of technology can have on my health and wellbeing</p> <p>Understand technology</p> <p>Understand different digital careers</p> <p>Design and create our App layout and logo</p> <p>Create a digital storyboard</p> <p>Create a prototype for our app</p>
Scheme/Resources	Bigland Green Medium Term Plans Knowsley scheme of learning					
Possible trips/enrichment experiences						

History & Geography Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Once upon a story (C1&2) Monarchy Invasion/Conflict	Homes and buildings (C1) Technology Achievements Treasure (C2) Legacy Achievements	What shall we eat? (C1) Settlement/ Civilisation Changes (C2) Legacy	Where shall we go? (C1) Technology Trade Achievements Plants & Flowers (C2) Trade Settlement/ Civilisation	Sand & Water (C1) Settlement/ Civilisation	Animals (C2) Technology Trade
Reception	Once upon a story (C1&2) Monarchy Invasion/Conflict	Homes and buildings (C1) Technology Achievements Treasure (C2) Legacy Achievements	What shall we eat? (C1) Settlement/ Civilisation Changes (C2) Legacy	Where shall we go? (C1) Technology Trade Achievements Plants & Flowers (C2) Trade Settlement/ Civilisation	Sand & Water (C1) Settlement/ Civilisation	Animals (C2) Technology Trade
Year 1	History: Family history What was life like before I was born? Technology Legacy Achievements	Geography: Our school (Field Work Unit)	History: Local heroes Why are Catherine and William Booth local heroes? Achievements Legacy	Geography: Our country	History: Inventions - flight Why are aeroplanes a significant invention? Technology Legacy Achievements	Geography: Our World (comparative unit - Kenya)
Year 2	History: Great fire of London Was the fire of London a positive or negative event for the city? Technology Legacy Achievements	Geography: Weather and seasons	History: Schools over time How has school changed since the 1950s? Technology Legacy	Geography: Coasts (comparative unit - Bangladesh)	History: Great Voyages Why do we remember the voyages of the 'Titanic' and 'Windrush'? Technology Legacy Empire	Geography: Our local area (Field Work Unit)

Year 3	History: Stone Age to Iron Age Was life better in the Stone, Bronze or Iron Age? Technology Legacy Achievements Settlement/ Civilisation/ Empire	Geography: Climates and biomes	History: Local history Why is the Tower of London a significant building? Technology Trade Religion Monarchy	Geography: Where are we? (Field Work Unit)	History: Development of the police force How has the police force in London changed over time? Legacy Achievements	Geography: Our continent: Europe (comparative unit – Scandinavia)
Year 4	History: Ancient Egypt Why was Ancient Egypt such a successful civilisation? Technology Trade Achievements Invasion/Conflict Settlement/ Civilisation/ Empire	Geography: Earthquakes and volcanoes	History: Ancient Greece Why do historians think Ancient Greece is such a significant civilisation? Achievements Legacy Settlement/ Civilisation	Geography: Moving Mountains (European focus)	History: Roman Britain How did the Romans change Britain? Technology Trade Achievements Religion Settlement/ Civilisation/ Empire Invasion/Conflict	Geography: Racing Rivers (comparative – United States of America)
Year 5	History: Anglo-Saxons Is it fair to call the Anglo-Saxon period a 'dark age'? Achievements Religion Settlement/ Civilisation Monarchy	Geography: Global trade	History: Vikings Why are the Vikings remembered as violent and barbaric? Religion Legacy Invasion/Conflict Monarchy	Geography: Natural treasures (Comparative – Jamaica)	History: Trans-Atlantic slave trade What were some of the consequences of Britain's involvement in the Trans-Atlantic slave trade? Technology Trade Legacy Empire	Geography: Changes in our local area (Field Work Unit)
Year 6	History: British Empire * What are some of the consequences of the British empire in India? Trade Legacy Empire Invasion/Conflict	Geography: Coasts – changes over time	History: Kingdom of Benin What caused the end of the Kingdom of Benin? Trade Achievements Empire Monarchy Invasion/Conflict	History: Local history How did World War Two Impact our local area? Legacy Empire Invasion/Conflict	Geography: Protecting our local environment (Field Work Unit)	Geography: Climate change (South America focus)

History & Geography Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Understand what history is Identify and describe how clothes have changed Identify and describe how homes have changed Identify and describe how communication has changed Identify and describe differences between shop now and in the past Identify and describe food now and in the past Explain what life was like before we were born	Understand what Geography is Identify maps Describe our playground using a map Make a map of our school Describe routes on a map Identify human and physical features in the local area of our school Create a simple map of local area of our school	Identify what life was like in our area beyond living memory Explain the work of the Salvation Army Explore the life of Catherine Booth Explore the life of William Booth Understand the impact of the Salvation Army Explain why Catherine and William Booth are local heroes	Name the 4 countries that make up the United Kingdom Describe England and its capital city, London Describe Scotland and its capital city, Edinburgh Describe Wales and its capital city, Cardiff Describe Northern Ireland and its capital city, Belfast Compare the capital cities of the United Kingdom	Understand that transport has changed over time Order early flying machines Explain who the Wright Brothers are significant Explain some significant flights Explain how flight changed the world Explain why aeroplanes are a significant achievement	Name and identify the seven continents of the world Understand that some parts of the world are hot and some are cold Compare the capital cities of Nairobi and London Identify and compare the physical features of villages in Kenya and the UK Identify and compare the human features of a rural area Kenya and the UK Explain how our lives would be different if we lived Kenya
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

History & Geography Year 2

Subject objectives – the knowledge and skills children will acquire

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Understand what history is Understand what London was like in when the fire happened Explain the events of the Great fire of London Understand people's experiences during the Great Fire of London Describe consequences for people after the fire Describe consequences that impact us today Explain if the Great Fire of London was a positive or negative event for London	Think like geographers Identify different types of weather Identify and use weather symbols Describe wind and wind direction Identify and describe the four seasons Compare weather and seasons around the UK Apply our of weather knowledge to make weather forecasts	Explain how our experiences of school have changed Explain that there have been many different types of schools in the past Understand what school was like in the 1950s Understand how punishments have changed over time Experience what a school day in the 1950s was like Explain how school has changed over time	Name and locate the 5 oceans Describe coasts Locate and describe a coastal area of the UK Locate a coastal area of Bangladesh Describe a coastal area of Bangladesh Compare a coastal area of the UK and Bangladesh	Understand why voyages can be significant events Explain why the Titanic was a significant ship Identify the key events of the Titanic's voyage Explain the causes of the Empire Windrush voyage Identify the consequences of the Empire Windrush voyage Compare why we remember the voyages of the Titanic and Empire Windrush	Identify the location of our school Plan a fieldwork trip to collect information about our local area Collect information about our local area Present the findings of our field work Create maps of our local area Use our maps to plan simple routes
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

History & Geography Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Understand what it means to be a historian Understand how historians and archaeologists learn about the past Identify differences in stone, bronze and iron Explain how settlements changed from the Stone Age to the Iron Age Examine archaeological evidence of settlements Explain how tools and farming developed from the Stone Age to the Iron Age Explain differences between the Stone Age, Bronze Age and Iron Age	Learn like geographers Understand climate and biome zones Understand the climate and biome zone of the polar regions Understand the climate and biome zones close to the equator Understand climate and biomes between the tropics of cancer and Capricorn Understand the climate and biome zone of where we live Apply our knowledge of climate and biome	Explain why the Tower of London was built Identify key features of the Tudor period Explain that the Tower of London was used as prison Identify how the Tower of London symbolised power Find evidence in a historical building Explain why the Tower of London is a significant building to Tower Hamlets	Identify the equator and the northern and southern hemispheres Explain the seasons in the northern and southern hemisphere Understand latitude and its relationship with climate zones Explain how the rotation of the earth causes day and night Identify longitude and its relationship to time zones Compare the information we can find on maps and atlases	Discuss the role of police Understand what life was like in London at the time the police began Understand the development of the police Explore the day in the life of a Bow Street runner Explore the day in the life of a modern police officer Compare the Bow Street Runners to the modern day police	Use geographical language to describe the continent of Europe Describe the human and physical features of Wales Use geographical language to describe the region of Scandinavia Describe the physical features of Sweden Describe the human features of Sweden Compare the geography of Sweden and Wales
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Learn like historians Understand the achievements of the Ancient Egyptians Explain the importance of the Nile to Ancient Egyptians Understand the importance of trade in Ancient Egypt Understand the role of the pharaoh in Ancient Egypt Explore the significance of the rule of Ramesses II Explain reasons Ancient Egypt was a successful civilisation	Understand how to learn like a geographer Understand how earthquakes happen Understand how humans have adapted to living near earthquake zones Understand how tsunamis are formed Understand how volcanoes are formed and why volcanoes erupt Understand how humans have adapted to living near volcanoes Compare and express opinions about living near volcanoes or in earthquake zones	Identify where and when the earliest civilisations developed Understand the success of Ancient Greece Understand what life was like in Ancient Greece Understand the origin of the idea of democracy Investigate the cultural influence of Ancient Greece Explain how Ancient Greece influences our lives today	Describe how mountains are formed Identify and locate the highest peaks in the four nations of the UK Identify and locate the Alpine region in Europe Understand how settlement is impacted by the Alps Understand how economic activity is impacted by the Alps Explain how humans impact the Alpine region	Understand the reasons for the Roman invasion of Britain Explain how the Romans successfully invaded Britain Understand that the Romans faced resistance Understand life in a Roman town Identify cultural changes during the Roman period Explain how the Romans changed Britain	Identify the parts of a river Identify major rivers of the UK Collect and record data about the human features of the river Thames Identify major rivers of the world Collect and record data about the human features of the Mississippi River Compare the Thames and Mississippi River
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

History & Geography Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	Explain how to work like historians Explain why the Anglo-Saxons settled in Britain Understand the significance of the Sutton Hoo ship burial Understand how Britain was ruled under the Anglo-Saxons Understand the importance of religion in the Anglo-Saxon period Assess Anglo-Saxon sources Explain our opinion about whether the Anglo-Saxon period is a dark age	Explain how work like geographers Understand how trade became global Understand where our food comes from Describe the global supply chain Understand the Fair Trade movement Identify goods that the UK exports and who it trades with Explain how human and physical features impacts exports	Understand the Viking raids Understand the events of the raid at Lindisfarne Understand why the Vikings began to settle in England Understand that there was a struggle for power between the Vikings and Anglo-Saxons Understand how religion changed during the Viking period Evaluate the evidence about the Vikings	Identify and locate the Caribbean Compare the physical geography of Jamaica and Scotland Compare tourism in Scotland and Jamaica Compare population and settlements in Jamaica and Scotland Compare the natural resources and exports of Jamaica and Scotland Use comparisons to draw conclusions	Understand the concept of slavery Explain the trans-Atlantic slave trade Develop an understanding of the experiences of the enslaved people Explain how the Trans-Atlantic slave trade came to an end Identify how the slave trade impacted Britain Explain some of the consequences of the British involvement in the Trans-Atlantic slave trade	Name and locate our local area Identify the features of our local area today Identify land use in the Docklands in the past Plan a fieldwork investigation Collect and record data from a fieldwork investigation Explain how the docklands has changed over time
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives; knowledge and skills to be acquired	work like historians describe what India was like under the Mughal emperors explain how India became a British colony explain how people resisted the British Empire explain how the end of the British Empire changed India explain the impact of India on Britain explain the consequences of British Empire in the India	work like geographers identify and describe coastal areas in the UK explain the process of coastal erosion explain the process of longshore drift identify the impact of climate change on coasts identify the impact of changing coast line on people explain what is being done to protect coastlines	understand the development of the Kingdom of Benin explain if Oba Ewuare deserves the title 'Great' understand how the relationship between Europeans and the Kingdom of Benin developed explain the trading conflicts between the British and the Kingdom of Benin understand the events of 1897 explain the causes of the colonisation of the Kingdom of Benin	develop an understanding of WW2 explain how the beliefs of the Nazi party impacted our local area explain why our local area was a target for the blitz explain the impact of the blitz on our local area use a case study to develop our historical understanding of WW2 explain the impact of WW2 in our local area	understand threats to our local environment understand methods to measure and record pollution carry out field work about pollution in our local area evaluate our field work findings find solutions to pollution in our local area share recommendations from our field work findings	identify and describe the key geographical features of South America understand the impact of human activity on the Amazon rainforest understand the processes that cause climate change understand the physical impact of climate change on South America understand the human impact of climate change in South America understand solutions to climate change in South America discuss and debate the issue of climate change in South America
Scheme/Resources	Bigland Green Medium Term Plans					
Possible trips/enrichment experiences						

Religious Education* Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery**	Once upon a story (C1&2)	Homes and Buildings (C1) Treasure (C2) <i>(Christianity-Christmas)</i>	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers(C2) <i>(Christianity- Easter)</i>	Sand & Water (C1)	Animals (C2) <i>(Islam- Eid)</i>
Reception**	Once upon a story (C1&2)	Homes and Buildings (C1) Treasure (C2) <i>(Christianity-Christmas)</i>	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers(C2) <i>(Christianity- Easter)</i>	Sand & Water (C1)	Animals (C2) <i>(Islam- Eid)</i>
Year 1	1.1 Who is a Christian and what do they believe? <i>Christianity</i>		1.5 What makes some places sacred? <i>Christianity Judaism Islam</i>		1.7 What does it mean to belong to a faith community? <i>Christianity Judaism Islam</i>	
Year 2	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 Islam</i>		1.8 How should we care for others and the world, and why does it matter? <i>Christianity Judaism</i>	
Year 3	L2.1 What do different people believe about God? <i>Christianity Islam Humanism 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 Judaism</i>	
Year 4	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 Judaism</i>		L2.8 What does it mean to be a Hindu in Britain today? <i>Hinduism</i>	
Year 5	U2.1 Why do some people believe God exists? <i>Christianity Humanism</i>	U2.4 If God is everywhere, why go to a place of worship?	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 Humanism</i>	U2.6 What does it mean to be a Muslim in Britain today? <i>Islam</i>
Year 6	U2.7 What matters most to Christians and to Humanists? <i>Christianity Humanism</i>		U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? <i>Christianity Islam 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 Hinduism</i>	

*Adapted from the Tower Hamlets SACRE document

**See MTPs for further planning information

Religious Education Year 1 Subject objectives – the knowledge and skills children will acquire

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>			

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</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>Make links between what Jesus taught and what Christians believe and do (A2).</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>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</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 belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2)</p> <p>Identify some similarities and differences between the ceremonies studied (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/</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</p>	<p>Places of worship: Mosque – East London Mosque</p>	

Religious Education Year 2 Subject objectives – the knowledge and skills children will acquire

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>	

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p>	<p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p>	<p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Make links between the messages within sacred texts and the way people live (A2)</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>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).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>
<p>Scheme/Resources to support the teaching and learning</p>	<p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource box</p> <p>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</p> <p>BBC learning zone: https://www.bbc.co.uk/bitesize/clips/zcfcgkqt</p>	<p>Tower Hamlets agreed syllabus for RE Religious Artefacts - PDC/School resource box</p> <p>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: Synagogue - Sandy's Row (Spitalfields)</p>	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Aims and objectives 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.	End of key stage objectives: A. Know about and understand a range of religions and worldviews: A1. Describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		End of key stage objectives: B. Express ideas and insights about the nature, significance and impact of religions and worldviews: B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.		End of key stage objectives: C. Gain and deploy the skills needed to engage seriously with religions and worldviews: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</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). 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>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</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>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> <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>
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Scheme/Resources to support the teaching and learning	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	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.	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/
Possible trips/enrichment experiences		Place of worship: Church – St Marys St Michaels, any other local church	

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Aims and objectives 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.	End of key stage objectives: A. Know about and understand a range of religions and worldviews: A1. Describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	End of key stage objectives: B. Express ideas and insights about the nature, significance and impact of religions and worldviews: B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	End of key stage objectives: C. Gain and deploy the skills needed to engage seriously with religions and worldviews: C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p>	<p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>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).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Explain similarities and differences between ceremonies of commitment (B3).</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>	<p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>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).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>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).</p> <p>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).</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>
<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: Hindu Temple- Sri Murugan Temple (Manor Park)</p>

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum aims and Objectives 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.	End of key stage objectives: A. Know about and understand a range of religions and worldviews: 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. 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 A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	End of key stage objectives: B. Express ideas and insights about the nature, significance and impact of religions and worldviews: 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. B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews.	End of key stage objectives: C. Gain and deploy the skills needed to engage seriously with religions and worldviews: 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. C2. Find out about and respond with ideas to examples of cooperation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.			

<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>Recall and name some key features of places of worship studied (A1)</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1)</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>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>
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Scheme/Resources to support the teaching and learning	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	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.	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/
Possible trips/enrichment experiences			Places of worship: London Central Mosque (Regents Park)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Aims and objectives 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.	End of key stage objectives: A. Know about and understand a range of religions and worldviews: A1. Describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	End of key stage objectives: B. Express ideas and insights about the nature, significance and impact of religions and worldviews: B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	End of key stage objectives: C. Gain and deploy the skills needed to engage seriously with religions and worldviews: C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Emerging *Expected *Exceeding</p>	<p>Identify the values found in stories and texts (A2).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>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).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Examples of similarities and differences between Christian and Humanist values (B3).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>	<p>Respond with ideas of their own to the title question (B2).</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Examine the title question from different perspectives, including their own (C1).</p>
<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 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>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>Possible trips/enrichment experiences</p>	<p>Invite a Humanist visitor to discuss their values. (NATRE)</p>		<p>Places of worship: Cathedral - (St Paul's Cathedral)</p>

Religious Education Overview - RHE

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>All about me</u> <ul style="list-style-type: none">• Who is in my family?• What makes me happy?• Making friends at school and outside (Understand of the world (UTW) & Personal Social Emotional Development (PSED))					
Year 1	<u>Autumn 1 - Relationships</u> <ul style="list-style-type: none">• What makes a healthy family?• How to find a friend? (History – Family History)		<u>Health and wellbeing – All terms</u> <ul style="list-style-type: none">• Emotions (Big Thinking – where appropriate at any point of the year)		<u>Summer 1 - My future self</u> <ul style="list-style-type: none">• Celebrating differences (RE – What does it mean to belong to a faith community?)	
Year 2	<u>Relationships – All terms</u> <ul style="list-style-type: none">• What should a family be?• Other types of family.• Healthy friendships & boundaries. (Big Thinking – where appropriate at any point of the year)			<u>Online – All terms</u> <ul style="list-style-type: none">• Gaming: reality versus virtual (Computing – Project Evolve/e-safety lessons)		
Year 3	<u>Relationships - All terms</u> <ul style="list-style-type: none">• Different types of family: Adoption, Orphans, Young Carers• Who makes choices for you?• Bullying: Being a bystander (Big Thinking – where appropriate at any point of the year)		<u>Spring 1 - Health and Wellbeing</u> <ul style="list-style-type: none">• Managing emotions• Names of body parts – penis, vagina, bottom/anus• Self-care (Science – Animals including Humans)		<u>Health and Wellbeing- All terms</u> <ul style="list-style-type: none">• Stranger danger (Computing – Project Evolve/e-safety lessons)	
Year 4	<u>Living in the Wider World – All terms</u> <ul style="list-style-type: none">• Slavery (History – All units)		<u>Spring 2 - Living in the Wider World</u> <ul style="list-style-type: none">• Arranged marriage (RE – Why do some people think that life is a journey? What significant experiences mark this?)		<u>Relationships – All terms</u> <ul style="list-style-type: none">• Extended families• How to be a good friend & unhelpful friendships (Big Thinking – where appropriate at any point of the year)	
Year 5	<u>Autumn 2 - Online</u> <ul style="list-style-type: none">• Social Media (Computing – Youtuber)		<u>Autumn 2 - Online</u> <ul style="list-style-type: none">• Social Media (Computing – Podcasting & News reporter)		<u>Summer 2 - Health and wellbeing</u> <ul style="list-style-type: none">• Names of body parts: penis, vagina, breasts/nipples, testicles, vulva, bottom/anus• Puberty and Periods (Science – Animals including Humans)	
	<u>Relationships – All terms</u> <ul style="list-style-type: none">• Dysfunctional families• Smashing stereotypes (Big Thinking – where appropriate at any point of the year)					
Year 6	<u>Relationships – All terms</u> <ul style="list-style-type: none">• Influences outside of school: grooming, consent, coercion. (Computing – Project Evolve/e-safety lessons)		<u>Health and Wellbeing – All terms</u> <ul style="list-style-type: none">• Changing adolescent• Puberty and Periods, hygiene (To be taught when appropriate)		<u>Online – All terms</u> <ul style="list-style-type: none">• Phishing, grooming, fraud. (Computing – Project Evolve/e-safety lessons)	

Art & Design Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Reception*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Year 1	Drawing Make your mark	DT focus (See Design and Technology overview)	Painting/ mixed media Landscapes	DT focus (See Design and Technology overview)	Sculpture Paper play	DT focus (See Design and Technology overview)
Year 2	Drawing Tell a story	Sculpture Clay pots	Painting/ mixed media Superheroes	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)
Year 3	Painting/ mixed media Prehistoric art	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	Drawing Shape and tone	Sculpture Abstract, shape and space	DT focus (See Design and Technology overview)
Year 4	Craft & Design Fabric of nature	Painting/ mixed media Ancient Egyptian scrolls	DT focus (See Design and Technology overview)	Drawing Power prints	DT focus (See Design and Technology overview)	Craft & Design Fabric of nature
Year 5	Drawing I need Space	Painting/ mixed media Portraits	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	Craft & Design Architecture	DT focus (See Design and Technology overview)
Year 6	Craft & Design Photo opportunity	DT focus (See Design and Technology overview)	Drawing Make my voice heard	DT focus (See Design and Technology overview)	Sculpture Making memories	DT focus (See Design and Technology overview)

Created using Kapow Primary

Art & Design Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn 1	Spring 1	Summer 1
Key Objectives teaching knowledge, understanding and application	Making your mark- Drawing <ul style="list-style-type: none"> - To know how to create different types of lines - Explore line and mark making to draw water - Draw with different media - Develop understanding of mark making - Apply understanding of drawing materials and mark- making to draw from observation 	Landscapes- Painting/mixed media <ul style="list-style-type: none"> - Identify key features of a landscape - Explore different textures - Paint using different tints and shades - Reproduce and apply an artist's colour range to their own work - Create details using controlled painting and other materials 	Paper Play - Sculpture <ul style="list-style-type: none"> - Role paper to make 3D structures - Shape paper to make a 3D drawing - Apply paper making skills to create an imaginative sculpture - Work collaboratively to plan and create a sculpture - Apply painting skills when working with 3D
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	Cristea Roberts Gallery- Bridget Riley mark making	National Gallery- Vincent Van Gogh landscape paintings	The Natural History museum- animals that will inspire mask making

Art & Design Year 2

Subject objectives – the knowledge and skills children will acquire

Year 2	Autumn 1	Autumn 2	Spring 1
Key Objectives teaching knowledge, understanding and application	Tell a story- Drawing <ul style="list-style-type: none"> - Develop a range of mark making techniques - Explore and experiment with mark making to create textures - Develop observational drawing - Apply expressions to illustrate a character - Develop illustrations to tell a story 	Clay pots- Sculpture <ul style="list-style-type: none"> - Use my hands as a tool to shape clay - Use drawing to plan features of a 3D model - Shape a pinch pot and join clay shapes as decoration - Use impressing and joining techniques to decorate - Make a 3D clay model from a drawn design 	Superheroes- Painting/mixed media <ul style="list-style-type: none"> - Create 3D human forms - Work together to create a large piece of artwork (collage) - Work together to create a large piece of artwork (paint) - Work together to create a large piece of artwork (pastel)
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	The Tate Modern- Beatrix Potter illustrations	The British Museum- Magdalene Odundo clay sculptures	The Tate Modern- Pop art movement

Art & Design Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn 1	Spring 2	Summer 1
Key Objectives teaching knowledge, understanding and application	Prehistoric Art- Painting/mixed media <ul style="list-style-type: none"> - Apply understanding of prehistoric man made art - Understand scale to enlarge drawings in a different medium - Explore how natural products produce pigments to make different colours - Select and apply a range of painting techniques - Apply painting skills when creating collaborative artwork 	Shape & tone- Drawing <ul style="list-style-type: none"> - Recognise and draw simple geometric shapes - Apply even layers of pencil tone when shading - Show tone by shading - Apply geometry when drawing 3D shapes - Apply all shading techniques 	Abstract shape and space- Sculpture <ul style="list-style-type: none"> - Join 2D shapes to make a 3D structure - Join materials in different ways when working in 3D - Develop ideas for 3D artwork - Apply knowledge of sculpture when working in 3D - To evaluate and improve an artwork
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	The British Museum- prehistoric collection	The Natural History Museum- Fossil collection	The Tate Modern- Yayoi Kusama installation

Art & Design Year 4

Subject objectives – the knowledge and skills children will acquire

Year 4	Autumn 1	Autumn 2	Spring 2
Key Objectives teaching knowledge, understanding and application	Fabric of nature- Craft & design <ul style="list-style-type: none"> - Understand the starting points to a design process - Explore techniques to develop imagery - Explore using a textile technique to develop patterns - Learn how to create a repeated pattern - Understand how art is made for different purposes 	Ancient Egyptian scrolls- Painting/mixed media <ul style="list-style-type: none"> - To investigate the style, pattern & characteristics of Ancient Egyptian art - Apply design skills inspired by an ancient civilisation - Construct a new material from an ancient technique - Apply painting and drawing skills inspired by an ancient civilisation - Develop a contemporary response from Egyptian art 	Power prints- Drawing <ul style="list-style-type: none"> - Draw using tone to create a 3D effect - Explore proportion and tone when drawing - Plan a composition for a mixed media drawing - Use shading techniques to create pattern and contrast - Work collaboratively to turn drawings into prints
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	The William Morris Gallery	The British Museum- Egyptian artwork	Exhibitions at Whitechapel Gallery or Jealous Gallery

Art & Design Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn 1	Autumn 2	Summer 1
Key Objectives teaching knowledge, understanding and application	I need Space- Drawing <ul style="list-style-type: none"> - Explore the purpose and effect of imagery - Understand and explore decision making in the creative process - Develop drawn ideas through printmaking - Test and develop ideas using sketchbooks - Apply understanding of drawing processes to revisit and improve ideas 	Portraits- Painting & mixed media <ul style="list-style-type: none"> - Explore how a drawing can be developed - Combine materials for effect - Identify features of self portraits - Develop ideas towards an outcome by experimenting with materials and techniques - Apply knowledge and skills to create a mixed media self portrait 	Architecture- Craft & Design <ul style="list-style-type: none"> - Develop design ideas through research and sketchbook use - Apply observational skills to interpret forms accurately - Apply composition skills to develop a drawing into print - Apply and understanding of architecture to design a building - Explore and evaluate the intention of a design
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	The Tate Modern- futurism The Barbican- Into the unknown	The Photographers Gallery- portrait exhibition	Workshops with The Royal Institute of British Architects

Art & Design Year 6

Subject objectives – the knowledge and skills children will acquire

Year 6	Autumn 1	Spring 1	Summer 1
Key Objectives teaching knowledge, understanding and application	Photography- Craft & Design <ul style="list-style-type: none"> - Apply and understanding of composition to create an effective photomontage - Apply understanding of abstract art through photography - Demonstrate an understanding of design choices made for an effect using digital photography techniques - Apply an understanding of photography to design and recreate a famous painting - Demonstrate observation and proportion to create art in photorealistic style 	Make my voice heard- Drawing <ul style="list-style-type: none"> - Explore expressive drawing techniques - Consider how symbolism in art can convey meaning - Apply understanding of the drawing technique chiaroscuro - Evaluate the context and intention of street art - Apply an understanding of impact and effect to create a powerful image 	Making Memories- Sculpture <ul style="list-style-type: none"> - To analyse how art can explore the concept of self - To explore sculptural techniques - To use creative experience to develop ideas and plan sculpture - To apply understanding of techniques to work in 3D - To problem solve, evaluate and refine artwork to achieve a chosen outcome
Scheme/Resources to support the teaching and learning	Kapow Art planning in T Drive	Kapow Art planning in T Drive	Kapow Art planning in T Drive
Possible trips/enrichment experiences	The Photographers Gallery	The Saatchi Gallery- Beyond the streets exhibition Shoreditch street art tours	The Tate Modern- Yinka Shonibare exhibition

Design & Technology Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Reception*	Once upon a story (C1&2)	Homes and buildings (C1) Treasure (C2)	What shall we eat? (C1) Changes (C2)	Where shall we go? (C1) Plants & Flowers (C2)	Sand & Water (C1) Animals (C2)	
Year 1	Art focus (See Art and Design overview)	Structures Constructing a windmill	Art focus (See Art and Design overview)	Textiles Puppets	Art focus (See Art and Design overview)	Food Fruit and vegetables
Year 2	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Mechanisms Making a Moving Monster	Structures Designing a chair	Food A balanced diet
Year 3	Art focus (See Art and Design overview)	Textiles Cushions	Structures Constructing a castle	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Food Eating Seasonally
Year 4	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Mechanisms Making a slingshot car	Art focus (See Art and Design overview)	Structures Model mountainous landscape	Textiles Book covers
Year 5	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Digital World Smart thermometers	Textiles Stuffed toys	Art focus (See Art and Design overview)	Mechanisms Pop-up books
Year 6	Art focus (See Art and Design overview)	Electrical systems Steady hand game	Art focus (See Art and Design overview)	Structures Playgrounds	Art focus (See Art and Design overview)	Textiles Leaver's waistcoats Digital world watches

Created using Kapow Primary

Design & Technology Year 1

Year 1	Autumn 2	Spring 2	Summer 2
Key Objectives teaching knowledge, understanding and application	Structures – Constructing a windmill <ul style="list-style-type: none"> - To analyse how art can explore the concept of self - To explore sculptural techniques - To use creative experience to develop ideas and plan sculpture - To apply understanding of techniques to work in 3D - To problem solve, evaluate and refine artwork to achieve a chosen outcome 	Textiles – Puppets <ul style="list-style-type: none"> - To join fabrics using different methods - Use a template to draw my design - Join fabrics accurately - Embellish my design using different methods - Evaluate my product 	Food – Fruit and vegetables <ul style="list-style-type: none"> - Identify if a food is a fruit or vegetable - Identify where plants grow and which parts we eat - Taste and compare fruit and vegetables - Choose fruit and vegetables to create a smoothie (design packaging) - Prepare a fruit & vegetable smoothie
Scheme/Resources	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences	Young V & A- Design	Puppet Theatre Barge	Kiddy Cook- food programme

Subject objectives – the knowledge and skills children will acquire

Design & Technology Year 2

Subject objectives – the knowledge and skills children will acquire

Year 2	Spring 2	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	Mechanisms – Moving monsters <ul style="list-style-type: none"> - Look and understand how objects move (pivots, levers, linkages) - Look and understand how objects move (making linkages) - To explore different design options - To make my moving monster - To decorate my moving monster - To evaluate my moving monster 	Structures – Designing a chair <ul style="list-style-type: none"> - Explore the concept and features of structures and the stability of different shapes - Explore strength in different structures - Design a chair structure - Make a structure according to design criteria - Produce a finished structure and test its strength, stiffness and stability - Evaluate my final product 	Food- A balanced diet <ul style="list-style-type: none"> - Know what makes a balanced diet - Taste test food combinations - Design a healthy wrap - Make a healthy wrap - Evaluate the healthy wrap
Scheme/Resources to support the teaching and learning	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences	Young V & A- Design	The Design Museum	Kiddy Cook- food programme

Design & Technology Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn 2	Spring 1	Summer 2
Key Objectives teaching knowledge, understanding and application	Textiles- Cushions <ul style="list-style-type: none"> - Recap how to sew running stitch - Learn how to sew cross stitch - Learn how to sew applique - Design a product and its template - Decorate fabric using applique and cross stitch - Assemble your cushion - Evaluate my final product 	Structures – Constructing a castle <ul style="list-style-type: none"> - Recognise how multiple shapes are combined to build a strong and stable structure - Design a castle - To construct 3D nets - To construct my final product - To evaluate my final product 	Food- Eating seasonally <ul style="list-style-type: none"> - Know that climate effects food growth - Understand advantages of eating seasonal food grown in the UK - Create a recipe that is healthy and nutritious using seasonal vegetables - Safely follow a recipe when cooking - Evaluate recipe
Scheme/Resources to support the teaching and learning	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences	Fashion & Textile Museum	Visit the Tower of London The National Gallery- castle collection	Kiddy Cook- food programme

Design & Technology Year 4

Subject objectives – the knowledge and skills children will acquire

Year 4	Spring 1	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	Mechanisms –Slingshot cars <ul style="list-style-type: none"> - To build a car chassis - To design a shape that reduces air resistance - To make a model based on a chosen design - To assemble and test my completed project - To evaluate my final product 	Structures- Mountainous landscape <ul style="list-style-type: none"> - Draw and label volcano - Design model of volcano - Experiment with making shapes with Modroc - Assemble the shape of my model - Paint the shape of my model - Evaluate my final product 	Textiles- Book covers <ul style="list-style-type: none"> - To identify and evaluate different types of fastenings - Design a product to meet design criteria - Make and test a paper template - Assemble a book jacket - Evaluate my final product
Scheme/Resources to support the teaching and learning	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences	The Design Museum	The Natural History Museum	Tate Modern- Anni Albers textile collection

Design & Technology Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Spring 1	Spring 2	Summer 2
Key Objectives teaching knowledge, understanding and application	Digital World – smart thermometers <ul style="list-style-type: none"> - Carry out research to develop design criteria - Write a programme to monitor ambient temperature, including an alert - Generate creative and unique micro: bit case - Learn about and practise CAD skills - Evaluate my final product 	Textiles- Stuffed toys <ul style="list-style-type: none"> - Recap how to do a running & cross stitch - Design a stuffed toy - Sew a blanket stitch - Create and add decorations to fabric - Use a blanket stitch to assemble the components of a stuffed toy - Evaluate my final product 	Mechanisms- Pop-up books <ul style="list-style-type: none"> - Look and understand how mechanisms work (sliders, levers & pivots) - To design a pop-up book - Follow my design brief to make my book - Use layers and spacers to cover the working of my mechanisms - Create a high quality product suitable for a target user - To evaluate my final product
Scheme/Resources to support the teaching and learning	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences		Visit Hamleys toy store Build a bear workshop	The Keeping Gallery- illustrator of Highwayman

Design & Technology Year 6

Subject objectives – the knowledge and skills children will acquire

Year 6	Autumn 2	Spring 2	Summer 2
Key Objectives; knowledge and skills to be acquired each term	Electrical systems- Steady hand game <ul style="list-style-type: none"> - Research and analyse a range of children's games - Design a steady hand game - Construct a stable base - Assemble electronics and complete and electronic game - Evaluate my final product 	Structures – Playgrounds <ul style="list-style-type: none"> - Design a playground with a variety of structures - To build a range of structures - To improve and add detail to structures - To create surrounding landscape - To evaluate my final product 	Textiles- Waistcoats <ul style="list-style-type: none"> - Design a waistcoat - Mark and cut fabric according to a design - Assemble the waistcoat - Decorate the waistcoat with embellishments - Evaluate my final product Digital world day- Make your own watches A micro: bit watch that counts your motions/ movements. Links with computer programming. <i>Aims to be developed in Summer after Micro: bit training.</i>
Scheme/Resources to support the teaching and learning	Kapow DT planning in T Drive	Kapow DT planning in T Drive	Kapow DT planning in T Drive
Possible trips/enrichment experiences	Young V & A- Design	The Diana Memorial Playground	Fashion & Textile Museum

Music Overview

Whole school units of learning

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Reception	Children will learn about beat and pitch through exploring sounds and performing songs. This will be ongoing, throughout the terms.					
Year 1	Number – Beat Animals - Pitch Machines - Beat		Pattern -Beat Water - Pitch		Seasons - Pitch Our bodies - Beat	
Year 2	Toys - Beat Our bodies - Beat Animals - Pitch		Number - Beat Seasons - Pitch		Water - Pitch Pattern - Beat	
Year 3	Environment -Composition Building - Beat China - Pitch		Time - Beat In the Past - Pitch		Communication - Composition Human Body - Structure Singling Spanish - Pitch	
Year 4	Environment - Composition Ancient Worlds - Structure Building - Beat		Recycling - Structure Around the World - Pitch		Communication - Composition In the Past - Notation Time - Beat	
Year 5	Solar System - Listening		Life Cycles - Structure		At the Movies - Composition	
Year 6	Journeys - Song cycle performance		Growth - Street dance performance		Moving on - Leaver's assembly performance	

Created using Music Express

Music Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Recognising and developing a sense of steady beat - Identifying and performing changes in tempo - Learning to play percussion with control Keeping a steady beat - Identifying and keeping a steady beat using movement, body percussion and instruments - Recognising and responding to change - Understanding pitch - Relating pitch to high and low body posture - Understanding pitch by singing a song with contrasting high and low melodies - Identifying and playing high and low pitches in music - Recognising and performing pitch changes and contrasts - Sequencing sounds - Playing at different speeds (tempi) - Controlling changes in speed (tempi) 	<ul style="list-style-type: none"> - Marking a steady beat with voices and body percussion - Counting a steady beat in patterns of 2, 3 and 4 beats (metre) - Performing a steady beat in patterns of 2, 3 and 4 beats (metre) - Exploring different ways to emphasise the first beat in a repeating pattern or metre - Identifying metre by recognising its pattern - Exploring different ways to emphasise beats to form a group (metre) - Exploring sounds on instruments and finding different ways to vary their sound - Creating a picture in sound - Understanding musical structure by listening and responding - Performing a simple repeated pattern 	<ul style="list-style-type: none"> - Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes in dynamics (volume) - Relating pitch changes to graphic symbols - Listening and responding to pitch changes with movement - Listening and responding to a falling pitch signal - Performing a steady beat at two different speeds (tempi) - Responding to change of mood in a piece of music with a slow and fast steady beat - Identifying a repeated rhythm pattern - Combining a rhythm pattern and a steady beat - Performing together with concentration Performing rhythm patterns - Inventing and performing new rhythms to a steady beat
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Music Year 2

Subject objectives – the knowledge and skills children will acquire

Year 2	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Keeping a steady beat at different speeds (tempi) - Marking beats within a four-beat metre - Marking beats within a four-beat metre - Performing a steady beat - Changing tempo - Responding to images - Recognising and responding to a rhythm ostinato pattern - Recognising and playing rhythmic patterns - Recognising and responding to steady beat at different tempi - Singing in two parts and combining steady beats - Performing rhythmic movement patterns to a steady beat - Listening to a steady beat and responding in movement - Identifying and responding to changes in pitch, upwards and downwards - Understanding and performing upwards and downwards pitch direction - Reading pitch line notation - Playing pitch lines on tuned percussion 	<ul style="list-style-type: none"> - Performing a steady beat and simple rhythms - Understanding and differentiating between beat and rhythm - Performing simple rhythms using movement and percussion - Understanding and differentiating between beat and rhythm - Singing with expression, paying attention to the pitch shape of the melody - Accompanying a song with vocal and instrumental ostinato - Identifying rising and falling pitch - Performing a rising pitch sequence in a song - Listening and responding to pitch changes with movements - Singing with expression and paying attention to the pitch shape of the melody 	<ul style="list-style-type: none"> - Performing steady beat patterns with a song - Playing different patterns of steady beat within four beats, and matching to a simple score - Performing and creating simple rhythms using a simple score - Performing and creating simple three-beat rhythms using a simple score - Interpreting a score to perform different beat patterns - Performing beat patterns with voices and percussion - Exploring different ways to organise music - Performing a melody - Understanding melody through songs, movement and performing pitch shapes on tuned instruments - Exploring and developing an understanding of pitch - Using musical scales, high notes and low notes in a composition
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Music Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Selecting descriptive sounds to accompany a poem - Creating a musical re-telling of a poem - Singing in two-part harmony - Accompanying a song with a melodic ostinato - Exploring timbre to create a descriptive piece of music - Learning about ternary form - Singing a song with expression - Developing the lyrics of a song - Choosing timbre to make an accompaniment - Combining chants and sound pictures in a class performance in rondo structure - Understanding how music can be organised in sequences - Using voices and actions to perform simple rhythms within a steady beat - Combining rhythms in layers - Making choices about musical structure - Understanding the pentatonic scale - Using graphic notation with the pentatonic scale - Performing a pentatonic song with tuned and untuned accompaniment - Exploring the pentatonic scale 	<ul style="list-style-type: none"> - Identifying the metre in a piece of music - Playing independent parts in more than one metre simultaneously - Identifying and performing an ostinato - Improvising to an ostinato accompaniment - Performing rhythmic ostinati individually and in combination - Layering rhythms - Recognising rhythm patterns in staff notation - Understanding pitch - Learning to read simple pitch notation - Understanding and using pitch notations - Reading simple rhythm notation - Learning a Tudor dance 	<ul style="list-style-type: none"> - Representing sounds with symbols - Using voices creatively and expressively - Creating and performing from a symbol score - Understanding call and response structure - Performing word rhythms - Exploring sounds - Singing in two parts - Performing call and response structure - Exploring sounds - Understanding and performing binary form - Performing call and response - Singing in groups - Creating descriptive music - Singing in a minor key in groups - Developing descriptive song accompaniments - Singing in two parts with accompaniment - Performing repeating rhythms - Combining tuned percussion, untuned percussion and singing
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Music Year 4

Subject objectives – the knowledge and skills children will acquire

Year 4	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinato - Singing a song and accompanying it with tuned percussion ostinato - Exploring musical phrases, melodic imitation and rounds - Performing a round in three parts - Exploring combinations of different timbres to accompany a song - Learning how to accompany a song with drone and ostinato on tuned percussion - Exploring the descriptive music of two major composers - Learning about verse and chorus song structure - Understanding texture - Learning about layered structure in a rhythmic ostinato piece - Creating rhythmic ostinati - Accompanying a melody with a drone - Describing the structure of a piece of orchestral music - Reading a clock score to play a piece combining drone and melodic ostinato - Using rondo structure to build a performance 	<ul style="list-style-type: none"> - Making instruments - Performing verse and chorus structure - Interpreting notation - Improvising - Making instruments - Performing verse and chorus structure - Interpreting notation and improvising - Understanding ABA structure - Performing repeating rhythms - Chanting in three parts - Exploring sounds - Performing rondo form - Exploring the pentatonic scale - Playing leaps - Reading graphic notation - Developing listening skills - Describing music using musical and non-musical terms - Composing and notating pentatonic melodies - Playing a pentatonic song with leaps - Combining tuned, untuned percussion and singing 	<ul style="list-style-type: none"> - Copying rhythms and a short melody - Playing ostinati and layering them in a performance - Using music to communicate a meaning - Composing a rap - Playing ostinati and layering them in a performance - Learning to play a Renaissance dance from notations - Composing a fanfare - Understanding simple musical structures - Learning a 1960s pop song - Creating a performance - Identifying the metre of a new song - Singing in three independent parts - Playing and singing repeated patterns (ostinati) from notation - Identifying metre in a piece of music - Understanding syncopation and using off-beat rhythms in improvisation - Combining independent parts in more than one metre - Identifying how a wellknown story has been told in music - Creating music which tells a story
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Music Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Listening to music with focus and analysing using musical vocabulary - Relating sound sequences to images - Interpreting images to create descriptive sound sequences - Developing the use of dynamics in a song - Listening to music, focusing on dynamics and texture - Learning a melodic ostinato using staff notation - Developing techniques of performing rap using texture and rhythm - Learning a song with a complex texture - Learning about the sound of the whole tone scale - Listening to music and describing its effects and use of the musical dimensions - Performing a song with expression and with attention to tone and phrasing - Creating a musical background to accompany a poem - Creating and presenting a performance of song, music and poetry 	<ul style="list-style-type: none"> - Singing in three parts - Reading a melody in staff notation - Accompanying a song with tuned and untuned instruments - Composing and performing together - Singing in two parts - Combining vocal sounds in performance - Creating a performance using voices and instruments in four parts - Exploring extended vocal techniques - Developing a structure to combine sounds - Creating musical effects using contrasting pitch - Learning about the music of an early opera - Creating descriptive music - Developing a performance with awareness of audience 	<ul style="list-style-type: none"> - Understanding music narrative - Interpreting notation - Learning about the use of sound effects to movies - Exploring and using narrative structure - Composing sound effects to perform with a movie - Identifying changes in tempo and their effects - Exploring and understanding phrase structure of a song melody - Exploring the effects of music on movies - Using the musical dimensions to create and perform music for a movie - Learning about techniques used in movie soundtracks - Exploring techniques used in movie soundtracks - Creating sounds for a movie, following a timesheet - Working in groups to create descriptive movie music - Evaluating and refining compositions - Learning about using cue scores
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Music Year 6

Subject objectives – the knowledge and skills children will acquire

Year 6	Autumn	Spring	Summer
Key Objectives teaching knowledge, understanding and application	<ul style="list-style-type: none"> - Singing in three-part harmony - Exploring expressive singing in a part-song with echoes - Developing song cycles for performance - Staging a performance with awareness of audience - Singing a pop song with backing harmony - Learning about a song's structure - Learning to sing major and minor note patterns accurately - Learning a pop song with understanding of its structure - Developing a song cycle performance incorporating mixed media - Developing planning, directing and rehearsal skills 	<ul style="list-style-type: none"> - Feeling and moving to a three-beat pulse and revising rhythmic ostinato - Performing and improvising rhythmic and melodic ostinato - Singing in harmony - Learning about chords - Performing music and dance - Revising, rehearsing and developing music for performance - Understanding the process of a musical performance 	<ul style="list-style-type: none"> - Singing a song with expression and sustained notes - Singing in two-part harmony - Singing a song with expression and sustained notes - Performing complex song rhythms confidently - Identifying the structure of a piece of music - Learning to play a melody with chordal accompaniment - Experiencing the effect of harmony changing - Singing in two- or three part harmony - Playing instrumental parts to accompany a song - Performing a song with complex structure - Listening to and understanding modulation in a musical bridge - Preparing for a performance
Scheme/Resources to support the teaching and learning	Music Express		
Possible trips/enrichment experiences	Singing Assembly	Singing Assembly	Singing Assembly

Physical Education Overview whole school units of learning*

*Units may swap during the school year to accommodate external facilities or sports coaches

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Self-care Large muscle movement	Movement; balancing, riding, ball skills	Gripping objects Self-care; getting dressed (coats, jackets, zips)	Skip, hop, stand on one leg and hold a pose for a game like musical statues Group activities-team games	-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Use large-muscle movements to wave flags and streamers, paint and make marks. Go up steps and stairs, or climb up apparatus, using alternate feet. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	-Start taking part in some group activities which they make up for themselves, or in teams. -Show a preference for a dominant hand. <i>*Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</i>
Reception	Movement skills Indoor	Dance/ Movement	Ball Skills KS1 BC	Gymnastics Hall	Athletic activities KS1 BC	Outdoor games (bat and ball skills - outdoors)
Year 1	Gymnastics 1	Dance 1	Dance 2	Circus skills	Athletics	Gymnastics 3
	Ball Skills 1	Gymnastics 2	Ball Skills 2	Games (rackets, bats)	Team building	Attacking/Defending
Year 2	Gymnastics 1	Dance 1	Ball Skills 2	Dance 2	Athletics	Health & Fitness
	Ball Skills 1	Games 1: striking skills	Gymnastics 2	Games 2 Attack/Defend	Team building	Gymnastics 3
Year 3	Gymnastics	Invasion Games (hockey)	Dance 1 Ice Skating	Invasion Games (football)	Athletics	Dance 2
	Netball	Health & Fitness	Invasion Games (handball)	Striking & Fielding (cricket)	Net/Wall Games (Tennis)	OAA communication & tactics
Year 4	Invasion Games (Netball)	Gymnastics	Dance	Striking & Fielding (cricket)	Athletics	Invasion games (dodgeball or football)
	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming + water safety</i>	<i>Swimming + water safety</i>
Year 5	Gymnastics	Dance 1	Gymnastics 2	Dance 2	Athletics	Striking/Fielding – Rounders
	Basketball	Invasion Games (hockey)	Invasion games dodge/handball	Net/Wall games (Badminton)	Net/Wall games (Tennis)	OAA – problem solving
Year 6	Netball	Health & Fitness	Gymnastics	Invasion games (Tag Rugby)	Intensive swimming (3 weeks per class)	Striking/Fielding (Cricket)
	OAA – Y6 residential				Athletics	OAA – Kayaking Wall climbing

Physical Education Year 1

Subject objectives – the knowledge and skills children will acquire

Year 1	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<p>Through Gymnastics:</p> <ul style="list-style-type: none"> - travel at different levels 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 <p>Through Ball Skills:</p> <ul style="list-style-type: none"> - 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 	<p>Through Dance:</p> <ul style="list-style-type: none"> - 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 <p>Through Gymnastics:</p> <ul style="list-style-type: none"> - 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/ Complete PE resource	Bigland Green MTP https://www.british-gymnastics.org/ Complete PE resource
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 – the knowledge and skills children will acquire

Year 1	Spring 1	Spring 2
Key Objectives teaching knowledge, understanding and application	<p>Through Dance:</p> <ul style="list-style-type: none"> - 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 <p>Through Ball Skills 2:</p> <ul style="list-style-type: none"> - 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 	<p>Through Dance/circus skills:</p> <ul style="list-style-type: none"> - 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 <p>Through Games (rackets, bats and balls):</p> <ul style="list-style-type: none"> -push a ball in different directions with a racket -develop pushing a ball with control -apply pushing (dribbling) and ball to a game -hit a ball towards a target (using racket) -hitting a ball with power (using racket) -hit a ball with greater accuracy in a game
Scheme/Resources to support the teaching and learning	Bigland Green MTP https://www.british-gymnastics.org/ Complete PE resource	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 1	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<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>Through Teambuilding:</p> <ul style="list-style-type: none"> - know why it's important to include everyone in a team - know how to work well as a team - build trust with a team-mate - talk with team-mates to share ideas - use ideas to help win at a game - work in a team to solve a problem 	<p>Through Gymnastics:</p> <ul style="list-style-type: none"> - use tucked and stretched shapes - travel using a gymnastic walk - to join our shapes in a sequence - roll in a controlled way - jump in a controlled way - Perform a gymnastic sequence <p>Through attacking & defending games:</p> <ul style="list-style-type: none"> - understand what attack means in a game - use attacking tactics in a game - understand what 'defend' means in a game - use defending tactics in a game - know how, when and where to attack in a game - know how, when and where to defend in a game
Scheme/Resources to support the teaching and learning	Bigland Green MTP Complete PE resource Parachute activities pack	Bigland Green MTP LCP scheme to supplement athletic activities Complete PE resource
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 – the knowledge and skills children will acquire

Year 2	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<p>Through Gymnastics:</p> <ul style="list-style-type: none"> - use our strength on gymnastic apparatus safely - move with control using a gymnastic walk between apparatus - use high, medium and low movements on apparatus - 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 <p>Through Ball Skills:</p> <ul style="list-style-type: none"> - 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 	<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 Games (striking skills):</p> <ul style="list-style-type: none"> - 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
Scheme/Resources to support the teaching and learning	Bigland Green MTP Tower Hamlets Ball Skills KS1 Key Skills Complete PE resource	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 2	Spring 1	Spring 2
Key Objectives teaching knowledge, understanding and application	<p>Through Outdoor Ball Skills:</p> <ul style="list-style-type: none"> - 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 <p>Through Gymnastics:</p> <ul style="list-style-type: none"> - balance using different body parts showing flexibility - hold a balance in different positions on a variety of apparatus - jump and land correctly using pike, straddle and tuck - roll in using control with speed - travel in a sideways direction in a sequence - perform a sequence with a start and finish position 	<p>Through Games – Attacking and Defending:</p> <ul style="list-style-type: none"> - understand what attacking means in a team game - understand what defending means in a team game - understand our role in a game can change from defence to attack - create and use attacking tactics - create and use defending tactics - apply attacking and defending tactics in a team game <p>Through Dance (circus skills):</p> <ul style="list-style-type: none"> - use different scarfs to juggle (throw and catch) - use different objects to juggle (throw and catch) - 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 Complete PE resource	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 2	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<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 Teambuilding:</p> <ul style="list-style-type: none"> - understand what makes good teamwork - understand why trusting our team is important - talk and cooperate together to complete a team challenge - understand what makes an effective team - use simple strategies in a team 	<p>Through Health & Fitness:</p> <ul style="list-style-type: none"> - understand what agility is - understand what coordination is - understand the importance of being agile - understand the importance of balance - understand the importance of coordination <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 – the knowledge and skills children will acquire

Year 3	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<p>Through Gymnastics:</p> <ul style="list-style-type: none"> - 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 <p>Through Netball:</p> <ul style="list-style-type: none"> - 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 	<p>Through Invasion games (Hockey):</p> <ul style="list-style-type: none"> - 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 <p>Through Health & Fitness</p> <ul style="list-style-type: none"> - 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
Scheme/Resources to support the teaching and learning	Bigland Green MTP Quick Sticks Hockey guides	Bigland Green MTP
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 – the knowledge and skills children will acquire

Year 3	Spring 1	Spring 2
Key Objectives teaching knowledge, understanding and application	<p>Through Handball:</p> <ul style="list-style-type: none"> - 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 attacking and defending tactics in a game <p>Dance: split unit with Ice Skating</p>	<p>Through Invasion Games (football):</p> <ul style="list-style-type: none"> - 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 <p>Through Striking & Fielding (cricket):</p> <ul style="list-style-type: none"> - understand the concept of batting and fielding - throw the ball overarm in the fielding team - throw the ball underarm and use bowl - catch the ball in the field - strike the ball away from fielders - apply our learning in a mini game of cricket
Scheme/Resources to support the teaching and learning	Bigland Green MTP	Bigland Green MTP Platform cricket – specialist cricket coach Complete PE resource
Possible trips/enrichment experiences	Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions Ice Skating at Canary Wharf	Year 3 & 4 Health & Sports after-school club Year 3 lunchtime sports club Sports competitions

Physical Education Year 3

Subject objectives – the knowledge and skills children will acquire

Year 3	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<p>Through Net/Wall games (Tennis):</p> <ul style="list-style-type: none"> - 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 <p>Through Athletics:</p> <ul style="list-style-type: none"> - know and use 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 	<p>Through Dance:</p> <ul style="list-style-type: none"> - 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 <p>Through Outdoor Adventurous Activities – communication and tactics:</p> <ul style="list-style-type: none"> - create and use simple tactics in a team - know what makes a good team leader - develop our communication skills in a team - develop our communication skills as a team (part 2) - collaborate (share ideas) effectively as a team - communicating to use defending and attacking tactics in a team
Scheme/Resources to support the teaching and learning	Bigland Green MTP Complete PE resource	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 – the knowledge and skills children will acquire

Year 4	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<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 <p>Swimming & Water Safety</p>	<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 - use attacking and defending tactics <p>Swimming & Water Safety</p>
Scheme/Resources to support the teaching and learning	Bigland Green MTP Complete PE resource British gymnastics resource cards	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 4	Spring 1	Spring 2
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>Swimming & Water Safety</p>	<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>Swimming & Water Safety</p>
Scheme/Resources to support the teaching and learning	Bigland Green MTP VAL Sabin KS2 Dance scheme, Dance notes scheme or Complete PE resource	Bigland Green MTP Complete PE resource Platform Cricket – specialist cricket coach
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 – the knowledge and skills children will acquire

Year 4	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<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 	<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 - apply attacking/defending tactics at the right time in a game <p>Similar objectives can be taught through Dodgeball</p>
Scheme/Resources to support the teaching and learning	<p>Bigland Green MTP LCP scheme to support Athletic activities Complete PE resource</p>	<p>Bigland Green MTP Complete PE resource</p>
Possible trips/enrichment experiences	<p>Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions</p>	<p>Year 3 & 4 Health & Sports after-school club Year 4 lunchtime sports club Sports competitions, Sports Day</p>

Physical Education Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<p>Through Basketball:</p> <ul style="list-style-type: none"> - 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>Through Gymnastics:</p> <ul style="list-style-type: none"> - 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 	<p>Through Dance:</p> <ul style="list-style-type: none"> - copy movements to a 4-beat count in group unison - use jumps and lifts safely in a dance - work with a partner in a duet varying dynamics - use repetitions and call and echo movements in a dance - develop and end phase and suggest improvements - evaluate a dance using dance vocabulary <p>Arts Award (Dance)</p> <p>Through Invasion Games (Hockey):</p> <ul style="list-style-type: none"> - be able to dribble and control the hockey ball - pass the hockey ball in different ways - pass and receive the ball whilst moving - use marking as a defending tactic to intercept the ball - shield the ball from an opponent as an attacking tactic - compete in a game of hockey using attacking and defending tactics
Scheme/Resources to support the teaching and learning	Bigland Green MTP Complete PE resource	Bigland Green MTP Specialist dance instructor for Arts Award Quick Sticks Hockey resources Complete PE resource
Possible trips/enrichment experiences	Arts Award Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders trained	Arts Award Year 5 & 6 Health & Sports after-school club Year 5 lunchtime sports club Sports competitions, Sports Leaders

Physical Education Year 5

Subject objectives – the knowledge and skills children will acquire

Year 5	Spring 1	Spring 2
Key Objectives teaching knowledge, understanding and application	<p>Through Invasion games (handball/dodgeball)</p> <ul style="list-style-type: none"> - 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 - develop a comfortable grip on the ball to be more successful in throwing techniques (handball) - develop passing and shooting in handball - play a game of handball following the rules and applying tactics <p>Flexible unit to allow for Arts Award (gymnastics 2)</p>	<p>Through Net Games (Badminton):</p> <ul style="list-style-type: none"> - 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 <p>Through dance:</p> <ul style="list-style-type: none"> - use a range of movements using different dance elements - work collaboratively on a paired dance - respond to music appropriately repeating a range of movement patterns - use levels, speed, unison and canon in a dance - sequence a dance and improve focussing on dance elements - perform a dance sequence evaluating own and others' work
Scheme/Resources to support the teaching and learning	Bigland Green MTP Complete PE resource	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 5	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<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>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 and move towards the ball - improve our coordination in a game - apply and improve tennis skills and give others tips 	<p>Through Striking & Fielding (Rounders):</p> <ul style="list-style-type: none"> -use the correct technique for batting and bowling in rounders -use the correct technique for throwing and catching when fielding in rounders -know and understand the fielding positions in rounders (backstop, base fielders, out-fielders) -field effectively in different positions explaining decision making -apply tactics to gain advantage over the other team -know and apply the rules of rounders in a full game <p>Through Outdoor Adventurous Activities (problem solving):</p> <ul style="list-style-type: none"> -understand what makes an effective team and use tactics -use communication skills to change tactics during a game -collaborate effectively to ensure the best tactics are used -know why motivating each other is important for a team challenge -understand how you can collaborate and communicate more effectively as a team -collaborate using attacking and defending tactics for a game
Scheme/Resources to support the teaching and learning	Bigland Green MTP	Bigland Green MTP Complete PE resource
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 – the knowledge and skills children will acquire

Year 6	Autumn 1	Autumn 2
Key Objectives teaching knowledge, understanding and application	<p>Through Invasion Games (Netball):</p> <ul style="list-style-type: none"> - 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 - understand team tactics to attack and defend - apply tactics and play by the rules in a game <p>Through the Year 6 Residential:</p> <ul style="list-style-type: none"> -take part in outdoor and adventurous activity challenges both individually and within a team -bike riding 	<p>Through Health & Fitness:</p> <ul style="list-style-type: none"> - test our fitness levels and record results - use a circuit workout to improve fitness levels - use a circuit workout to improve fitness levels (part 2) - 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 – the knowledge and skills children will acquire

Year 6	Spring 1	Spring 2
Key Objectives teaching knowledge, understanding and application	<p>Through Gymnastics:</p> <ul style="list-style-type: none"> - 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 	<p>Through Invasion Games (Tag Rugby):</p> <ul style="list-style-type: none"> - 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 game using tactics and rules
Scheme/Resources to support the teaching and learning	<p>Bigland Green MTP VAL Sabin Scheme of work to support Gymnastics Complete PE resource</p>	<p>Bigland Green MTP Complete PE resource</p>
Possible trips/enrichment experiences	<p>Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders</p>	<p>Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders</p>

Physical Education Year 6

Subject objectives – the knowledge and skills children will acquire

Year 6	Summer 1	Summer 2
Key Objectives teaching knowledge, understanding and application	<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 <p>Intensive Swimming unit of learning</p>	<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 for fielding - use tactics when batting - apply tactics and play by the rules in a game of cricket <p>Outdoor and adventurous activities: Kayaking at Shadwell Basin Activity Centre</p>
Scheme/Resources to support the teaching and learning	<p>Bigland Green MTP Complete PE resource LCP scheme to support Athletic activities</p>	<p>Bigland Green MTP Complete PE resource</p>
Possible trips/enrichment experiences	<p>Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders Intensive swimming sessions</p>	<p>Year 5 & 6 Health & Sports after-school club Year 6 lunchtime sports club Sports competitions, Sports Leaders Shadwell Basin Kayaking/wall climbing</p>

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 <ul style="list-style-type: none"> -Introducing myself: Greetings, feelings, name -Numbers up to 10 -Colours 	Calendar and celebrations <ul style="list-style-type: none"> -Bonfire night colours -Colours, numbers -Days and months -Christmas celebrations 	Animals <ul style="list-style-type: none"> - Animals around us - My favourite animal - Revisit colours and numbers 	Carnival time <ul style="list-style-type: none"> - Carnival celebrations - Numbers up to 15 - How old I am - Easter egg hunt - Information about myself (presentation & dialogue) 	Food <ul style="list-style-type: none"> - Revisit information about myself - Fruit and vegetables - The Hungry Giant - Asking for fruit and vegetables 	Going on a picnic & Aliens in Spain <ul style="list-style-type: none"> -Picnic food and drinks -Picnic locations -Maps -Where I live
Year 4	Welcome to school <ul style="list-style-type: none"> -Talking about myself -Numbers up to 31 -Days and months -Birthdays -School facilities -Classroom objects 	Local area <ul style="list-style-type: none"> - Bonfire night poem - Commands/instructions - Places in town - Shops, signs, directions - Christmas presents 	Family tree <ul style="list-style-type: none"> -Epiphany celebrations -Read and write information about my family -Parts of the face 	The body <ul style="list-style-type: none"> - Revisit commands - Body parts - Description of aliens - Presentation about myself 	Feeling unwell & Jungle animals <ul style="list-style-type: none"> -I don't feel well: at the doctor's -Jungle animals -Walking through the jungle 	Summer time <ul style="list-style-type: none"> - The weather and seasons - Ice cream flavours - Ice cream flavours I like and dislike - Buying ice cream
Year 5	My school subjects <ul style="list-style-type: none"> -Talking about me and others -School subjects I like and dislike -Opinions on school subjects 	Time in the city <ul style="list-style-type: none"> - Places in the city - Directions - Buying entrance tickets - Christmas shopping 	Healthy eating <ul style="list-style-type: none"> - Fruit and vegetables - Likes and dislikes - Going to the market - Healthy recipes 	Clothes, colours <ul style="list-style-type: none"> -Clothes -Colours -Description of clothes -The clothes I wear 	Out of this world <ul style="list-style-type: none"> -Personal information: ID cards -Planets in the solar system -Description of planets 	Going to the seaside <ul style="list-style-type: none"> -Popular seaside destinations in Spain -Beach items -Activities on the beach
Year 6	Everyday life <ul style="list-style-type: none"> -Revisiting me (school subjects and personal information) -Time o'clock -Daily routine 	Where I live <ul style="list-style-type: none"> - Rooms in a house - Objects and furniture - Prepositions - Christmas celebrations: Where is the elf? 	Playing and enjoying sport <ul style="list-style-type: none"> -Investigating sports -Sports I play -Likes and dislikes -Opinions on sports 	Leisure time, hobbies, and fun <ul style="list-style-type: none"> -At the funfair: funfair rides, buying treats -Favourite things -Spanish festivals: La Feria de Abril 	Café culture and restaurants <ul style="list-style-type: none"> -Spanish tapas -Eating out: menus and ordering food -Traditional Spanish breakfast 	All about me, Transition to KS3 <p>Revision and consolidation of previous topics: Personal information, Where I live, Daily routine, Free time activities</p>

Developed using Primary Languages Network <https://primarylanguages.network/>

Appendices

Appendix 1 The Learning Vision

- Actions for pupils to achieve the school mission

Appendix 2 Subject specific expectations (KS1 & KS2)

- English Writing
- DTR (Daily Teaching of Reading) / Reading
- Mathematics
- Science
- Physical Education
- Common expectations for foundation subjects
- Subject specific expectations for foundation subjects

Appendix 3 Curriculum Overviews by Year Group

- Year 1-6

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



character education

Know and use the life skills for high achievement, excellence and fulfilment. Be a good human being and respect differences.

I will focus on my learning so that I can achieve my very best in everything. To get to my goals:

- 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.



high expectations

Doing the right thing all day, every day and taking great pride in what we do.

- 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.



curiosity & challenge

Being curious about the world around – thinking and asking Big Questions to increase our knowledge and understanding.

- 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.



resilience & teamwork

Never giving up when things are tough and always striving together to get the best for everyone.

- 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.



pace and balance

Using every available moment for learning at our best and growing with and promoting the Big Values.

- 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.



aspiration to inspire

Having dreams that excite us and others in our school community and beyond.

- 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.

- ♦ **Book marks** - collect the set of six and enter for a prize draw to win book vouchers.
- ♦ **Praise pads** - given to pupils to be taken home to celebrate significant achievement in learning & behaviour.
- ♦ **Reader, writer, and mathematics champion** of the month - awarded in whole school assemblies.
- ♦ **Ask me** stickers - awarded by teachers to acknowledge exceptional learning.
- ♦ **House points** - given by teachers to individuals/groups for their achievement & fortnightly treats.
- ♦ **Marbles** - awarded for individual & collective achievement. A 'treat' to celebrate achievement when jar is full.
- ♦ **Star of the week** - badges given fortnightly by Team Leaders.



Appendix 2 Subject specific expectations (KS1 & KS2)

English Writing expectations

Planning	<ul style="list-style-type: none">▪ Use the English curriculum document for English MTP and weekly planning.▪ Use the school's agreed planning proforma (notebook or word document) to complete weekly and half-termly plans.▪ Planning must be differentiated according to the children's ability and special provisions must be made for greater depth and children with SEN.▪ Teachers must 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 work.▪ In Spring 2, Teachers will plan for an independent write up (Writer's Workshop) once every 2 weeks. This will be related to a genre the children are familiar with and a topic they have prior experience or knowledge of.▪ At the beginning of a unit of work, teachers must produce a model outcome, which will include all the language features and punctuation that should be evident in children's writing.▪ Planning should be evaluated after each lesson to help teaching, learning and assessment.▪ Using the Purple Mash Spelling Scheme, teachers will set spelling home learning once a week. Teachers will also test children's spelling weekly and keep a record of 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 must be evident in planning.
Lesson Delivery	<ul style="list-style-type: none">▪ Each Lesson should either have a vocabulary/ GPS/handwriting starter.▪ Teachers will utilise learning strategies such as talk partners, individual, group and whole class learning.▪ 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.
Learning in books	<ul style="list-style-type: none">▪ Children's handwriting should be joined and follow the school handwriting policy.▪ Children should write with a pencil or a black ink pen.▪ Dates must be written in words on the left hand side (Monday 19th June 2023)▪ Mistakes should be crossed out with a single line by using a ruler.▪ Children must use a green pen for editing.▪ Adults must model the handwriting policy when marking books.
Learning environment	<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. We do not expect to see all the sentence types on display.▪ 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 work.▪ Teachers should display the teacher model of the end outcome on their working wall.
Feedback and Assessment	<ul style="list-style-type: none">▪ Teachers should use the GPS QLA to inform their planning.▪ At each assessment point (October, February and May) spelling trackers and speed reading tests must be updated.
Resources	<ul style="list-style-type: none">▪ All staff are responsible for the organisation and upkeep of the English cupboards▪ Teachers will order resources from the PDC every term <p>Please refer to the English Handbook for further clarity.</p>

Daily Teaching of Reading (DTR) / Reading expectations

Planning	<ul style="list-style-type: none"> ▪ Use Medium Term Planning to map out reading skills/strategies, learning behaviours and text types for the half term. ▪ Use the DTR proforma for weekly plans. ▪ Teachers should choose one reading skill (from the KPI), reading strategy and learning behaviour for the week. ▪ Teachers to match the reading skill to the reading strategy using the BG document. ▪ Teachers must plan two oral and two written plenaries for the week. ▪ Teachers to use English core text for modelling throughout the week. ▪ If children finish reading the English core text or if the English unit of work is non-fiction refer to the BG booklist. ▪ Teachers to plan for fiction, non-fiction and poetry text types for the half term. ▪ Monday and Tuesday: text for main reading activity will be the English core text. Wednesday and Thursday: text for main reading activity will be banded books. ▪ Teachers to plan a comprehension follow up lesson on Friday. This will be based on the banded books. ▪ KS1 should have a minimum of three follow up questions and KS2 should have a minimum of six. ▪ Teachers to use Pixl question stems to vary the question types for the follow up. ▪ Teachers to plan for a follow up on an unseen text fortnightly. ▪ Teachers to ensure separate provision for early readers. ▪ Teachers to plan for Reading to Learn every Tuesday, Wednesday, Thursday and Friday from 9:00AM to 9:15 AM. ▪ Teachers will ensure Story Time is timetabled every day. Teachers to select a text from the Bigland Green Reading List.
Lesson Delivery	<ul style="list-style-type: none"> ▪ Teachers to explicitly model reading strategy, learning behaviour and sentence stems throughout the lesson. ▪ Teachers to instil "No Hands Up" strategy and embed agree, build and challenge (ABC). ▪ Each child should have a copy of a bookmark and must be consistently used throughout the session. ▪ Teachers to ensure the TA has a focus group in DTR with a clear learning goal. ▪ Teachers will utilise learning strategies such as echo reading, peer reading and text marking to enhance reading fluency. ▪ Teachers to ensure parents attend Reading to Learn and are involved in a reading activity. ▪ All adults in the classroom to be involved in a reading activity with the children during Reading to Learn. ▪ Teachers to display the Story Time book on their 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. ▪ The Reading Gem checklist must be stuck inside the child's reading record.
Learning in books	<ul style="list-style-type: none"> ▪ Children should have two written plenaries and one follow up comprehension activity in their books. ▪ Children's work in their DTR books must be presentable and to a high standard. ▪ Children should write with a pencil or a black ink pen. ▪ All children should strive to join their handwriting. ▪ Mistakes should be crossed out with a single line by using a ruler. ▪ Children must use a green pen for editing and feedback. ▪ Sheets should be trimmed and neatly stuck in.

	<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 should be organised and welcoming. Book corners should have a range of high quality fiction and non-fiction books. A separate section must be allocated to Reading Gems Story Time reading boxes must be stored in the Group Room. Teachers to ensure that books in the book corner cater to all children's reading abilities.
Feedback and Assessment	<ul style="list-style-type: none"> Adults must use the Individual tracker for their focus group in every session. Teachers must address any misconceptions and allow time for children to respond. Teachers should keep their KPI up to date and use this to inform the API. Teachers to group and plan interventions for key marginals in reading. Teachers should use the PixL reading QLA to inform their future planning/groupings. At each assessment point (October, February and May) spelling trackers and speed reading activities must be updated.
Resources	<ul style="list-style-type: none"> All staff are responsible for the organisation and upkeep of English cupboards. Teachers to book a slot for the school library once a week. Teachers to order resources from the PDC where appropriate. <p>Please refer to the English Handbook for further clarity.</p>

Mathematics expectations

Planning	<ul style="list-style-type: none"> ▪ Use the White Rose Scheme to help structure and support planning. ▪ Use the school's agreed planning proforma (Notebook or PowerPoint document) to complete weekly plans. Medium term plans are also completed half-termly. ▪ Planning should be reviewed after each lesson to help teaching, learning and assessment. ▪ 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, task for pupils to complete, and a plenary- key questions should be carefully planned for. ▪ Planning and activities should be adapted for your set/ class taking into the account the learning needs of individual pupils (including for MAP/ pupils with SEND). ▪ The activities/ task that pupils complete should contain a mix of fluency and reasoning questions and should allow for pupils to use mathematical equipment as and when needed. ▪ Worksheets and text books should be used when it is purposeful and meaningful in enhancing the learning. ▪ Hands on/ practical activities using concrete/ pictorial aids should be planned for to embed the learning. ▪ Fortnightly investigations to take place which focus around key problem solving skills as listed on the Bigland Green Curriculum. ▪ Reasoning skills should be embedded throughout the daily learning. ▪ Teach Times tables and arithmetic skills in discrete sessions. ▪ The Calculation Policy is used to teach the appropriate methods for particular year groups. ▪ One 15-20 minute time-tabled slot for whole class Mathematics Meeting (KS1 and KS2) which is planned for as part of the weekly plan for Mathematics.
Lesson Delivery	<ul style="list-style-type: none"> ▪ The WALT (and success criteria if needed) will be displayed on the WB. ▪ Teachers will utilise learning strategies such as talk partners, individual, group and whole class learning. ▪ 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 and learning time.
Learning in books	<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 Year 2, books which contain smaller squares to be used by Year 3-6 (Year 2 to use these books during the Summer Term at the discretion of class teacher). ▪ Pupils' exercise books should contain a sufficient representation of the curriculum taught. ▪ Any intervention related learning should be completed at the back of the book. ▪ Pupils in Year 5 and 6 record learning completed during Bright Minds, intervention and any recap of arithmetic in green exercise books. ▪ Children in EYFS complete their learning in wow books.
Learning environment	<ul style="list-style-type: none"> ▪ There should be a Mathematics Learning Wall in every classroom, including set rooms, which aid pupils' current learning. ▪ The learning wall must display a thermometer, a multiplication grid, a calendar, Roman numerals (Year 4-6), a number line and the current problem solving and reasoning skills which is being taught (suited to your Year group).

	<ul style="list-style-type: none"> ▪ Mathematical equipment must be easily accessible for all children and labelled clearly EYFS → The following resources must be in your classroom: objects to count, number cards, numbers in sequence, shapes, scales, jugs and measuring bottles, rulers and measuring tape, dominoes, unifix cubes, building blocks and dice. ▪ Year 1-6 → The following resources must be in your classroom: number lines, hundred squares, place value tables, ten frames, part/ whole model frames, number cards, times table mats, dienes, place value cards/fans, counters, place value 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.
Feedback and Assessment	<ul style="list-style-type: none"> ▪ Follow the school's agreed marking codes and the Feedback and Assessment policy. ▪ All learning in pupils' books should be marked, correct answers should be ticked and incorrect answers should be crossed and then corrected by pupils. Refer to the Feedback and Assessment Policy to see ways in which peers can review each other's learning. ▪ KPI (Key Performance Indicators) sheets must be dated at the time of assessment on an ongoing basis, this is used to update the API (Assessment Performance Indicators) on a termly basis. ▪ The end of unit assessment booklet from White Rose is used as a 'Hot Task'. This is used at the end of a unit to show progress and understanding of the unit taught. Any misconceptions still arising should be addressed in future lessons. ▪ As enrichment; pupils in KS1 and KS2 use NumBots and TTRS respectively to help practice facts and times table; pupils in KS2 take part in enterprise projects and competitions, and the recall of number facts are celebrated in a half-termly Mathematics Champions assembly with certificates. ▪ Pupils complete termly summative tests (PiXL test papers), the scores are recorded in the API and a QLA (question level analysis) is completed for each test paper for pupils who are key marginal- where necessary QLA is used for all pupils. ▪ Times table charts must be ticked when a pupil has mastered the relevant fact and kept in the assessment folders.
Resources	<ul style="list-style-type: none"> ▪ All staff are responsible for the Mathematics cupboard resources ▪ Group Room contains additional resources for specific units ▪ Shared Drive: Whole school shared drive- Mathematics ▪ White Rose (individual log in) ▪ NRICH (no username/password) ▪ Target your Maths/ CGP books (provided to each year group) ▪ PIXL (ask Team Leader for log in details) ▪ Testbase (username: biglandgreen password: e12nd) ▪ EYFS cupboard (for EYFS only)

Science expectations

Planning	<ul style="list-style-type: none"> • Use Bigland Green Medium Term Plans to produce lesson notebooks or PowerPoints. • Use the agreed subject proforma to create lesson notebooks or PowerPoints. • Each slide must include the date, WALT and key vocabulary. • Planning must include differentiation identified on the Medium Term Plans. • Learning must be adapted to suit all children's needs, including SEND. • Annotated planning should be displayed in the classroom and filed in the class planning folder at the end of the half-term. • Plan for appropriate practical science investigation lessons, in line with the Medium Term Plans.
Lesson Delivery	<ul style="list-style-type: none"> • Begin each unit by introducing pupils to what they will learn and why they are learning it. • The first lesson must include a knowledge harvest (KWL). Whole class KWL in KS1 and individuals in KS2. • KWL to be completed at the end of the unit of learning. • Incorporate an exciting hook to introduce the new unit or an end of unit celebration of learning.
Learning in books	<ul style="list-style-type: none"> • Learning must be presented with high expectations at all times. • Worksheets will only be used when necessary to support children's learning. • Photographs should only be used where there will be an impact on children's learning. E.g. where a child has not recorded in their books such as mini white-board work. A caption should accompany any photograph. Photographs of other children's learning should not be included in books or to document an activity as this will be shown on planning • The investigation format and sentence stems must be used for each year group. • Books must show a variety of learning e.g: tables, charts, scientific diagrams.
Learning environment	<ul style="list-style-type: none"> • Learning walls must be on-going working walls. • Learning walls must include children's learning, key vocabulary and relevant information to support further learning. • Add key vocabulary to the learning wall as it is introduced. • Learning walls must change each half term in advance of the unit of learning. • Display books linked to the unit of learning to promote reading to learn.
Feedback and Assessment	<ul style="list-style-type: none"> • Assessment for learning should be ongoing in every lesson. • MTPs must be annotated after each lesson to identify adaptations needed for the next lesson or children who need further support or challenge. • Read to Learn sessions can be used to provide children with feedback. • All learning will be assessed at the end of each lesson in line with the Bigland Green Feedback and Assessment Policy. • Science Key Performance Indicators for children (KPI) will be kept up to date in the class assessment folder. • APIs to be completed for each child during whole school assessment weeks.
Resources	<ul style="list-style-type: none"> • Resources taken from the subject resource cupboards will be returned neatly. • PDC boxes (books, artefacts, posters) can be ordered from the School's Library Services in advance of the unit of learning. • New resources must be approved by the Subject Leader before placing an order. • Class Teachers are responsible for preparing and ensuring they have all necessary resources before the day of the lesson.

Physical Education expectations

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/Time, Equipment, People to help scaffold the learning for children to be successful) ▪ Planning will show WALT, Success Criteria (if needed), starter activity/warm up, teaching of skills/knowledge through modelling/instruction, children's practice activities and will focus the three pillars of progression: motor competences; rules, strategies and tactics; and healthy participation. ▪ Vocabulary will use specific terminology and informal language to aid children's participation through knowledge ▪ PE is for ALL – adaptations through STEP to ensure engagement of pupils with SEND
Lesson Delivery	<ul style="list-style-type: none"> ▪ High quality PE is delivered through instruction, practice and feedback where children are physically active for at least 50%-80% of the lesson depending on what is being taught ▪ 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 ▪ If a child forgets their kit: <ol style="list-style-type: none"> 1) Phone call home to bring in correct kit 2) Risk assess if activities can be carried out in uniform 3) Letter home informing parent of no kit 4) If not participating, child completes KS1 or 2 skills sheet 5) Record made, ongoing issues reported to SLT ▪ No jewellery apart from stud earrings to be worn in PE lessons ▪ Injuries effecting participation should be confirmed with the parent, children missing PE due to injury will complete a skills learning sheet to help them engage with the learning and knowledge ▪ If a child is well enough to be in school, they are well enough to take part in PE lessons including swimming ▪ PE kit changing expectations have been paused since the pandemic and will be reviewed periodically by SLT in line with the school's risk assessment
Learning in books	<ul style="list-style-type: none"> ▪ The school does not use PE learning books so lesson time is spent on the most effective learning
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
Feedback and Assessment	<ul style="list-style-type: none"> ▪ Assessment for learning is very much an ongoing process in PE and teachers should evaluate plans with assessment notes ▪ Pupils benefit from clear and precise feedback on what they are doing well and how to develop – pupils should have a secure mental model of what they are trying to achieve ▪ Most knowledge is assessed through physical means but not always e.g. checking knowledge of rules ▪ Enrichment in PE is provided through after-school clubs and sports fixtures with local schools ~ the expectation is the school will have 1-2 fixtures per week ▪ The whole-school PE tracker is used to log attainment as well as monitor extra-curricular engagement through sports clubs and competitions
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

Common expectations for foundation subjects

Planning	<ul style="list-style-type: none"> • Use Bigland Green medium term plans to produce lesson notebooks or PowerPoints. • Lesson notebooks or PowerPoints must be created using the agreed subject proforma. • Lessons must include the differentiation identified on the medium term plans. • All planning must be annotated and evaluated after each lesson. • Class teachers will adapt planning to ensure learning is accessible for all children in their class. • The first slide of planning must include sequence of learning, key vocab and additional adult support. • Teachers must have continuous professional dialogues to ensure consistency of learning across the year group.
Lesson Delivery	<ul style="list-style-type: none"> • Begin each unit by introducing pupils to what they will learn and why they are learning it. • All lessons should build on previous learning. • Previous learning should be revisited to make links or assess children's knowledge. • Children must have the opportunity to explore and investigate using a range of learning styles. • Knowledge and skills must be taught in unison. • All teachers must maintain a high level of pedagogical understanding to ensure a good quality of education.
Learning in books	<ul style="list-style-type: none"> • All Learning must be presented with high expectations at all times. • Dates must be written in short form on the left hand side • Worksheets will only be used when necessary to support children's learning. • Learning outcomes should reflect the WALT. • Photographs should only be used where there will be an impact on children's learning. E.g. where a child has not recorded in their books such as mini white-board work. A caption should accompany any photograph. Photographs of other children's learning should not be included in books or to document an activity as this will be shown on planning. *Exception for D&T (see above).
Learning environment	<ul style="list-style-type: none"> • Classroom displays must be on-going working walls. • Working walls must be changed half-termly, in advance of the unit of learning. • Key vocabulary linked to the current unit of learning must be displayed.
Feedback & assessment	<ul style="list-style-type: none"> • Assessment for learning should be ongoing in every lesson. • Names of focus children to be written on weekly plans based on assessments from the lesson. • Planning will be annotated and adapted weekly based on children's assessments. • Read to Learn sessions can be used to provide children with feedback. • All learning will be assessed at the end of each lesson in line with the Bigland Green Feedback and Assessment Policy.
Resources	<ul style="list-style-type: none"> • Resources taken from the subject resource cupboards will be returned neatly. • PDC boxes (books, artefacts, posters) can be ordered at the start of a unit from the School's Library Services. • New resources must be approved by the Subject Leader before order. • Class Teachers are responsible for preparing and ensuring they have all necessary resources before the day of the lesson.
Differentiation SEND	<ul style="list-style-type: none"> • Children's individual needs must be planned for so they can access learning. • Lessons, resources and activities will be differentiated to ensure all children engage with the same unit of learning. • Learning must include a range of activities to allow children to make good progress from their starting point. • Photographs with captions may be used to evidence children's outcomes and to support with assessment.

Subject specific expectations for foundation subjects

This document should be used in conjunction with the '**Shared Expectations for Teachers**' to help raise the quality of education.

	History	Geography	Art & Design and Design Technology	Computing	Big Thinking	Religious Education
Planning	-Planning must demonstrate how key learning is built upon using the medium term plan themes and hook question.	-Planning must demonstrate how key learning is built upon using the medium term plan themes.	-Half term weekly planning must be created on a single notebook or PowerPoint.	-Use Knowsley documents to support the teaching of specific programs and apps (see medium term plans).	-Each lesson must be planned out using the enquiry plan. -All enquiries must be tailored to the needs and interests of the class.	-Medium Term Plans will follow the SACRE (RE) document.
Lesson Delivery	-Final history lesson must allow children to answer the key question. -A range of primary and secondary resources should be used. -Learning must be presented appropriately for the time period (e.g no newspaper articles when teaching Vikings).	-Case studies should be used where possible. -A variety of maps and globes must be used (including digital mapping).	-All skills must be modelled by a teacher.	-All skills must be modelled by a teacher.	-All sessions must take place in a circle. -Children will create their own enquiry questions (can be guided in KS1). -Teachers should look for points of tension to develop class discussions, not teach morals. -KS1- 40 minute lesson. -KS2 – 45 minute lesson.	-A range of primary and secondary resources should be used.
Learning in books	-KWLs should be completed at the beginning and end of each unit (see example in the subject folder).	-KWLs should be completed at the beginning and end of each unit (see example in the subject folder).	-Each child must have a portfolio that includes their final product (*could be a photograph) and a written evaluation.	-Work must be saved in each child's folder in the 'Pupil Shared Area'. -Book Creator App will replace the use of worksheets. -Evidence of weekly learning will be	-Every enquiry will be recorded in the classes' Big Thinking Big Book. This will include children's responses and the enquiry question.	

				shown in each class's Computing Big Book. -Big Books should include the date, WALT, a short description of the task and examples of children's work.		
Learning environment	-The hook question should be displayed on the learning wall and referred to each lesson. -A timeline should be created at the start of each unit of learning to support chronological understanding.	-Each class must display and annotate a world map. -Any other relevant maps should be displayed when necessary. E.g. tectonic plate map when studying volcanoes	-Art room display is allocated to a year group per half term (see subject folder).	-Computing Suite display board is allocated to 2 year groups per half term (see subject folder).	-Each classroom will have a Big Thinking Display that includes sentence starters and the 4 C's.	
Feedback & assessment						
Resources				-Ensure all electronic equipment is working prior to the lesson. -Computing Suite must be left tidy.	-Recommended Big Thinking story books can be found in the PPA room. -Level 1 P4C foundation booklet is in the PPA room. -Each class has a copy of 'The Philosophy Shop' and 'The If Machine'.	

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	Labels, List and Captions Retelling Text: Little Red Riding Hood	Re-telling Text: The Enormous Turnip	Shakespeare Festival Poem Text: The Tempest	Narrative Short story Text: Olivia Saves the Circus	Non-chronological report about chicks Text: non-fiction information books	Descriptive setting Text: The something
	Re-telling Text: Elmer and the Lost Teddy	Diary entry Text: Beegu		Descriptive setting Text: Nimesh the Adventurer	Recount Recount of a visit to the farm	Poetry Shape poems Text: Patterns and Rhymes
Maths	Number: Place Value within 10 (5 weeks) Addition and subtraction within 10 (5 weeks) Place Value within 20 (2 weeks)		Number: Continue place Value within 20 (2 weeks) Addition and subtraction within 20 (3 weeks) Place Value within 50 (2 weeks) Place value within 100 (2 weeks) Multiplication and Division (3 weeks)		Measurement: Fractions (2 weeks) 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 Pets	Seasonal Changes Weather	Plants	Everyday Materials	Everyday Materials
Computing	What is a Computer?	Modern tales Animate with shapes	Drawing Maths	Mini - Beasts	My Robot the Friend	News presenter
Wider Curriculum (History or Geography)	History: Family history What was life like before I was born? Technology Legacy Achievements	Geography: Our school (Field Work Unit)	History: Local heroes Why are Catherine and William Booth local heroes? Achievements Legacy	Geography: Our Country	History: Inventions: flight Why are aeroplanes a significant invention? Technology Legacy Achievements	Geography: Our World (comparative unit - Kenya)

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? Christianity		1.5 What makes some places sacred? Christianity Judaism Islam		1.7 What does it mean to belong to a faith community? Christianity Judaism Islam	
Art & Design	Drawing Make your mark	DT focus (See Design and Technology overview)	Painting / mixed media Landscapes	DT focus (See Design and Technology overview)	Sculpture Paper play	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Structures Constructing a windmill	Art focus (See Art and Design overview)	Textiles Puppets	Art focus (See Art and Design overview)	Food Fruit and vegetables
Music	Ourselves Exploring sounds	Our School Exploring sounds	Machines Beat	Story time Exploring sounds	Seasons Pitch	Our bodies Beat
	Number Beat	Animals Pitch	Pattern Beat	Water Pitch	Weather Exploring sounds	Travel Performance
Physical Education	Gymnastics 1	Dance 1	Dance 2	Circus Skills	Athletics	Gymnastics 3
	Ball Skills 1	Gymnastics 2	Ball Skills 2	Games (rackets, bats)	Team building	Attacking/Defending

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	Diary Entry Text: The Disgusting Sandwich	Shakespeare Festival Storm setting Text: The Tempest	Narrative Short Story Text: Billy and the Beast	Biography on famous figures 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
	Character Description Text: Man on the Moon	Non-chronological report on endangered animals Text: The journey home (fiction) and non-fiction		Recount Links made with Wider Curriculum	Poetry Text: Sound collector related to sounds of the seasons	
Maths	Number: Place Value (4 weeks) Addition and subtraction (5 weeks) Multiplication and Division (3 weeks)		Number: Continue with multiplication and division (1 week) Fractions (3 weeks) Measurement: Mass, capacity and temperature (3 weeks) Length and Height (2 week) Time (3 weeks)		Measurement: Money (2 weeks) Statistics: (2 weeks) Geometry: Properties of Shape (3 weeks) Position and Direction (3 weeks) <u>*Use Mathematics Meetings to ensure maximum coverage before KS1 assessments</u> Consolidation -> KS2 ready	
Science	Uses of Everyday Materials	Uses of everyday Materials	Plants	Living Things and their Habitats (Gardens and Allotments)	Animals including humans Animal Life Cycles	Living Things and their Habitats Animal Life Cycles (Habitats)
Computing	Online Buddies Maths Madness	Presentation and Typing	Storyland	Storyland Heads up	Making Games	Code a Story
Wider Curriculum (History or Geography)	History: Great fire of London Was the fire of London a positive or negative event for the city? Technology Legacy Achievements	Geography: Weather and seasons	History: Schools over time How has school changed since the 1950s? Technology Legacy	Geography: Coasts (comparative unit - Bangladesh)	History: Great Voyages Why do we remember the voyages of the 'Titanic' and 'Windrush'? Technology Legacy Empire	Geography: Our local area (Field Work Unit)

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? Islam		1.4 What can we learn from sacred books? Christianity Judaism Islam		1.8 How should we care for others and the world, and why does it matter? Christianity Judaism	
Art & Design	Drawing Tell a story	Sculpture Clay pots	Painting / mixed media Superheroes	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Mechanism Making a moving monster	Structures Designing a chair	Food A balanced diet
Music	Ourselfs Exploring sounds	Our land Exploring sounds	Animals Pitch	Story time Exploring sounds	Weather Exploring sounds	Pattern Beat
	Toys Beat	Our bodies Beat	Number Beat	Seasons Pitch	Water Pitch	Travel Performance
Physical Education	Gymnastics 1	Dance 1	Ball skills 2	Dance 2	Athletics	Health & Fitness
	Ball Skills 1	Games 1: Striking skills	Gymnastics 2	Games 2: Attack/Defend	Team Building	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	Diary Entry	Shakespeare Festival A speech from a main character Text: Julius Caesar	Narrative Re-writing a section of the story Text: Leon and the place in between	Non-fiction	Persuasive advert
	Text: Stone Age Boy/Woolly Mammoth/The First Drawing	Text: Iron Man			Non-chronological report on Plants / chosen flower	Text: Charlie and the Chocolate factory
	Poetry Shape Poems	Narrative Section of a story Text: Iron Man			Text: Non-fiction texts	Narrative Text: Charlie and the Chocolate factory
Maths	Number: Place Value (3 weeks) Addition and subtraction (5 weeks) Multiplication and Division (4 weeks)		Number: To continue Multiplication and Division (3 weeks) *See Team Leader* Fractions A and B (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 (Light and Shadows)	Animals including Humans (Keeping Healthy)	Forces and Magnets	Plants (Roots and Shoots)	Plants (Flowers, fruits and seeds)
Computing	Online Detectives	Dancing Robots	Rainforests Keyboard Adventures	Be Digitally Awesome	Micro:bit	Programming with Robots
Wider Curriculum (History or Geography)	History: Stone Age to Iron Age Was life better in the Stone, Bronze or Iron Age? Technology Legacy Achievements Settlement	Geography: Climate and biomes	History: Local history Why is the Tower of London a significant building? Technology Trade Religion Monarchy	Geography: Where are we? (Field Work Unit)	History: Development of the police force How has the police force in London changed over time? Legacy Achievements	Geography: Our continent: Europe (comparative unit – Scandinavia)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	L2.1 What do different people believe about God? Christianity Islam Humanism Hinduism		L2.2 Why is the Bible important for Christians today? Christianity		L2.5 Why are festivals important to religious communities Christianity Hinduism Islam Judaism	
Art & Design	Painting / mixed media Prehistoric art	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	Drawing Shape and tone	Sculpture Abstract, shape and space	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Textiles Cushions	Structures Constructing a castle	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Food Eating seasonally
Music	Environment Composition Building Beat	Sounds Exploring sounds Poetry Performance	China Pitch Time Beat	In the Past Pitch Communication Composition	Human Body Structure Singling Spanish Pitch	Food and Drink Performance
Physical Education	Gymnastics	Invasion Games (hockey)	Dance 1 Ice Skating	Invasion Games (football)	Athletics	Dance 2
	Netball	Health & Fitness	Invasion Games (handball)	Striking & Fielding - cricket	Net/Wall Games (Tennis)	OAA communication and tactics
Modern Foreign Languages (Spanish)	A New Start	Calendar and Celebrations	Animals	Carnival time	Food	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	Recount Newspaper article Text: Egyptian Echo	Shakespeare Festival Letter Text: Anthony and Cleopatra	Narrative Fables Text: Michael Rosen’s Aesop’s Fables	Biography Text: A range of biographies	Narrative Short Story Text: Street child
	Explanation Explanation based on previous unit of learning Text: non-fiction texts	Narrative Part of a story from Characters POV (setting focus) Text: Marcy and the Riddle of the Sphinx				
Maths	Number: Place Value* (4 weeks) Addition and subtraction (3 weeks) Multiplication and Division (5 weeks) *include teaching of negative numbers from version 2.0		Number: Continue Multiplication and Division (1 week) Fractions (4 weeks) Decimals A and B (5 weeks) Measurement: Money (2 weeks)		Measurement: Length and Perimeter (2 week) Area (1 week) Time (2 weeks) Statistics: 1 week Geometry: Properties of Shape (2 weeks) Position and direction (2 weeks) Consolidation	
Science	Animals, including humans (Teeth)	Electricity	Living Things and their Habitats (Classification)	Living Things and their Habitats (Climate Change/Impact)	States of matter	Sound
Computing	Fake or Real	Hours of Code	Dinosaurs	Minecraft Challenges	Endangered Animals	Game Designer
Wider Curriculum (History or Geography)	History: Ancient Egypt Why was Ancient Egypt such a successful civilisation? Trade Achievements Invasion/Conflict Settlement/Civilisation	Geography: Earthquakes and volcanoes	History: Ancient Greece Why do historians think Ancient Greece is such a significant civilisation? Achievements Legacy Settlement/ Civilisation	Geography: Moving Mountains (European focus)	History: Roman Britain How did the Romans change Britain? Technology Trade Achievements Religion Settlement/ Civilisation/Empire Invasion/Conflict	Geography: Racing Rivers (comparative – United States of America)

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 Judaism</i>		L2.8 What does it mean to be a Hindu in Britain today? <i>Hinduism</i>	
Art & Design	Craft and Design Fabric of nature	Painting / mixed media Ancient Egyptian Scrolls	DT focus (See Design and Technology overview)	Drawing Power Prints	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Mechanisms Making a slingshot car	Art focus (See Art and Design overview)	Structures Model mountainous landscape	Textiles Book Covers
Music	Poetry Performance Environment Composition	Sounds Exploring sounds Ancient Worlds Structure	Building Beat Recycling Structure	Around the World Pitch Communication Composition	Time Beat	In the Past Notation Food and Drink Performance
Physical Education	Invasion Games (Netball)	Gymnastics	Dance	Striking & Fielding cricket	Athletics	Invasion games (dodgeball)
	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming</i>	<i>Swimming + water safety</i>	<i>Swimming + water safety</i>
Modern Foreign Languages (Spanish)	Welcome to school	Local area	Family tree	The body	Feeling unwell and jungle animals	Summer time

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	Non-chronological report Text: non-fiction texts on Anglo Saxons Narrative poem Text: The Highwayman	Shakespeare Festival Persuasive letter Text: Macbeth	Narrative Viking Myth Text: Illustrated Norse Myths	Newspaper article Text: Ice Trap	Argument Text: non-fiction texts on fair trade
Maths	Number: Place Value (4 weeks) Addition and subtraction (2 weeks) Multiplication and Division A and B (6 weeks)		Number: Fractions A and B (6 weeks) Decimals and Percentages (3 weeks) Decimals (3 weeks)		Measurement: Converting units (2 weeks) Volume (1 week) Perimeter and Area (2 weeks) Statistics: 2 weeks Geometry: Properties of Shape (3 weeks) Position and direction (12 weeks) Consolidation - through bright minds	
Science	Forces	Earth & Space	Properties and changes of materials	Properties and changes of materials	Living Things and their Habitats (Reproduction- Plants and animals)	Animals including humans (Human life cycle)
Computing	Girls v Boys: STEAM Challenges	YouTuber	Making AR Games	News Reporter and Podcasting Video Game Music Composer	Web Designer	Binary Messages
Wider Curriculum (History or Geography)	History: Anglo-Saxons Is it fair to call the Anglo-Saxon period a 'dark age'? Achievements Religion Settlement/ Civilisation Monarchy	Geography: Global Trade	History: Vikings Why are the Vikings remembered as violent and barbaric? Religion Legacy Invasion/Conflict Monarchy	Geography: Natural treasures (Comparative – Jamaica)	History: Trans-Atlantic slave trade What were the consequences of Britain's involvement in the Trans-Atlantic slave trade? Technology Trade Legacy Empire	Geography: Changes in our local area (Field Work Unit)

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 Humanism</i>	U2.4 If God is everywhere, why go to a place of worship?	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 Humanism</i>	U2.6 What does it mean to be a Muslim in Britain today? <i>Islam</i>
Art & Design	Drawing I need space	Painting / mixed media Portraits	DT focus (See Design and Technology overview)	DT focus (See Design and Technology overview)	Craft and design Architecture	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Art focus (See Art and Design overview)	Digital World Smart Thermometers	Textiles Stuffed toys	Art focus (See Art and Design overview)	Mechanisms Pop-up books
Music	Our Community Performance	Solar System Listening	Life Cycles Structure	Keeping Healthy Beat	At the Movies Composition	Celebration Performance
Physical Education	Gymnastics	Dance 1	Gymnastics 2	Dance 2	Athletics	Striking/Fielding (Rounders)
	Basketball	Invasion Games (hockey)	Invasion games dodge/handball	Net/Wall games (Badminton)	Net/Wall games (Tennis)	OAA – problem solving
Modern Foreign Languages (Spanish)	My school subjects	Time in the city	Healthy Eating	Clothes and colours	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	Diary entry Text: One Thousand and One Arabian Nights	Non-fiction Persuasive brochure Text: travel brochures and trip to Gorsefield	Shakespeare Festival Soliloquy Text: Romeo and Juliet	Narrative Short story Text: Harry Potter and the Philosopher’s Stone	Free Verse Poetry	Transition units/creative writing
	Story Text: One Thousand and One Arabian Nights		Obituary Text: Romeo and Juliet	Non-chronological report Text: Harry Potter and the Philosopher’s Stone / Fantastic Beasts		
Maths	Number: Place Value (2 weeks) Addition, subtraction, Multiplication and Division (4 weeks) Fractions A and B (4 weeks) Decimals (2 weeks)		Number: Fraction, Decimals and Percentages (2 weeks) Algebra (2 week) Ratio (2 weeks) Measurement: Converting units (1 weeks) Area, Perimeter 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	Electricity	Living Things and their Habitats (Classification)	Evolution and Inheritance	Animals including humans (Circulatory System)	Second-look Science
Computing	Online Safety dilemmas	VR Worlds	Maths: Money	Quick Show Host	Crossy Roads	Coding Playground
Wider Curriculum (History or Geography)	History: British Empire What are some of the consequences of the British empire in India? Trade Legacy Empire Invasion/Conflict	Geography: Coasts: changes over time	History: Kingdom of Benin What caused the end of the Kingdom of Benin? Trade Achievements Empire Monarchy Invasion/Conflict	History: Local history How did World War Two impact our local area? Legacy Empire Invasion/Conflict	Geography: Protecting our local environment (Field Work Unit)	Geography: Climate change (South America focus)

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? Christianity		U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)? Christianity Islam Hinduism		U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? Christianity Islam Humanism	
Art & Design	Craft and Design Photo opportunity	DT focus (See Design and Technology overview)	Drawing Making my voice heard	DT focus (See Design and Technology overview)	Sculpture Making Memories	DT focus (See Design and Technology overview)
Design & Technology	Art focus (See Art and Design overview)	Electrical Systems Steady hand game	Art focus (See Art and Design overview)	Structure Playgrounds	Art focus (See Art and Design overview)	Textiles Waistcoats Digital world Smart watches
Music	World Unite Step dance performance	Journeys Song cycle performance	Growth Street dance performance	Roots Mini musical performance	Class Awards Awards show performance	Moving on Leaver's assembly performance
Physical Education	Netball	Health & Fitness	Gymnastics	Invasion game (Tag Rugby)	Intensive swimming (3 weeks per class)	Striking/Fielding (Cricket)
	OAA – Y6 residential				Athletics	OAA – Kayaking Wall climbing
Modern Foreign Languages (Spanish)	Everyday life	Where I live	Playing and enjoying sport	This is me, hobbies and fun	Café culture and restaurants	All about me and transition into Year 7