

VICTORIA

Primary School

Curriculum



Curriculum Rationale

The staff at Victoria Primary School designed the school curriculum with the aim of making a positive difference to the life chances of each of our pupils, no matter what their individual background may be. We believe that the curriculum must always take account of our pupils' life contexts as well as their social, linguistic and academic starting points if it is to enable and challenge our pupils to learn and grow into successful individuals.

Curriculum Principles

Pupils at Victoria Primary School learn through a curriculum that will:

- creatively engage, inspire and be fun
- be purposeful and relevant to the lives of families in our community
- celebrate every pupil's social and cultural background whilst also teaching the British values that make us 'one'
- embrace, nurture and highlight every pupil's uniqueness
- open their eyes to new ideas, perspectives, activities and experiences
- use real, hands-on experiences from the many rich resources on our doorstep
- be academically cohesive so that pupils make intuitive links across their learning, including through opportunities to apply their growing English and Mathematics skills
- be flexible enough to be truly inclusive of all learning needs
- provide challenge for all
- be enabled through the passion of the staff team

Through these principles, Victoria Primary School pupils will become independent and positive members of society who consistently demonstrate the qualities of our school motto:

WORK HARD
– BE KIND –

EYFS Nursery 1 and EYFS Nursery 2 Autumn Term



Children will work on goals from 'Development Matters' with the aim for Nursery 2 to be working securely at 30-50months by the end of Spring Term and beginning to explore 40-60m statements by the end of the Summer Term.

Children develop at their own rates, and in their own ways.

The development statements and their order should not be taken as necessary steps for individual children.

EYFS Nursery 2: Spring Term Learning Overview



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Events this half term:

National Safer Internet Day

Year 3 & 4 Learning Show

World Book Day

Mothers' Day Afternoon Tea

Science, Technology, Engineering and Mathematics Day for British Science Week

Charity: Sports Relief

Parent – Teacher Meetings

Personal, Social and Emotional Development **Making Relationships**

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self-confidence & Self-awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
 - Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Managing feelings & Behaviour

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

Physical Development **Moving & Handling**

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
 - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
 - Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
 - Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
 - Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Health & Self-Care

Can tell adults when hungry or tired or when they want to rest or play.

- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Communication and Language **Listening & Attention**


- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

Understanding

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
 - Beginning to understand 'why' and 'how' questions.

Speaking

- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
 - Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'

<p>EYFS Nursery 2: Spring Term Learning Overview</p>	<div>  </div>	<p>Page 2</p>
<p><u>Literacy Reading</u></p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<p><u>Mathematics Numbers</u></p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<p><u>Understanding The World People and Communities</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>The world</u></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p><u>Technology</u></p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
<p><u>Literacy Writing</u></p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p><u>Mathematics Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<p><u>Expressive Arts and Design Exploring & Using Media and Materials</u></p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

EYFS Nursery 2: Summer Term Learning Overview



Events this half term:

Year 2 National Tests (SATs)
 Year 6 National Tests (SATs)
 Year 1 National Phonics Checks
 School Fathers' Day Breakfast
 School Sports Morning
 Charity: Race for Life
 End of Year Reports to Parents
 Open Evening
 Year 6 Enterprise Week
 Year 5 & 6 Production

Physical Development Moving & Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Uses simple tools to effect changes to materials.
 - Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
 - Begins to form recognisable letters.

Health & Self-Care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Communication and Language Listening & Attention

- Maintains attention, concentrates and sits quietly during appropriate activity.

Understanding

- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Introduces a storyline or narrative into their play.

Personal, Social and Emotional Development Making Relationships

- Initiates conversations, attends to and takes account of what others say.

Self-confidence & Self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.

Managing feelings & Behaviour

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.

Literacy Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Enjoys an increasing range of books.

Mathematics Numbers

- Recognise some numerals of personal significance.
 - Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5
 - Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds one more or one less from a group of up to five objects,
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Understanding The World People and Communities

- Enjoys joining in with family customs and routines.

The world

- Looks closely at similarities, differences

Technology

- Uses ICT hardware to interact with age-appropriate computer software.

Literacy Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
 - Continues a rhyming string.
 - Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
 - Writes own name

Mathematics Shape, Space and Measures

- Selects a particular named shape.
- Orders two or three items by length or height.
 - Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.

Expressive Arts and Design Exploring & Using Media and Materials

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
 - Experiments to create different textures.
- Uses simple tools and techniques competently and appropriately.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Being Imaginative

- Create simple representations of events, people and objects.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.

EYFS Reception: Autumn Term Learning Overview




<p>Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need EYFS Christmas Show</p>	<p>Religious Education Myself: How do we show we care for others? Why does it matter?</p>	<p>Religious Education Myself: How do we show we care for others? Why does it matter?</p>
<p>Personal, Social and Emotional Development Making Relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. 	<p>Physical Development Moving & Handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Uses simple tools to effect changes to materials. <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. <ul style="list-style-type: none"> Begins to form recognisable letters. <p>Health & Self-Care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. <ul style="list-style-type: none"> Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p>Communication and Language Listening & Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.
<p>Literacy Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. <ul style="list-style-type: none"> Enjoys an increasing range of books. 	<p>Mathematics Numbers</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. <ul style="list-style-type: none"> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5 <ul style="list-style-type: none"> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	<p>Understanding The World People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The world</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, <p>Technology</p> <ul style="list-style-type: none"> Uses ICT hardware to interact with age-appropriate computer software.
<p>Literacy Writing</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. <ul style="list-style-type: none"> Writes own name 	<p>Mathematics Shape, Space and Measures</p> <ul style="list-style-type: none"> Selects a particular named shape. Orders two or three items by length or height. <ul style="list-style-type: none"> Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. 	<p>Expressive Arts and Design Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. <ul style="list-style-type: none"> Experiments to create different textures. Uses simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Being Imaginative</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.

EYFS Reception: Spring Term Learning Overview



<p>Events this half term: National Safer Internet Day Year 3 & 4 Learning Show World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings</p>	<p>Religious Education Myself: How do we show we care for others? Why does it matter?</p>	<p>Religious Education Myself: How do we show we care for others? Why does it matter?</p>
<p>Personal, Social and Emotional Development Making Relationships</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-confidence & Self-awareness</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. <p>Managing feelings & Behaviour</p> <ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Physical Development Moving & Handling</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health & Self-Care</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<p>Communication and Language Listening & Attention</p> <ul style="list-style-type: none"> Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
<p>Literacy Reading</p> <ul style="list-style-type: none"> Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Knows that information can be retrieved from books and computers. 	<p>Mathematics Numbers</p> <ul style="list-style-type: none"> Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10 Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to ten objects. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 	<p>Understanding The World People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The world</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer.
<p>Literacy Writing</p> <ul style="list-style-type: none"> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>Mathematics Shape, Space and Measures</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. <ul style="list-style-type: none"> Can describe their relative position such as 'behind' or 'next to' Uses everyday language related to time. Beginning to use everyday language related to money. <ul style="list-style-type: none"> Orders and sequences familiar events. Measures short periods of time in simple ways. 	<p>Expressive Arts and Design Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Selects appropriate resources and adapts work where necessary. <p>Being Imaginative</p> <ul style="list-style-type: none"> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. <ul style="list-style-type: none"> Plays cooperatively as part of a group to develop and act out a narrative.


EYFS Reception: Summer Term Learning Overview		
		
Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs) Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production	Religious Education Myself: How do we show we care for others? Why does it matter?	Religious Education Myself: How do we show we care for others? Why does it matter?
Personal, Social and Emotional Development Making Relationships ELG—Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Self-confidence & Self-awareness ELG—Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings & Behaviour ELG- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride	Physical Development Moving & Handling ELG—Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health & Self-Care ELG—Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Communication and Language Listening & Attention ELG—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding ELG—Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking ELG—Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Literacy Reading ELG—Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	Mathematics Numbers ELG—Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Understanding The World People and Communities ELG—Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world ELG—Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology ELG—Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Literacy Writing ELG—Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Mathematics Shape, Space and Measures ELG—Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Expressive Arts and Design Exploring & Using Media and Materials ELG—Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative ELG—Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories.

Year 1: September and October Learning Overview		 Heroes
Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening Trips, Visits and Enhancements: Museum of Nottinghamshire Life at Brewhouse Yard Victorians Workshops	<u>Physical Education</u> Competitive Games – Sports Coach Led Throw, catch, hit a ball, run, stop Show awareness of space and people Play simple team games based on Dodgeball, Tri-Golf, Football and Cricket.	<u>Physical Education</u> Gymnastics Begin to understand how to balance Travel in different ways using different body parts Carry and use simple apparatus safely
<u>English</u> Genres and Texts Stories: Superworm Stories: Supertato Stories: Traction Man Stories: Super Daisy Stories: Eliot, Midnight Superhero Non-Narrative Factual Recount of Victorian Trip	<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? ‘	<u>English</u> Spelling <i>Name all letters of the alphabet in order</i> <i>Use letter names when talking about spellings</i> <i>Use syllables to divide words for spellings</i> Revise Phase 2 spellings and tricky words Revise Phase 3 spellings (not ‘ure’) and tricky words Spell exception words: of, is, by, his, has
<u>Mathematics</u> Number Place Value Measures: Length and mass/weight Addition and subtraction Geometry: 2D and 3D shape	<u>Personal, Social, Health & Economic Relationships:</u> Special People 5 Hours Identify their special people (family, friends, carers), what makes them special and how special people should care for one another Know who to go to for help, including adults with different roles in school Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) Know that there are good and bad secrets	<u>Personal, Social, Health & Economic</u> British Values in our class: Rules, respect and tolerance for all 5 Hours Understand the school Work Hard and Be Kind Rules; know that these rules help everyone Know how to contribute to the life of the classroom People and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) Know that they belong to various groups and communities such as family and school
<u>Computing</u> Digital Literacy (Being Safe Online) 5 Hours Complete SWGFL Digital Literacy Year 1 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/FS-Year1/FS-Year1-SoL-(1).aspx	<u>History</u> Victorians, Queen Victoria, Mary Seacole & Florence Nightingale 12 Hours Gain an understanding of Victorian childhood including a visit to ? Museum – Nottingham Place topics on a chronological timeline Identify similarities and differences to life today Use vocab: “old, new, past, now, before, after” Ask and answer questions	<u>Art</u> Drawing 4 HOURS Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others With support, identify what they might change in their current work or develop in future work
<u>Science</u> Early Learning Goals 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Know about similarities and differences in relation to places, objects, materials and living things. Talk about features and how objects and environments might vary from one another. Make observations and explain why some things occur; talk about changes.		<u>Religious Education</u> Myself: How do we show we care for others? Why does it matter? 5 hours <i>Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness</i> <ul style="list-style-type: none"> • Hear three moral stories, for example from Christians, Jewish people and humanists. Think and talk about whether they are saying the same things about how we should behave • Express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? • Notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?; • Ask questions about goodness and say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean


Year 1: November and December Learning Overview		 Let's Celebrate!	
Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show Trips, Visits and Enhancements:		<u>Physical Education</u> Competitive Games Throw, catch, hit a ball, run, stop Show awareness of space and people Play simple team games based on Dodgeball, Tri-Golf, Football and Cricket.	<u>Physical Education</u> Dance Respond appropriately to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions
<u>English</u> Genres and Texts Stories: The Tiger Who Came to Tea Stories: The Incredible Present Narrative Factual Recount / Stories: The Christmas Story Non-Narrative Factual Recount: Jewish festivals		<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? ‘	<u>English</u> Spelling <i>Name all letters of the alphabet in order</i> <i>Use letter names when talking about spellings</i> <i>Use syllables to divide words for spellings</i> Spell words with medial ‘or’ and final ‘ore’ Phase 4 spellings and tricky words (Second half term) Spell exception words: our, your, once, love, here, where
<u>Mathematics</u> Number and Place Value Fractions Measures: Capacity and volume Measures: Money Measures: Time		<u>Personal, Social, Health & Economic</u> Health and Wellbeing: Me and my Feelings 5 Hours Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals Know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings including knowing that talking about feeling ‘not good’ is positive Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	<u>Religious Education</u> Christian and Jewish Celebrations and Festivals: Who celebrates what and why? 5 Hours <i>Religious content will include: Various festivals in Christianity and Judaism; the celebrations, stories, artefacts, food.</i> <ul style="list-style-type: none"> • Explore stories and celebrations of, for example, Christmas, Easter, Hanukkah, Pesach. <ul style="list-style-type: none"> • Find out about what the stories told at the festivals mean, e.g. through hearing stories, talking about ‘big days’, learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals • Select examples of religious artefacts from Christianity and Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church • Find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). Respond to questions about being generous and being thankful • Notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different?
<u>Computing</u> Using and Understanding Hardware <i>Log on and off with support</i> <i>Print work and understand how the message gets from computer to printer</i>		<u>Computing</u> Communicating 4 Hours Use the CAPS lock for a capital letter Change text size, colour and font in ‘Word’. Use one space bar press for one finger space in ‘Word’ Complete a table in ‘Word’	<u>Art</u> Painting 4 HOURS Develop the skill of colour mixing Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others With support, identify what they might change in their current work or develop in future work
		<u>Science</u> Seasons 5 of 15 Hours inc. at least 45 minutes of <i>WS & AMS</i> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	<u>Religious Education</u> Christmas: Gift-bringers <ul style="list-style-type: none"> • Hear the Christmas Story • Suggest what might be the greatest gift ever • Talk about what gifts we have within ourselves <ul style="list-style-type: none"> • Retell the story of the Three Wise Men. • Investigate the meaning of the Three Wise Men’s gifts • What would be a suitable gift to bring to Jesus? Why?


Year 1: January and February Learning Overview		 Animal Kingdom	
Events this half term: National Safer Internet Day Year 3 & 4 Learning Show Trips, Visits and Enhancements: Dogs Trust / RSPCA visit to school Years 1, 4 & 6 Polish Day Visit to local church		<u>Physical Education</u> Dance Respond appropriately to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions	<u>Physical Education</u> Gymnastics Begin to understand how to balance Travel in different ways using different body parts Carry and use simple apparatus safely
<u>English</u> Genres and Texts Narrative Factual Recount: Animal Visit Narrative Factual Recount: The Easter Story Narrative Factual Recount: Church visit Stories: Monkey Puzzle Stories: Dear Zoo		<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? ‘	<u>English</u> Spelling <i>Name all letters of the alphabet in order</i> <i>Use letter names when talking about spellings</i> <i>Use syllables to divide words for spellings</i> Spell Phase 5 “new graphemes for reading” (including long and short ‘ea’)
<u>Mathematics</u> Number and place value Measures: Mass/weight Geometry: 2D and 3D shape Measures: Counting and money Addition and Subtraction		<u>Science</u> Animals including Humans 14 Hours inc. at least 2 hours of <i>WS & AMS</i> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Art</u> Collage including Textiles 4 HOURS Develop the skill of colour mixing Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others With support, identify what they might change in their current work or develop in future work
<u>Music</u> Listen: A Famous Composer French Composer Charles-Camille Saint-Saens’ 1886 suite “Le Carnaval des Animaux” 2 Hours Listen with concentration and understanding to a range of high-quality live and recorded music Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture		<u>Personal, Social, Health & Economic</u> Health and Wellbeing: My Health and Hygiene 5 Hours What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health The importance of and how to maintain personal hygiene Name parts of the body Understand the concept of male and female How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others Know what medicines are, why people use them and rules for keeping children safe with medicines. Know that medicines can be harmful if used incorrectly.	<u>Religious Education</u> Symbols: In what ways are churches important to believers? 5 Hours <i>Religious content will include: Visiting places of worship – the church, including their symbols, artefacts, things that happen there and special events e.g. weddings</i> <ul style="list-style-type: none"> • Learn from visiting a church • Recount a visit to a local church using digital photographs. • Find out about the symbols and artefacts that they saw there and suggest meanings for them • Learn about what happens at a church and a compare to a synagogue, including special events such as weddings • Discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings • Find out about the symbols of the two different communities, looking for similarities between the ways they use common symbols such as light, water • Sort and order religious items, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Judaism might include Jewish artefacts - Torah, yad, head covering (Kippah), Hanukiah, Challah bread, mezuzah, a prayer shawl (tallit) and photographs taken at the synagogue.
<u>Computing</u> Using the Internet <i>Use given internet-based resources</i>		<u>Languages</u> Polish 6 hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack	

Year 1: March and April Learning Overview		 Green Fingers – Green Places	
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements: St Ann's Community Orchard or Highfields Park, Beeston		<u>Physical Education</u> Athletics – Sports Coach Led Learn accurate basic athletic skills: running, jumping and throwing using a range of equipment	
<u>English</u> Genres and Texts Traditional Tales: The Enormous Turnip Traditional Tales: Little Red Hen Traditional Tales: The Gingerbread Man Stories: Handa's Surprise Stories: The Very Hungry Caterpillar		<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? '	
<u>Mathematics</u> Measures: Length and mass/weight Multiplication & Division Fractions Geometry: Position and direction Measures: Time		<u>Personal, Social, Health & Economic</u> Living in the Wider World: The Environment 5 Hours What improves and harms their local, natural and built environments Learn about some of the ways they can look after our school and community environment Learn about some of the ways people look after them Learn about some of the ways they can look after others Say what they agree and disagree with in this context	
<u>Computing</u> Programming 1 6 Hours Know that an algorithm is a series of digital instructions Create algorithms using Tynker.		<u>Geography</u> Our Community 12 Hours Know about the geography of the school and its grounds Know the key human and physical features of its surrounding environment Use simple fieldwork and observational skills <i>Use relevant vocabulary from: physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</i>	
		<u>Design Technology</u> Cooking and Nutrition: Grow Your Own 8 Hours Understand where different types of food comes from Use the basic principles of a healthy and varied diet to prepare dishes Follow safe procedures for food safety and hygiene	
		<u>Science</u> Seasons 5 of 15 Hours inc. at least 45 minutes of <i>WS & AMS</i> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	
		<u>Religious Education</u> Easter: Bread, wine, buns and gardens <ul style="list-style-type: none"> Hear the Easter Story Explore the symbols of bread and wine, hot cross buns and an Easter Garden. Draw lines of connection to connect the symbols, parts of the Easter story and suggested meanings. 	


Year 1: April and May Learning Overview		 Once Upon A Time	
Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs) Trips, Visits and Enhancements: Perlethorpe Environmental Education Centre Years 1, 3 & 5 Spanish Day		<u>Physical Education</u> Athletics Learn accurate basic athletic skills: running, jumping and throwing using a range of equipment	<u>Physical Education</u> Dance Respond appropriately to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions
<u>English</u> Genres and Texts Traditional Tales: Goldilocks and the Three Bears Traditional Tales: Little Red Riding Hood Traditional Tales: The Three Little Pigs Traditional Tales: Rumpelstiltskin Stories: Stories of Jesus	<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? ‘	<u>English</u> Spelling <i>Name all letters of the alphabet in order</i> <i>Use letter names when talking about spellings</i> <i>Use syllables to divide words for spellings</i> Spell CVCC words ending ‘nk’ Spell words with ‘k’ (e.g. ask, skin, sketch, frisk) Spell words ending ‘ve’ Spell Phase 5 words with ending phoneme /i/ written ‘y’ Spell Phase 5 words with alternative ‘air’ / ‘ear’ / ‘are’ Spell Phase 5 words with alternatives ‘ch’ / ‘tch’	
<u>Mathematics</u> Number and place value Addition and subtraction Measures: Capacity and volume Fractions Geometry: Position and direction Geometry: 2D and 3D shape	<u>History</u> A British Event in the last 5 Years: Olympics 12 Hours Gain an understanding of a significant recent events or change in the UK Place topics on a chronological timeline Identify similarities and differences to life today Use vocab: “old, new, past, now, before, after” Ask and answer questions	<u>Art</u> A Famous Artist: Vincent Van Gough 4 HOURS Know about the work of one of more artists, craft makers or designers. Describing the differences and similarities between different practices and disciplines Make links to their own work. Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others With support, identify what they might change in their current work or develop in future work	
<u>Design Technology</u> Build: Strong, Stiff and Stable Structures 8 Hours <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	<u>Personal, Social, Health & Economic Relationships:</u> Feelings and Behaviour 5 Hours Communicate their feelings to others, to recognise how others show feelings and how to respond Recognise how their behaviour affects other people Differences between secrets and surprises and the importance of not keeping adults’ secrets, only surprises Recognising what is fair and unfair, kind and unkind, what is right and wrong	<u>Religious Education</u> Stories of Jesus: What can we learn from them? How do religious stories make a difference to people’s lives? 5 Hours <i>Religious content will include: Stories Jesus told – parables. Stories about Jesus that include the miracles of healing and power over earthly things e.g. storms, food etc</i> • Retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. Compare the stories and think about what Christians today learn from the stories. • Respond to the parables Jesus told, for example, such as the Lost Sheep, considering and talking about what they mean. Recognise Christianity as the religion from which the stories come • Retell stories about Jesus, such as the miracle story of the healing of a blind person. Identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come • Respond to stories about Jesus, talking about thankfulness as a result of miracles • Ask and answer ‘who’, ‘where’, ‘how’, ‘what’ ‘why’ questions about religious stories • Think about and respond to ‘big philosophical questions’ in a classroom enquiry using, for example, a story from the New Testament.	
<u>Languages</u> Spanish http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack	<u>Science</u> Scientific Skills applied to Design Tech <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment.</i> <i>Can perform simple tests.</i> <i>Can identify and classify phenomena.</i> <i>Can use their observations and ideas to suggest answers to questions</i> <i>Can gather and record data to help in answering questions</i>		
<u>Music</u> Playing Instruments 2 Hours Play untuned instruments musically, name and know how to care for them Use body percussion Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture	<u>Computing</u> Programming 2 6 Hours Complete the ‘Scratch’ Creative Computing Curriculum Unit 3: Stories http://scratched.gse.harvard.edu/guide/files/CreateComputing20141015.pdf		


Year 1: June and July Learning Overview		 On The Land and Under the Sea	
Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production Trips, Visits and Enhancements: Market Square Beack		<u>Physical Education</u> Competitive Games Throw, catch, hit a ball, run, stop Show awareness of space and people Play simple team games based on Dodgeball, Tri-Golf, Football and Cricket.	<u>Physical Education</u> Gymnastics Begin to understand how to balance Travel in different ways using different body parts Carry and use simple apparatus safely
<u>English</u> Genres and Texts Stories: Naughty Bus Stories: The Rainbow Fish Stories: Sharing Shell Stories: The Snail and the Whale Stories: Commotion in the Ocean Stories: Rumble in the Jungle Stories: Bustle in the Bushes		<u>English</u> Rainbow Grammar Simple sentences Fronted adverbials of time and place Co-ordinating conjunctions A . ! ? '	<u>English</u> Spelling <i>Name all letters of the alphabet in order</i> <i>Use letter names when talking about spellings</i> <i>Use syllables to divide words for spellings</i> Adding plural suffixes –s and –es to known nouns Adding endings –ing –er and –ed to known verbs Adding endings -er and –est to known adjectives Adding prefix un- to known root words Spell simple compound words Spell exception words: once, love, today, friend, school, house
<u>Mathematics</u> Measures: Time Multiplication and division Addition & Subtraction Revise Measures Revise Number and Place Value Revise Addition & Subtraction		<u>Science</u> Seasons 5 of 15 Hours inc. at least 45 minutes of <i>WS & AMS</i> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	<u>Geography</u> Our Country 12 Hours Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate the United Kingdom's surrounding seas Find similarities and differences between our area and London, including weather patterns Identify human and physical features of London <i>Use relevant vocabulary from: physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</i>
<u>Art</u> Sculpture 4 HOURS Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others With support, identify what they might change in their current work or develop in future work		<u>Science</u> Everyday Materials 14 Hours inc. at least 2 hours of <i>WS & AMS</i> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties including hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.	<u>Design Technology</u> Mechanics: Levers and Sliders 8 Hours <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria
<u>Music</u> Compose 2 Hours Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture Use drawings to record how to put a piece together			


Year 2: September and October Learning Overview			I spy... Animals!
<p>Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening</p> <p>Trips, Visits and Enhancements: White Post Farm / Stonebridge City Farm / Ferry Farm Country Park Hoveringham / Manor Farm East Leake</p>	<p><u>Physical Education</u> Gymnastics Roll, balance, turn, five basic jumps Use floor or apparatus</p>	<p><u>Physical Education</u> Dance Respond creatively to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions as part of a group</p>	
<p><u>English</u> Genres and Texts Stories: The Three Billy Goats' Gruff Stories: What the Ladybird Heard Stories: Action Dogs: Howling Inferno Stories: Jewish Story of Creation Reference: Looking After Cats / Dogs / Rabbits</p>	<p><u>English</u> Rainbow Grammar Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘</p>	<p><u>English</u> Spelling <i>Use letter names when talking about spellings</i> <i>Use syllables and phonemes to divide words for spellings</i> <i>Write from memory simple dictation sentences using known spelling words and punctuation.</i> Spell Year 2 common exception words Revise Phase 5 “new graphemes for reading” as spellings (including long and short ‘ea’) and anything thereafter in the Year 1 Curriculum</p>	
<p><u>Mathematics</u> Number Place Value Measures: Length and mass/weight Addition and subtraction Geometry: 2D and 3D shape</p>	<p><u>Science</u> Animals including Humans 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Understands that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Art</u> Drawing 6 HOURS Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from first-hand observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others Identify what they might change in their current work or develop in future work</p>	
<p><u>Computing</u> Using Hardware 3 Hours Log on and off independently and correctly Save to the personal file Open and edit existing work from my personal file Take digital photos Take videos</p>	<p><u>Music</u> Playing Instruments 2 Hours Play untuned and tuned instruments musically, name and know how to care for them Use body percussion combined with instrument Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture</p>	<p><u>Religious Education</u> Believing: What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong? 5 Hours <i>Religious content will include: Children’s ideas about God; Jewish peoples’ ideas about God and the story of creation. The importance of Shabbat, a way of belonging, including the link between creation and Shabbat. Pupils should meet a Jewish religious leader as part of this unit.</i> • Explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas about God, linking to enquiry methods from Philosophy for Children. • Use images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints. • Retell the Jewish story of creation, considering ways in which people care for the earth and making links with the Environment and Science. • Explore the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7th day of rest . • Use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion</p>	
	<p><u>Personal, Social, Health & Economic</u> British Values in Our Class: Respect and Tolerance 5 Hours How to contribute to the life of the classroom and how to be motivated Construct, and agree to follow, group and class rules and to understand how these rules help them Know how to show and earn respect (Approved teaching resource: www.preventforschools.org Respect Unit KS1) Know that they belong to various groups and communities such as family and school.</p>		

Year 2: November and December Learning Overview			The Great Fire of London
Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show Trips, Visits and Enhancements: London Road Fire Station visit	<u>Physical Education</u> Competitive Games – Sports Coach Led Kick and aim a ball. Develop simple tactics for attacking and defending. Play team games based on Dodgeball, Tri-Golf, Football and Cricket.	<u>Physical Education</u> Gymnastics Roll, balance, turn, five basic jumps Use floor or apparatus	
<u>English</u> Genres and Texts Narrative Factual Recount: The Great Fire Narrative Factual Recount: Fire Station visit Reference: The Great Fire Poetry: Bonfires / Bonfire Night Report on Events: Christmas News	<u>English</u> Rainbow Grammar Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘	<u>English</u> Spelling <i>Use letter names when talking about spellings</i> <i>Use syllables and phonemes to divide words for spellings</i> <i>Write from memory simple dictation sentences using known spelling words and punctuation.</i> Spell Year 2 common exception words Spell Phase 5 alternative spellings	
<u>Mathematics</u> Multiplication & Division Statistics Fractions Measures: Money Measures: Time	<u>History</u> Samuel Pepys & The Great Fire of London 12 Hours Gain an understanding of the role of Samuel Pepys as a source of information about the Great Fire of London Place topics on a chronological timeline Identify similarities and differences to life today Use vocab: “future, present, past, history” Ask and answer questions	<u>Computing</u> Using the Internet <i>Know the difference between the URL address and the search bar</i> <i>Use a safe search engine for image search or web search and understand how this works as part of the wider internet</i> <i>Use the “Forward” and “Back” buttons to navigate webpages</i>	
<u>Personal, Social, Health & Economic Relationships</u> How do we work together? 5 Hours Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class Show respect for the opinions of others Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) Offer constructive support and feedback to others Identify and respect the differences and similarities between people	<u>Design Technology</u> Build: Strong, Stiff and Stable Structures 8 Hours <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	<u>Science</u> Scientific Skills applied to Design Tech <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment.</i> <i>Can perform simple tests.</i> <i>Can identify and classify phenomena.</i> <i>Can use their observations and ideas to suggest answers to questions</i> <i>Can gather and recording data to help in answering questions</i>	
		<u>Religious Education</u> Christmas: Bringing the Good news <ul style="list-style-type: none">• Review the Christmas story• Share the story of the angels bringing good news to the shepherds.•What is the good news of Christmas today? How would the shepherds have felt?• Children act out the story and freeze frame key moments<ul style="list-style-type: none">• Create a good news newspaper front page about this part of the narrative• Write the words of the message that the angel could have delivered	


Year 2: January and February Learning Overview		 Um Carnaval Brasileiro (A Brazilian Carnival)	
Events this half term: National Safer Internet Day Year 3 & 4 Learning Show Trips, Visits and Enhancements: Castle visit		<u>Physical Education</u> Competitive Games Kick and aim a ball. Develop simple tactics for attacking and defending. Play team games based on Dodgeball, Tri-Golf, Football and Cricket.	<u>Physical Education</u> Dance Respond creatively to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions as part of a group
<u>English</u> Genres and Texts Reference: Eyewonder – Rainforests Stories: Rio Narrative Fictional Recounts: Rio Stories: Jewish and Christian Stories		<u>English</u> Rainbow Grammar Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘	<u>English</u> Spelling <i>Use letter names when talking about spellings</i> <i>Use syllables and phonemes to divide words for spellings</i> <i>Write from memory simple dictation sentences using known spelling words and punctuation.</i> Spell Year 2 common exception words Spell words ending ‘le’ / ‘el’ / ‘al’ / ‘il’ Spell Phase 5 tricky words
<u>Mathematics</u> Number and place value Measures Capacity and Volume Geometry 2D and 3D shape Measures: Money Multiplication & Division		<u>Geography</u> A Country Overseas 12 Hours Name and locate the seven continents Name and locate the five oceans Find similarities and differences between our area and another non-European country Identify human and physical features of other non-European locations Identify seasonal and daily weather patterns in the hot and cold areas of the world in relation to the Equator and the North and South Poles <i>Use relevant vocabulary from: physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</i>	<u>Science</u> Habitats 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
<u>Computing</u> Communicating 4 Hours Insert, change the size of and rotate clip art, text boxes, shapes and word art in ‘Word’ and ‘PowerPoint’ Use shift as caps shortcut and enter for new paragraphs in ‘Word’ and ‘PowerPoint’ Highlight text in ‘Word’ and ‘PowerPoint’		<u>Personal, Social, Health & Economic</u> Relationships: Unkind Behaviour and Bullying 5 Hours Know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Know that there are different types of teasing and bullying, that these are wrong and unacceptable Know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help and know that this is a positive response. Recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’	<u>Music</u> Listen – A Famous Composer: English Composer John Powell’s 2011 Film Score “Rio” Listen with concentration and understanding to a range of high-quality live and recorded music Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture
		<u>Languages</u> Portuguese 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack	<u>Religious Education</u> Jewish and Christian Stories : How and why are some stories important in religion? What can we learn from them and from the Torah? 5 Hours <i>Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Torah.</i> <ul style="list-style-type: none"> Retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Jewish people and Christians Think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively Ask and find out about from where these stories come (The Torah, the Old Testament in the Bible) Consider what is special about the Torah and respond sensitively, relating to their special things

Year 2: March and April Learning Overview		 Dungeons and Dragons	
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements:		<u>Physical Education</u> Gymnastics Roll, balance, turn, five basic jumps Use floor or apparatus	<u>Physical Education</u> Dance Respond creatively to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions as part of a group
<u>English</u> Genres and Texts Stories: Dragons Love Tacos Stories: Puff the Magic Dragon Stories: Not Your Typical Dragon Stories: The Bravest Knight Narrative Factual Recount: Castle Visit	<u>English</u> Rainbow Grammar Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘	<u>English</u> Spelling <i>Use letter names when talking about spellings</i> <i>Use syllables and phonemes to divide words for spellings</i> <i>Write from memory simple dictation sentences using known spelling words and punctuation.</i> Spell Year 2 common exception words Spell common homophones and near-homophones Spell words with apostrophes for possession and contraction	
<u>Mathematics</u> Measures: Length and mass/weight Addition and Subtraction Fractions Geometry: Position and direction Measures: Time	<u>History</u> Castles 12 Hours Gain an understanding of the role of castles in the local area (Nottingham, Newark, Lincoln) Place topics on a chronological timeline Identify similarities and differences to life today Use vocab: “future, present, past, history” Ask and answer questions	<u>Art</u> Painting 6 HOURS Develop the skill of colour mixing Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from first-hand observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others Identify what they might change in their current work or develop in future work	
<u>Computing</u> Programming 6 Hours Complete the ‘Scratch’ Creative Computing Curriculum Unit 0 (Intro) and Unit 1 (Explore) http://scratched.gse.harvard.edu/guide/files/CreateComputing20141015.pdf	<u>Science</u> Uses of Everyday Materials 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Music</u> Compose 2 Hours experiment with, create, select and combine sounds using the inter-related dimensions of music. Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture Use drawings to record how to put a piece together	
	<u>Personal, Social, Health & Economic</u> Living in the Wider World: Money 5 Hours Recognise the coins and notes we use and know how cards for adults are linked to the money we own, Know that money comes from different sources Know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices Know that money can be used for different purposes, including the concepts of saving (It may not be possible to have everything you want straight away, if at all). Understand the consequences of losing money or having it stolen	<u>Religious Education</u> Easter: Feelings from the story <ul style="list-style-type: none"> • Review the Eater Story • From the story of Holy Week and Easter children identify two moments that go with particular feelings: <ul style="list-style-type: none"> • two happy moments • two puzzling moments • two sad moments • two moments of strength for Jesus 	

Year 2: April and May Learning Overview			The Only Way is Up!
<div>Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs)</div> <div>Trips, Visits and Enhancements: Arkwright Meadows Community Gardens</div>	<div>Physical Education Athletics – Sports Coach Led</div> <div>Practise and consolidate accurate basic athletic skills: running, jumping and throwing using a range of equipment</div>	<div>Physical Education Gymnastics</div> <div>Roll, balance, turn, five basic jumps Use floor or apparatus</div>	
	<div>English Rainbow Grammar</div> <div>Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘</div>	<div>English Spelling</div> <div>Use letter names when talking about spellings Use syllables and phonemes to divide words for spellings Write from memory simple dictation sentences using known spelling words and punctuation. Spell Year 2 common exception words Spell using Phase 6 suffixes</div>	
	<div>Mathematics</div> <div>Number and place value using statistics Addition and subtraction Measures: Capacity, volume & temperature Fractions Geometry: Position and direction Geometry: 2D and 3D shape</div>	<div>Science Plants</div> <div>14 Hours inc. at least 2 hours of WS & AMS Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</div>	<div>Design Technology Cooking and Nutrition: A Healthy Diet</div> <div>Understand where different types of food comes from Use the basic principles of a healthy and varied diet to prepare dishes Follow safe procedures for food safety and hygiene</div>
	<div>Computing Programming</div> <div>6 Hours Know that an algorithm is a series of digital instructions Create algorithms using Tynker.</div>	<div>Personal, Social, Health & Economic Health and Wellbeing: Growing and Changing</div> <div>5 Hours Know about the process of growing from young to old and how people’s needs change Know about growing and changing and new opportunities and responsibilities that increasing independence may bring Know that everybody is unique and special in their own way Know the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls Know that individuals have rights over their own bodies. Review good and bad touching work from Year 1. Know which parts of the body are private</div>	<div>Art Printmaking (Andy Warhol)</div> <div>6 HOURS Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from first-hand observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others Identify what they might change in their current work or develop in future work</div>
			<div>Religious Education Christian and Jewish Leaders: What makes some people inspiring to others?</div> <div>5 Hours Religious content will include: Stories about key leaders e.g. Moses, Jesus, Peter; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made • Retell stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They talk about how these leaders made a difference and how leaders today make a difference to our lives • Think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving • Encounter many examples of simple ‘wise sayings’ (e.g. from Jesus) or ‘rules for living’ harmoniously (e.g. The 10 Commandments). Choose their favourite ‘wise sayings’ or ‘rules for living’ from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them • Ask and find out how to answer a range of ‘how’ and ‘why’ questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions . • Discuss stories of co-operation from Judaism, Christianity and from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’</div>

Year 2: June and July Learning Overview			My Meadows
<p>Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production</p> <p>Trips, Visits and Enhancements: Local walk and study Years 2, 4 and 6 French Day</p>	<p><u>Physical Education</u> Athletics Practise and consolidate accurate basic athletic skills: running, jumping and throwing using a range of equipment</p>	<p><u>Physical Education</u> Dance Respond creatively to music of different speeds, dynamics and pitch Remember and repeat a sequence of actions as part of a group</p>	
	<p><u>English</u> Genres and Texts Reports on Real Events: French Day Narrative Factual Recounts: Local Area</p>	<p><u>English</u> Rainbow Grammar Fronted adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue A , ‘</p>	<p><u>English</u> Spelling <i>Use letter names when talking about spellings</i> <i>Use syllables and phonemes to divide words for spellings</i> <i>Write from memory simple dictation sentences using known spelling words and punctuation.</i> Spell Year 2 common exception words Spell using Phase 6 suffixes</p>
	<p><u>Mathematics</u> Measures: Time Multiplication and division Statistics, including finding the difference Measures Money</p>	<p><u>Geography</u> Our Community 12 Hours Identify human and physical features of the local environment Use simple compass directions and locational and directional language [e.g., near, far, left, right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map Use and construct basic symbols in a key <i>Use relevant vocabulary from: physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</i></p>	<p><u>Science</u> Living Things 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>
<p><u>Personal, Social, Health & Economic</u> Health and Wellbeing: Keeping Safe 5 Hours Know that household products, including medicines, can be harmful if not used properly Know rules for and ways of keeping physically safe; road safety, river safety, rail safety and fire safety (E-Safety is in the Computing Curriculum) Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention Know ways that pupils can help adults around them to look after them</p>	<p><u>Computing</u> Digital Literacy (Being Safe Online) 5 Hours Complete SWGFL Digital Literacy Year 2 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/Year2/Year-2-Sol-(1).aspx</p>	<p><u>Art</u> A Famous Artist: Andy Goldsworthy 6 HOURS Know about the work of one of more artists, craft makers or designers. Describing the differences and similarities between different practices and disciplines Make links to their own work. Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others Identify what they might change in their current work or develop in future work</p>	
	<p><u>Languages</u> French 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack</p>		
<p><u>Design Technology</u> Mechanics: Levers and Sliders 8 Hours <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p>		<p><u>Religious Education</u> Belonging: What does it mean to belong? What is it like to belong to the Christian religion in Nottingham today? 5 Hours <i>Religious content will include: Belonging in a family, school and community. Ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. The Golden Rule.</i> • List the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? • Express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? • Explore ways in which Christians belong, for example, Christenings and Believers’ Baptisms, showing why these are important to some Christians and relating them to Jesus’ Baptism . • Play some collaborative games, and talk about how the games put the teaching of the ‘Golden Rule’ into action</p>	

Year 3: September and October Learning Overview		How Are Communities Unique?
Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening Trips, Visits and Enhancements: North Clifton Primary School, Nottinghamshire Local Muslim & Christian leaders / parents Local walk & study	Physical Education Gymnastics Consolidate rolls, balances, turns and the five basic jumps Use floor and apparatus in combination	Physical Education Dance Consolidate skills acquired in Key Stage 1 Use a range of movement patterns (high / low / fast / slow) Create more complex movements and sequences
	English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘ ,	English Spelling Revise Phase 5 alternative spellings
Mathematics Place value Place value and mental calculation Measures Perimeter Statistics Mental calculation Addition & Subtraction: Written Addition Addition & Subtraction: Written Subtraction	Geography A Contrasting Locality – North Clifton 12 Hours including 5 hours in North Clifton Understand human geographical similarities and differences Understand physical geographical similarities and differences Use fieldwork to observe, measure, record and present the human and physical features in the local area Use a range of methods, including sketch maps, plans and graphs, digital technology, symbols and keys Use maps and digital/computer mapping to locate and describe features <i>Use vocabulary from: physical, human, feature, topography, geography, land use, settlement, economy, natural resources, energy, minerals, symbol, key</i>	Personal, Social, Health & Economic British Values: Individual Liberty 6 Hours Understand that everyone – all peoples and all societies - has human rights Understand that children have their own special rights set out in the United Nations Declaration of the Rights of the Child Develop knowledge of the United Nations Declaration of the Rights of the Child Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
Computing Digital Literacy (Being Safe Online) 5 Hours Complete SWGFL Digital Literacy Year 3 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/Year3/Year-3-Sol-(1).aspx		Design Technology Cooking and Nutrition 8 Hours Know where and how a variety of ingredients are grown, reared, caught and processed Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Follow safe procedures for food safety and hygiene
Languages Urdu 6 hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To understand similarities and differences between English culture and the culture of China To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack	Science Animals including Humans 14 Hours inc. at least 2 hours of WS & AMS Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Religious Education Religion, family and community: Prayer - How do religious families and communities practice their faith? 6 Hours <i>Religious content will include: The 5 daily Islamic prayers, the Lord's Prayer in Christianity, prayer at a mosque or a church, beliefs about Allah / God and prayer in the different religions. Pupils should meet a Muslim religious leader as part of this unit.</i> <ul style="list-style-type: none"> • Pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs about worship, God and human life for Christian and Muslim people • Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups • Find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together • Investigate the meaning of prayer in these communities, and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. • How, where, when and why do people pray?


Year 3: November and December Learning Overview		 Light	
Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show Trips, Visits and Enhancements: Visitor - Diwali		<u>Physical Education</u> <u>Competitive Games</u> Play competitive games co-operatively based on Football , Tag Rugby, Basketball, Cricket and Tennis Understand how tactics are useful in sport Begin to use defence and attack	<u>Physical Education</u> <u>Gymnastics</u> Consolidate rolls, balances, turns and the five basic jumps Use floor and apparatus in combination
<u>English</u> <u>Genres and Texts</u> Narrative Fictional Recount: Prince of Fire: The Story of Diwali Narrative Fiction: Shadow Chasers Narrative Fiction: The Owl Who was Afraid of the Dark Instructions: Painting Lamps	<u>English</u> <u>Rainbow Grammar</u> Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘	<u>English</u> <u>Spelling</u> Adding Phase 6 suffixes to multi-syllable words (e.g. forgot –forgotten, begin -beginner) Revise words with apostrophes for possession and contraction Spell words with plural words with apostrophes for possession (e.g. children's, men's, girls', boys')	
<u>Mathematics</u> Multiplication and Division: Multiplication tables Multiplication and Division: Written & mental multiplication Multiplication and Division: Written & mental division Measures: Time Geometry: 3D shape	<u>Science</u> <u>Light</u> 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Recognises that they need light in order to see things and that dark is the absence of light. Understand that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.	<u>Art</u> <u>Painting Lamps</u> 6 HOURS Develop techniques in using colour, pattern, texture, line, shape, form and space Develop and share from first-hand observation, experiences, ideas and imagination Use a range of materials creatively to design and make Use appropriate artistic vocabulary Review what they and others have done Say what they think and feel about their work and that of others Identify what they might change in their current work or develop in future work	
<u>Computing</u> <u>Communicating</u> 2 Hours Use Lego Movie ‘StopMotion’ to create audio-visual presentations Populate the class webpage	<u>Personal, Social, Health & Economic Relationships:</u> <u>Collaborating</u> 6 Hours Develop strategies to resolve disputes and conflict Understand negotiation and appropriate compromise Give rich and constructive feedback and support to benefit others as well as themselves Being personally motivated, focused and optimistic Work collaboratively towards shared goals	<u>Religious Education</u> <u>Christmas: Light</u> <ul style="list-style-type: none"> Discuss the way light is used to discuss feelings eg beaming smile or a person lights up the room or guiding light or seen the light. Use a piece of art such as Holman Hunt: Light of the world. Ask pupils a series of questions eg who is this? What do you see in the picture. Give them sentence stems to respond to eg The message for Christians is... I think Jesus was called the light of the world because... How do children and other artists use effects to show that angels and Jesus are significant? Who else sometimes gets shown in this way? Ask children to consider who their guiding lights are 	

Year 3: January and February Learning Overview		Forces and Magnets
Events this half term: National Safer Internet Day Year 3 & 4 Learning Show Trips, Visits and Enhancements: Magna Science Centre, Rotherham	 Physical Education Competitive Games – Sports Coach Led Play competitive games co-operatively based on Football, Tag Rugby, Basketball, Cricket and Tennis Understand how tactics are useful in sport Begin to use defence and attack	Physical Education Dance Consolidate skills acquired in Key Stage 1 Use a range of movement patterns (high / low / fast / slow) Create more complex movements and sequences
	English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘ ,	English Spelling Spell irregular verb endings (e.g. carry –carries, carried, live –living) Spell words from the word family with Medial /i/ written ‘y’ (e.g. ‘myth’) Spell words from the word family with short ou (e.g. country)
English Genres and Texts Narrative Fiction and Description: Weslandia Narrative Fiction: Harry the Poisonous Dinosaur Description: Planet Earth	Science Forces and Magnets 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Compare how things move on different surfaces. Understand that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Religious Education Beliefs and questions: What difference does it make to be a Christian? How do Christian people’s beliefs about God, Jesus, the world and others have impact on their lives? 6 Hours <i>Religious content will include: stories and celebrations of Christmas, Easter, Pentecost, Harvest, exploring stories and Christian beliefs about creation, God, community and commitment to God and humanity.</i> <ul style="list-style-type: none"> • Learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost • Reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all • Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator • Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? <ul style="list-style-type: none"> • Discuss a range of ideas about some ‘big questions’, e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? • Develop ideas about different ways science and religions handle questions of origins and where we come from.
Mathematics Place value, Mental addition and subtraction Fractions Fractions & Division Measures Length, Mass & Volume Multiplication and Division Multiplication and Division (using measures and money)	Personal, Social, Health & Economic Relationships: Secrets 6 Hours Know the difference between secrets and surprises Understand why children should not keep adults’ secrets Understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ Judge what kind of physical contact is acceptable or unacceptable and how to respond Know a range of ways to report concerns about content and interaction online	Music Listen – Instruments used by Famous Composers Do you agree with the order of the Classic FM Hall of Fame? 6 Hours Spend half an hour on each of the top 10 pieces listed in http://halloffame.classicfm.com Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture, structure
Computing Using Hardware 3 Hours Touch type on a standard keyboard		

Year 3: March and April Learning Overview		 Would You Rather Be a Pharaoh or a Slave?
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements: New Walk Museum, Leicester Years 3 and 5 Arabic Day	<u>Physical Education</u> Competitive Games Play competitive games co-operatively based on Football , Tag Rugby, Basketball, Cricket and Tennis Understand how tactics are useful in sport Begin to use defence and attack	<u>Physical Education</u> Outdoor Adventurous Activities Take part in outdoor and adventurous activity challenges both individually and within a team Work with others to solve problems in outdoor activities
<u>English</u> Genres and Texts Letter Writing: Egyptology: Search for the Tomb of Osiris Narrative Fiction: The Scarab's Secret	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘ ,	<u>English</u> Spelling Create word families with negative prefixes un-,dis-,mis-, in-, anti- Spell words with alternative spelling 'sure' / 'ture' / 'cher' Spell some words on the Year 3 & 4 100 Words List
<u>Mathematics</u> Geometry 2D and 3D shape, including sorting Addition and subtraction (using statistics) Fractions Geometry Angles Measures: Time	<u>History</u> Ancient Egypt 12 Hours Know about the earliest Civilisations with in depth study of Ancient Egypt Place topics on a chronological timeline Use vocab: "BC, AD, modern, ancient" Identify similarities and differences to life today Ask and answer questions about changes and causes using a range of sources including the internet	<u>Languages</u> Arabic 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To understand similarities and differences between English culture and the culture of a Arabic speaking nation To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack
<u>Design Technology</u> Mechanics: Gears and Pulleys 8 Hours Understand and use mechanical systems in their products <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	<u>Science</u> Scientific Skills applied to Design Tech <i>Can ask relevant questions and using different types of scientific enquiries to answer them. Can set up simple practical enquiries, comparative and fair tests. Can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Can gather, record, classify and present data in a variety of ways. Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Can identify differences, similarities or changes related to simple scientific ideas and processes. Can use straightforward scientific evidence to answer questions or to support their findings.</i>	<u>Personal, Social, Health & Economic</u> Health and Wellbeing: The Best that I can Be 6 Hours Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals Being personally motivated, focused and optimistic Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help others. Being self-aware and Know that talking about emotional difficulties is positive
<u>Computing</u> Programming 1 6 Hours Complete the 'Scratch' Creative Computing Curriculum Unit 2: Animation http://scratched.gse.harvard.edu/guide/files/CreativeComputing20141015.pdf	<u>Art</u> Drawing 6 HOURS Collect observation, experiences, ideas and imagination in a sketchbook Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary	<u>Religious Education</u> Easter: Six emotions of mine • Before listening to the story of Holy Week and Easter children give 6 examples of when they were excited, worried, puzzled, cross, very upset and hopeful. They link their emotions to the disciples' emotions in the stories on Good Friday and Easter Day. • Connect the emotions of the story with their own stories of life.

Year 3: April and May Learning Overview		 What makes Great Britain “Great”?	
Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs) Trips, Visits and Enhancements: Nottingham Castle Museum and Grounds Police / Community Protection Visitor Free Parliamentary Tour visit? Years 1, 3 & 5 Spanish Day		Physical Education Outdoor Adventurous Activities Take part in outdoor and adventurous activity challenges both individually and within a team Work with others to solve problems in outdoor activities	Physical Education Athletics Learn techniques needed for basic athletics Use running, jumping and throwing skills in isolation
English Genres and Texts Recounts: Castle Museum, Police, Parliament, Spanish Day Poetry: Morpurgo: Where my Wellies Take Me Poetry: Morpurgo: Cock Crow	English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘ ,	English Spelling Spell words from the word family with ending ‘sion’ (e.g. division) Spell with alternatives for ‘ay’ spelt ‘ei’ / ‘eigh’ / ‘ey’ (e.g. vein / weigh / obey) Spell some words on the Year 3 & 4 100 Words List	
Mathematics Multiplication and Division Addition and subtraction: Decimals (money) Addition & Subtraction (using measures) Multiplication and division (using measures) Measures: Time Geometry: Properties	Geography Our Country 12 Hours Name and locate UK: - counties and cities - geographical regions - human characteristics - physical characteristics - key topographical features (including hills, mountains, coasts and rivers), - landuse patterns Identify changes over time (from the above) Describe and understand UK: - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water <i>Use vocabulary from: physical, human, feature, topography, geography, land use, settlement, economy, natural resources, energy, minerals, symbol, key</i>	Personal, Social, Health & Economic British Values: Democracy and Law 6 Hours Know about the UK’s democratic processes and the role of the Houses of Parliament Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Understand and respect the role of the Police Service	
Computing Programming 2 6 Hours Write algorithms to create 2D Shapes using ‘Logo’		Art A Famous Artist from Another Time: John Constable 6 HOURS Understand the social and cultural context of works Investigate and combine visual and tactile qualities of materials and processes. Match combined visual and tactile qualities to the purpose of the work	
Languages Spanish 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To understand similarities and differences between English culture and the culture of a Spanish speaking nation To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack	Science Plants 14 Hours inc. at least 2 hours of WS & AMS Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Religious Education Worship and sacred places: Where, how and why do people worship? 6 Hours <i>Religious content will include: exploring religious buildings in Nottingham and the region, connecting the buildings to religious beliefs, teachings, practices and ways of living. <u>Pupils should visit a mosque as part of this unit.</u></i> <ul style="list-style-type: none"> Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study Consider: what happens in holy buildings? Consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community’s way of life, values and beliefs <ul style="list-style-type: none"> Discuss and present thoughtfully their own and others’ views on challenging questions about different kinds of religious belonging in Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art 	

Year 3: June and July Learning Overview				Would You Have Survived the Prehistoric Ages?
Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production Trips, Visits and Enhancements: Cresswell Crags Museum and Heritage Centre		Physical Education Competitive Games Play competitive games co-operatively based on Football , Tag Rugby, Basketball, Cricket and Tennis Understand how tactics are useful in sport Begin to use defence and attack		Physical Education Athletics – Sports Coach Led Learn techniques needed for basic athletics Use running, jumping and throwing skills in isolation
English Genres and Texts Narrative Fiction and Play Scripts: Stone Age Boy Narrative Fiction and Play Scripts: Ug		English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Dialogue “ “ ‘ ‘ ,		English Spelling Spell common homophones and near-homophones Create adverbs using suffixes–ly and –ally, including exceptions to the rule (e.g. sadly, happily, lively, gently, basically, truly) Spell some words on the Year 3 & 4 100 Words List
Mathematics Place value (using measures) Addition and subtraction Problems Fractions Measures Statistics		Design Technology Build 8 Hours Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world		Religious Education 2x Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? 6 Hours <i>Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</i> <ul style="list-style-type: none"> Explore the lives of key religious people in Christian and Jewish stories, describing the challenges they faced, and commitments by which they lived. Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected; Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs Respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas Consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslim Prophets are not seen in drama or imagery) Respond thoughtfully to these 'great lives', and to the idea of inspiration, learning from their challenges and commitments, linking to History <ul style="list-style-type: none"> Use their thinking about stories of Moses, Jesus and Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) Discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others <ul style="list-style-type: none"> Express and communicate their own ideas about questions on fairness, forgiveness, friendship, commitment, and courage.
History Stone Age, Bronze Age, Iron Age 12 Hours Know how Britain changed from the Stone Age, through the Bronze Age, to the Iron Age, c. AD1. Place topics on a chronological timeline Use vocab: "BC, AD, modern, ancient" Identify similarities and differences to life today Ask and answer questions about changes and causes using a range of sources including the internet		Personal, Social, Health & Economic Health and Wellbeing: Healthy Lifestyles 6 Hours How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet Bacteria and viruses can affect health and that following simple routines can reduce their spread Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Know who is responsible for helping them stay healthy and safe and ways that they can help others		
Science Rocks 14 Hours inc. at least 2 hours of WS & AMS Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		Computing Communicating 2 Hours Copy and paste images from the internet to 'Word' and 'PowerPoint' Flip and format images in 'Word' and 'PowerPoint' Use the 'undo' function in 'Word' and 'PowerPoint'		

Year 4: September and October Learning Overview		 Bright Sparks	
Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening Trips, Visits and Enhancements: Bank Life Skills Visitor	<u>Physical Education</u> Swimming Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations	<u>Physical Education</u> Gymnastics Create a sequence with secure beginning, middle and end Experiment with levels, speeds and directions	
	<u>English</u> Genres and Texts Instructions: Computing, Science & DT Narrative Fiction: The Boy Who Harnessed the Wind	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,	<u>English</u> Spelling Revise words with apostrophes for possession and contraction Revise plural words with apostrophes for possession (e.g. children's, men's, girls', boys') Revise spelling of words with negative prefixes un-, dis-, mis-, in-, anti- Revise spelling of words with alternative spelling 'sure' / 'ture' / 'cher' Revise spelling of words with ending 'sion' (e.g. division) Revise spelling of words with alternatives for 'ay' spelt 'ei' / 'eigh' / 'ey' (e.g. vein / weigh / obey)
<u>Mathematics</u> Place value, including negative numbers Place value Addition and subtraction Addition and subtraction (problems and inverse) Geometry: 2D shape Measures: Time	<u>Personal, Social, Health & Economic</u> Health and Wellbeing: Keeping Safe 6 Hours Differentiate between the terms, 'risk', 'danger' and 'hazard' Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience Recognise their increasing independence brings increased responsibility to keep themselves and others safe Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help others	<u>Design Technology</u> Electrics Motors 8 HOURS Understand and use electrical systems in their products <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
<u>Computing</u> Programming 1 6 Hours Complete the 'Scratch' Creative Computing Curriculum Unit 3: Stories http://scratched.gse.harvard.edu/guide/files/CreativeComputing20141015.pdf	<u>Personal, Social, Health & Economic</u> Living in the Wider World: Money 6 Hours Know about the role money plays in their own and others' lives, including how to manage their money Understand the concept of being a critical consumer Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	<u>Science</u> Electricity 24 Hours inc. at least 3 hours of <i>WS & AMS</i> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	

Year 4: November and December Learning Overview		 Could you achieve like an Ancient Greek?	
Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show Trips, Visits and Enhancements: Birmingham Museum and Art Gallery		<u>Physical Education</u> Swimming Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations	<u>Physical Education</u> Dance Create a sequence with secure beginning, middle and end Experiment with levels, speeds and directions
<u>English</u> Genres and Texts Narrative Fiction: Greek Myths and Legends Play Scripts: Ancient Greeks Reference: Ancient Greeks		<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,	<u>English</u> Spelling Spell words of Greek origin word family where ch says /k/ (e.g. chemist, echo) Spell words with Greek prefix auto-(self/own) Spell words with Latin negative prefixes in-, il-, im-, ir- Spell words on the Year 3 & 4 100 Words List
<u>Mathematics</u> Multiplication & Division -Mental multiplication & division Multiplication and Division Multiplication and Division: Written multiplication Measures: Length, including perimeter Statistics		<u>History</u> Ancient Greece 12 Hours Know about Ancient Greek life, achievements and influence Place topics on a chronological timeline Use vocab: “BC, AD, century, ancient” Find connections and contrasts to modern life. Ask and answer questions about changes and causes using a range of sources including the internet	<u>Geography</u> Skills 12 Hours based on location of Greece Use the eight points of a compass Use four and six-figure grid references Use symbols and keys (including the use of Ordnance Survey maps) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features <i>Use vocabulary from: physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</i>
<u>Computing</u> Communicating 4 Hours Select the most appropriate Microsoft Office programme to present learning, demonstrating prior learning skills. Give class feedback to internet sites Populate the class webpage		<u>Art</u> Clay Sculpture 6 HOURS Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary	
<u>Computing</u> Using the Internet <i>Use a safe search engine for research, appreciate how results are selected and ranked, and be discerning in evaluating result</i>		<u>Science</u> Sound 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	<u>Religious Education</u> Christmas Journeys- Mary’s milestones <ul style="list-style-type: none"> Introduce Mary as the mother of Jesus and the encounter at the annunciation with the angel Gabriel. Investigate the 4 journeys that Mary takes after this; to her cousin Elizabeth, to Bethlehem, the flight to Egypt and the journey back to Nazareth. <ul style="list-style-type: none"> Map the journeys, capture Mary’s feeling at a significant moments on each journey with speech bubbles. Act out one of the journeys. Decide the key moment, freeze frame it, photograph it and add speech bubbles to the photo

Year 4: January and February Learning Overview		Why do people do that?
<p>Events this half term: National Safer Internet Day Year 3 & 4 Learning Show</p> <p>Trips, Visits and Enhancements: Hindu Temple visit or faith visitor Years 1, 4 & 6 Polish Day</p>	<p><u>Physical Education</u> Swimming Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations</p>	<p><u>Physical Education</u> Competitive Games – Sports Coach Led Work co-operatively to create and play games based on Football, Tag Rugby, Basketball, Hockey and Tennis Begin to use tactics Develop defence and attack roles Understand the need for pace</p>
<p><u>English</u> Genres and Texts Narrative Fiction: Rama and Sita: Path of Flames Narrative Fiction: Black Dog Recount: Hindu Temple Visit Reference: Religious Education</p>	<p><u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,</p>	<p><u>English</u> Spelling Spell words with the suffix-ous, including exceptions to the rule (e.g. poisonous, enormous, humorous, courageous, curious). Spell less common homophones and near-homophones Spell words on the Year 3 & 4 100 Words List</p>
<p><u>Mathematics</u> Place value. including Roman numerals Fractions and decimals. Fractions, decimals and division Geometry Position and direction Measures Area Multiplication and Division (using measures and money)</p>	<p><u>Religious Education</u> Religion, family and community: worship, celebration, way of living: How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? <i>6 Hours</i> <i>Religious content will include: stories of Rama and Sita, celebrations of Diwali in both India and in the UK, exploration of Hindu ideas about gods and goddesses, beliefs and values expressed in the stories and the festival, learning from Hindu community life. Pupils should visit a Hindu Temple .</i></p> <ul style="list-style-type: none"> Pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions <ul style="list-style-type: none"> Find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations Describe and understand links between Hindu stories and celebrations, examining the Diwali stories and their characters <ul style="list-style-type: none"> Investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation are to be explored in relation to the story Express and communicate understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations 	<p><u>Religious Education</u> Spiritual expression: Christianity, music and worship: what can we learn <i>6 Hours</i> <i>Religious content will include: different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</i></p> <ul style="list-style-type: none"> Explore and respond thoughtfully to examples of Christian music such as a Christmas carol, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. Describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? Express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, or perhaps worshipful or close to God. Consider thoughtfully issues and questions, giving reasons for their thoughts <ul style="list-style-type: none"> Discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people.
<p><u>Personal, Social, Health & Economic Relationships:</u> Actions and Consequences <i>6 Hours</i> Recognise and respond appropriately to a wider range of feelings in others Know that actions affect themselves and others Being personally motivated, focused and optimistic Recognise and manage 'dares' Being empathetic and compassionate Know that talking about emotional difficulties is positive</p>	<p><u>Computing</u> Digital Literacy (Being Safe Online) <i>5 Hours</i> Complete SWGFL Digital Literacy Year 4 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/Year4/Year-4-SoL-(1).aspx</p>	<p><u>Computing</u> HARDWARE <i>3 Hours</i> Touch type on a standard keyboard</p>
<p><u>Languages</u> Polish <i>6 Hours</i> http://www.newburyparkschool.net/langofmonth/</p> <p>To know who speaks this language To understand similarities and differences between English culture and the culture of Poland To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack</p>		

Year 4: March and April Learning Overview			Charlie and the Chocolate Factory
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements: Cadbury World	<u>Physical Education</u> Swimming Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations	<u>Physical Education</u> Competitive Games Work co-operatively to create and play games based on Football , Tag Rugby, Basketball, Hockey and Tennis Begin to use tactics Develop defence and attack roles Understand the need for pace	
<u>English</u> Genres and Texts Narrative Fiction: Charlie and the Chocolate Factory Instructions: Recipes Poetry: Food Poems	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,	<u>English</u> Spelling Spell words with the suffix-ful Spell words with endings –tion/ -sion/ -ssion/ -cian Spell words on the Year 3 & 4 100 Words List	
<u>Mathematics</u> Multiplication & Division -Mental multiplication & written division Place value Addition and subtraction Geometry: 2D shape and position Multiplication & Division	<u>Design Technology</u> Cooking and Nutrition 8 Hours Know where and how a variety of ingredients are grown, reared, caught and processed Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Follow safe procedures for food safety and hygiene	<u>Science</u> States of Matter 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
<u>Music</u> Compose Based on music from the 2005 film “Charlie and the Chocolate Factory” 6 Hours Use a technology package to compose music for a set purpose Improvise and compose music for a range of purposes using the inter-related dimensions of music Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture, structure	<u>Personal, Social, Health & Economic Relationships:</u> Healthy Relationships 6 Hours Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Recognise ways in which a relationship can be unhealthy and who to talk to if they need support. Recognise the benefits and dangers of online interaction and the need to be responsible online. Understanding the similarities and differences between the online and offline world	<u>Art</u> Painting 6 HOURS Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary	
		<u>Religious Education</u> Expressions of Easter <ul style="list-style-type: none">• Compare short extracts of Bible texts with some of the art work and / or music that Christians use at Easter. How have the artists used the texts or the story?• Make a song or a work of art of their own from one verse of the Bible story. How are they using the texts?	

Year 4: April and May Learning Overview		 Journeys Past and Present	
<div>Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs)</div> <div>Trips, Visits and Enhancements: Pizza Express visit? Paul Smith company rep visit?</div>	<div>Physical Education Athletics</div> <div>Develop use of running, jumping and throwing skills and techniques in isolation Take part in simple athletic challenges, using basic techniques</div>	<div>Physical Education Gymnastics</div> <div>Create a sequence with secure beginning, middle and end Experiment with levels, speeds and directions</div>	
	<div>English Rainbow Grammar</div> <div>Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,</div>	<div>English Spelling</div> <div>Spell words from the Latin origin word family where 'sc' says /s/ (e.g. scene, science) Spell words with Latin prefixes re-(again/back), sub-(under), inter-(between/among), super-(above), Spell words on the Year 3 & 4 100 Words List</div>	
	<div>Mathematics</div> <div>Place Value: Counting and sequences Fractions and decimals (using measures) Fractions and written division Measures: Volume, capacity and mass Geometry: Position and area Fractions</div>	<div>History The Romans 12 Hours</div> <div>Know about The Roman Empire and its impact on Britain (including the invasion, Hadrian's Wall, Boudica's resistance and the "Romanisation" of Britain) Place topics on a chronological timeline Use vocab: "BC, AD, century, ancient" Find connections and contrasts to modern life. Ask and answer questions about changes and causes using a range of sources including the internet</div>	<div>Geography A European Country 12 Hours</div> <div>Use maps to locate the countries and major cities of Europe and Russia Identify European environmental regions Identify key physical and human characteristics of Europe Understand human and physical geographical similarities and differences through the study of a region within Europe Describe and understand European: - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water Describe and understand European: - climate zones - biomes and vegetation belts - rivers - mountains – volcanoes Use vocabulary from: physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</div>
<div>Religious Education</div> <div>Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? 6 Hours</div> <div>Religious content will include: learning about pilgrimages and religious journey to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</div> <div><ul style="list-style-type: none">Consider why people go on pilgrimages. Use a range of exciting stimuli to find out about pilgrimages, and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. Imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practiceSuggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or ChristiansFind out more about different forms of worship, prayer and meditation in the Hindu community, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communitiesCreate works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression</div>	<div>Art A Famous Designer: Paul Smith 6 HOURS</div> <div>Understand the social and cultural context of works Investigate and combine visual and tactile qualities of materials and processes. Match combined visual and tactile qualities to the purpose of the work</div>		
	<div>Art Textiles 6 HOURS</div> <div>Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary</div>	<div>Languages Italian 6 Hours</div> <div>http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To understand similarities and differences between English culture and the culture of the chosen nation To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack</div>	
	<div>Personal, Social, Health & Economic British Values of Respect and Tolerance: Multicultural Communities 6 Hours</div> <div>Know what being part of a community means, and about the varied institutions that support communities locally and nationally Investigate the importance and influence of immigration (Approved teaching resource: www.preventforschools.org The Growth of Culture KS2) Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Be empathetic and compassionate</div>	<div>Physical Education Swimming – 30 Catch Up Places Only</div> <div>Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations</div>	


Year 4: June and July Learning Overview		 Deadly 50	
Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production Trips, Visits and Enhancements: Creepy Crawly Insects visitor Years 2, 4 and 6 French Day		Physical Education Athletics – Sports Coach Led Develop use of running, jumping and throwing skills and techniques in isolation Take part in simple athletic challenges, using basic techniques	Physical Education Dance Create a sequence with secure beginning, middle and end Experiment with levels, speeds and directions
English Genres and Texts Reference: Deadly 50 Fact Books Reference: Animals on the Edge Series Description		English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordinating conjunctions Subordinating conjunctions Adverbial clauses Non-finite clauses Dialogue A . ! ? ,	English Spelling Spell words from the French origin word family with a soft 'ch' (e.g. chef, machine) Spell words from the French origin word family with ending 'gue' (e.g. league, tongue) Spell words from the French origin word family with ending 'que' (e.g. unique, antique) Spell words on the Year 3 & 4 100 Words List
Mathematics Place value Statistics Addition and subtraction (using statistics) Fractions - Decimals Geometry: Shape		Science Animals including Humans 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Science Living Things and their Habitats 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.
Religious Education The journey of life and death: Why do some people think life is like a journey? Where do we go? What do different people think about life after death 6 Hours <i>Religious content will include: exploring life as a journey and the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals; a range of ideas about different concepts of an afterlife such as heaven, paradise or reincarnation.</i> <ul style="list-style-type: none"> Find out about and describe some ways in which different religions see life as a journey Make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas Compare how Christians and Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones Develop their understanding of beliefs about life after death in the two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses 		Art Drawing 6 HOURS Collect observation, experiences, ideas and imagination in a sketchbook Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary	Health and Wellbeing: Feelings and Emotions 6 Hours Understanding loss, separation, divorce and bereavement Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them Recognise positive and negative ways of dealing with stressful emotions; know that hurting oneself is not a solution. Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help others Being self-aware and Know that talking about emotional difficulties is positive
Languages French 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To understand similarities and differences between English and the culture of a French speaking nation To listen to and repeat first words and numbers 1 – 12 To practise new vocabulary using the languages activity pack		Computing Programming 2 6 Hours Complete the 'Scratch' Creative Computing Curriculum Unit 4: Games http://scratched.gse.harvard.edu/guide/files/CreativeComputing20141015.pdf Personal, Social, Health & Economic	Physical Education Swimming – 30 Catch Up Places Only Move and float in a variety of ways unaided Competently, confidently and proficiently swim unaided using a recognised stroke at least 25 metres Know personal water survival skills Perform safe self-rescue in different water-based situations


Year 5: September and October Learning Overview		Who cares?
Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening Trips, Visits and Enhancements: Police / Community Protection Visitor	<u>Physical Education</u> Gymnastics Create a sequence with secure beginning, middle and end Use different levels, speeds and directions.	<u>Physical Education</u> Dance Create more complex sequences combining different, levels, speeds and directions Experiment with dances from different times or cultures Use video to compare and evaluate performances in order to improve performance
<u>English</u> Genres and Texts Report: Inspirational People Persuasion: WWF Narrative Fiction: Black Beauty Poetry: Edgar Allan Poe	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - ·	<u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Revise all Year 4 Spelling Targets
<u>Mathematics</u> Place value Place value: Decimals Addition and Subtraction, including problems Geometry Angles Measures Perimeter and Area Addition and Subtraction, including Statistics	<u>Science</u> Animals including Humans 12 Hours inc. at least 1.5 hours of WS & AMS Describe the changes as humans develop to old age Understand gestation periods of other animals and compare them with humans Research and record the length and mass of babies and baby animals as they grow. Scope for WWF project linked to this unit	<u>Religious Education</u> Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world? 12 Hours <i>Religious content could include examples such as: Dr M L King, Mother Teresa, Gandhi, William Booth of Sneinton, Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, Pandurang Shastri Athavali, local examples</i> <ul style="list-style-type: none"> Describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world Understand how key leaders can be sources of wisdom for religious believers Explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived Apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration
<u>Personal, Social, Health & Economic Relationships:</u> Negative Behaviours and The Law 6 Hours Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and know how to respond and ask for help Understand how the law applies to them (now and in the future) in relation to the above behaviours Being empathetic and compassionate Being personally motivated, focused and optimistic Being self-aware and Know that talking about emotional difficulties is positive	<u>Computing</u> Using the Internet <i>Use the internet for research</i> <i>Know that copying and pasting information is not the same as understanding it</i>	<u>Art</u> Painting 6 Hours Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary

Year 5: November and December Learning Overview		 Building Britain	
Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show Trips, Visits and Enhancements: NUAST		<u>Physical Education</u> Competitive Games – Sports Coach Led Play small and large team competitive games based on Football, tag rugby, basketball, hockey and tennis. Experiment with small, medium and large teams Include a range of tactics Play in a defence or attack role	<u>Physical Education</u> Gymnastics Create a sequence with secure beginning, middle and end Use different levels, speeds and directions.
<u>English</u> Genres and Texts Narrative Fiction or Play Scripts: Morpurgo's Beowulf Narrative Fiction or Play Scripts: Gaiman's Odd and the Frost Giants British Poetry: Carol Ann Duffy	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - .	<u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Revise all Year 4 Spelling Targets Spell some words on the Year 5 & 6 100 Words List	
<u>Mathematics</u> Multiplication and division, Factors & multiples Multiplication & Division, including problems Fractions compare, order, equivalence Multiplication & Division Statistics and measures, including time	<u>History</u> Anglo-Saxons, Scots and Viking 12 Hours Know about the fall of the Roman Empire and Britain's settlement by Anglo-Saxons and Scots Understand how the Vikings and Anglo-Saxons struggled against each other (including Alfred The Great and Athelstan's resistance, Danegeld and Anglo-Saxon kingdoms) up to the time of Edward the Confessor AD 1066 Place topics on a chronological timeline Use vocab: "BC, AD, century, decade" Find connections, contrasts and trends. Ask and answer questions about changes, causes and significance selecting sources and organising historical information including the internet	<u>Computing</u> Programming 6 of 12 Hours Complete first half of Kodu Game Design Unit https://www.kodugamelab.com/resources/	
<u>Science</u> Properties and Changes of Materials 1 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<u>Art</u> A Famous Architect: Watson Fothergill 6 HOURS Understand the social and cultural context of works Compare and comment on ideas, methods and approaches in works Investigate and combine visual and tactile qualities of materials and processes. Match combined visual and tactile qualities to the purpose of the work	<u>Design Technology</u> Engineering 8 HOURS A study based upon local engineering opportunities either business or educational (eg NUAST, University of Nottingham primary Wider Opportunities)	
<u>Languages</u> German 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To know that German and English are both Germanic languages and identify some similarities between the languages To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in phoneme-grapheme correlation and grammatical word order in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)	<u>Personal, Social, Health & Economic</u> Health and Wellbeing Keeping Safe 6 Hours School rules about health and safety, basic emergency aid procedures, where and how to get help What is meant by the term 'habit' and why habits can be hard to change Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme) and safety in the environment (including tram, rail, water and fire safety) (<i>Digital Literacy is in the Computing Curriculum</i>) Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help other	<u>Religious Education</u> Peace at Christmas • Arrange a series of artefacts and images that express peace, play music and then ask children to come with a word that connects the objects. Bring out the two elements of peace; external- no war, no arguing, peace with God; internal- forgiveness, harmony etc • Use the peace prayer of St Francis and show the contrasts through dance or mime or on a reflective writing frame show their understanding of these contrasts in their life • Share the story of Brother Roger and the setting up of Taizé. Make a Christmas peace cross.	

Year 5: January and February Learning Overview		What makes a civilisation?
Events this half term: National Safer Internet Day Year 3 & 4 Learning Show Trips, Visits and Enhancements: Galleries of Justice visit Space Centre visit	<u>Physical Education</u> Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, hockey and tennis. Experiment with small, medium and large teams Include a range of tactics Play in a defence or attack role	<u>Physical Education</u> Dance Create more complex sequences combining different, levels, speeds and directions Experiment with dances from different times or cultures Use video to compare and evaluate performances in order to improve performance
	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - ·	<u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Spell words from the word family with the 'ei' string (e.g. deceive, ceiling, seize) Spell words from the word families ending –able / -ably / -ible/ -ibly Spell words with silent letters Spell some words on the Year 5 & 6 100 Words List
<u>Mathematics</u> Place value. Roman numerals, and negative numbers Addition and subtraction, including problems Multiplication and Division Measures: Area Geometry: Reflection and Translation Geometry	<u>History</u> The Aztecs 12 Hours Compare Anglo-Saxon Britain to the Aztec Civilisation Place topics on a chronological timeline Use vocab: "BC, AD, century, decade" Find connections, contrasts and trends. Ask and answer questions about changes, causes and significance selecting sources and organising historical information including the internet	<u>Personal, Social, Health & Economic</u> British Values Law and Liberty 6 Hours Investigate justice and freedom through understanding slavery, segregation and apartheid (Approved teaching resource: www.preventforschools.org Everyone has the Right KS2) Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Being personally motivated, focused and optimistic
<u>Computing</u> Programming 6 of 12 Hours Complete second half of Kodu Game Design Unit https://www.kodugamelab.com/resources/	<u>Science</u> Earth and Space 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use Polish astronomer Nicolaus Copernicus's 1543 idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>Religious Education</u> Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? 6 Hours <i>Religious content will include: studies of some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a Nottingham Synagogue, Mandir and Mosque. Studies of different charities which apply the 'golden rule' from a range of religions and worldviews to some global problems. Pupils should meet a religious charity representative as part of this unit and visit a place of worship to study art and architecture.</i> <ul style="list-style-type: none"> Describe some ways religious art and architecture express spiritual ideas Describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas Understand how buildings and creative arts can put the spirituality of a religion into visual forms Explore examples for themselves, responding with increasing discernment Apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why?
	<u>Design Technology</u> Cooking and Nutrition A Sustainable Diet 8 Hours Understand seasonality and food miles Know where and how a variety of ingredients are grown, reared, caught and processed Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Follow safe procedures for food safety and hygiene	


Year 5: March and April Learning Overview		 Year 005: Spy School	
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements: Years 3 and 5 Arabic Day		Physical Education Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, hockey and tennis. Experiment with small, medium and large teams Include a range of tactics Play in a defence or attack role	Physical Education Outdoor Adventurous Activities Begin to plan own outdoor pursuits Learn how to use a compass Consider timings
English Genres and Texts Narrative Fiction: Alex Rider Instructions: Geography		English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - ·	English Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Spell words from the word family ending –cial and -tial Spell words from the word families ending –cious and -tious Spell some words on the Year 5 & 6 100 Words List
Mathematics Multiplication & Division Geometry: 2D and 3D shape Fractions Measures, including area and volume Statistics and measures		Geography Skills 12 Hours Use the eight points of a compass Use four and six-figure grid references Use symbols and keys (including the use of Ordnance Survey maps) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features <i>Use vocabulary from: physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</i>	Personal, Social, Health & Economic Relationships: Respect 6 Hours Respect diversity and difference and challenge the stereotypical idea of girls' activities and boys' activities (Approved teaching resource: Stonewallprimary.org.uk Danni and Jake films) Listen and respond respectfully to a wide range of people Feel confident to raise their own concerns Recognise and care about other people's feelings Try to see, respect and if necessary constructively challenge other people's points of view
Computing Communicating 4 Hours Use 'Access' to create branched databases Populate the class webpage		Art Famous Artists from Another Culture Kanako Damerum & Yuzuru Takasaki (Illustrators of Alex Rider series) 6 HOURS Understand the social and cultural context of works Compare and comment on ideas, methods and approaches in works Investigate and combine visual and tactile qualities of materials and processes. Match combined visual and tactile qualities to the purpose of the work	Science Properties and Changes of Materials 2 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Languages Arabic 6 hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in grammatical word order and text directionality in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)		Religious Education What matters at Easter Today? <ul style="list-style-type: none"> Investigate Holy Week and Easter in a local Christian community, making a list of 'Ten Important Parts of the Festival'. Rank the list, saying what matters most to Christians in Easter celebrations. Make a list of ten things that matter in their own family life, and compare. 	

Year 5: April and May Learning Overview			Around the World
<p>Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs)</p> <p>Trips, Visits and Enhancements: East Midlands BBC Years 1, 3 & 5 Spanish Day</p>	<p>Physical Education Athletics – Sports Coach Led Use running, jumping and throwing skills in isolation and in combination (e.g. in long jump with run- up / triple jump with hop-step...) With guidance initially, create athletic activities Experiment with using speed, power and stamina Compare performances with previous ones and demonstrate improvements to achieve personal best</p>	<p>Physical Education Outdoor Adventurous Activities Begin to plan own outdoor pursuits Learn how to use a compass Consider timings</p>	
<p>English Genres and Texts Persuasive: Advert for American Country Reports: Current Affairs Narrative Fiction: Louis Sachar’s Holes</p>	<p>English Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - ·</p>	<p>English Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Create word families using root words ending – ant to create words ending –ance/ -ancy/ -ent/ -ence/ -ency (e.g. observant –observance, hesitant –hesitancy, decent –decency, assistant - assistance) Spell some words on the Year 5 & 6 100 Words List</p>	
<p>Mathematics Place value Fractions Measures: Time Fractions Addition & Subtraction Multiplication and division</p>	<p>Geography An American Country 12 Hours Use maps to locate the countries and major cities of North and South America Identify American environmental regions Identify key physical and human characteristics of America Understand human and physical geographical similarities and differences through the study of a region within America Describe and understand American: - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water Describe and understand American: - climate zones - biomes and vegetation belts - rivers - mountains – volcanoes <i>Use vocabulary from: physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</i></p>	<p>Music Guitar 6 Hours Know that guitars emerged from Spain around 1200 and that they evolved from European Lutes and Arabic Ouds. Play and perform in solo and ensemble contexts Play the guitar with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture, structure</p>	
<p>Computing Digital Literacy (Being Safe Online) 5 Hours Complete SWGFL Digital Literacy Year 5 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/Year5/Year-5-SoL-(1).aspx</p>	<p>Personal, Social, Health & Economic Living in the Wider World: Current Affairs 6 Hours Research, discuss and debate topical issues, problems and events specifically concerning health, & wellbeing, war & conflict and offer their recommendations to appropriate people Explore and critique how the media present information Explore how distorted world views are presented on social media. Being empathetic and compassionate</p>	<p>Science Living Things and their Habitats 12 Hours inc. at least 1.5 hours of WS & AMS Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Non-statutory Personal, Social, Health & Economic extension: Understand sexual reproduction in humans. (Approved teaching resource: Channel 4 Living & Growing DVD Unit 2)</p>	
<p>Languages Spanish 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in phoneme-grapheme correlation and grammatical word order in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)</p>	<p>Religious Education Beliefs and questions: How do people’s beliefs about God, the world and others have impact on their lives? 6 Hours <i>Religious content will include: different ideas and forms of expression in relation to belief about God, including pupils’ own responses to Hindu and Muslim texts and expression in creative arts and architecture</i></p> <ul style="list-style-type: none">• Explore and respond thoughtfully to Muslim and Hindu beliefs about God, using a range of sources of wisdom• Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities• Express their own ideas about religious issues and questions, giving reasons for their thoughts• Discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like.		

Year 5: June and July Learning Overview			A Force more Powerful
Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production Trips, Visits and Enhancements:	<u>Physical Education</u> Athletics Use running, jumping and throwing skills in isolation and in combination (e.g. in long jump with run- up / triple jump with hop-step...) With guidance initially, create athletic activities Experiment with using speed, power and stamina Compare performances with previous ones and demonstrate improvements to achieve personal best	<u>Physical Education</u> Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, hockey and tennis. Experiment with small, medium and large teams Include a range of tactics Play in a defence or attack role	
<u>English</u> Genres and Texts Instructions: DT Narrative Fiction: Dream Giver Reports: Inspirational People Description: Shaun Tan	<u>English</u> Rainbow Grammar Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Adverbial clauses Non-finite clauses Relative clauses Dialogue , ... ; () - ·	<u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Spell less common homophones and near-homophones which are often confused Create word families by adding suffixes to root words ending 'fer' (e.g. refer –referral, transfer –transferring, prefer -preference) Spell some words on the Year 5 & 6 100 Words List	
<u>Mathematics</u> Place value Addition & Subtraction Fractions Measures: Mass, volume & capacity Geometry: Area and volume of shapes	<u>Science</u> Forces 12 Hours inc. at least 1.5 hours of <i>WS & AMS</i> Use English Physicist Isaac Newton's 1687 Law to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Design Technology</u> Mechanics Cams, Levers and Linkages 8 HOURS Understand and use mechanical systems in their products <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world	
<u>Computing</u> Hardware 3 Hours Take, download and edit photos Create embedded multimedia projects Understand and appreciate the school network drives and create folders within the personal file	<u>Personal, Social, Health & Economic</u> Health and Wellbeing: The Media 6 Hours What positively and negatively affects their physical, mental and emotional health (including the media) Recognise how images in the media do not always reflect reality and can affect how people feel about themselves Understand how the media can influence our own body image through pressure to look a certain way or weigh a certain amount etc. Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	<u>Religious Education</u> Religion and the individual: What is expected of a person in following a religion or belief? 6 Hours <i>Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. Pupils should meet with a Christian leader as part of this unit.</i> <ul style="list-style-type: none">Learn about devotion and commitment in Christianity. Consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities;Use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religionDiscuss and apply their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life	
	<u>Art</u> Drawing Shaun Tan 6 HOURS Collect observation, experiences, ideas, research and imagination in a sketchbook Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary		


Year 6: September and October Learning Overview		How Has Nottingham Changed?
<p>Events this half term: Charity: Harvest Festival Meet the Teacher Open Evening</p> <p>Trips, Visits and Enhancements: Walking Tour of Nottingham City Centre</p>	<p><u>Physical Education</u> Competitive Games – Sports Coach Led Play small and large team competitive games based on Football, tag rugby, basketball, cricket and tennis. Invent games Play co-operatively Confidently use a variety of tactics including attack and defence</p>	<p><u>Physical Education</u> Gymnastics Create and perform a series of movements Include a clear start and finish Combine both apparatus and floor</p>
	<p><u>English</u> Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue - : ::</p>	<p><u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Spell words with the 'ough' string (e.g., thought, rough, cough, though, through, thorough, plough) Use hyphens to join prefixes to root-words where vowels sit together (e.g. co-own, re-enter) Spell words on the Year 5 & 6 100 Words List</p>
<p><u>Mathematics</u> Place value, including decimals Addition & Subtraction Multiplication & Division Geometry: 2D and 3D shape Addition & Subtraction Multiplication & Division Fractions Fractions, percentages, decimals and fractions Geometry: Angles</p>	<p><u>History</u> Nottingham Past and Present 12 Hours Through a walking tour of Nottingham, gain an understanding of the growth of the city Place topics on a chronological timeline Use vocab: "BC, AD, century, decade" Find connections, contrasts and trends. Ask and answer questions about changes, causes and significance by selecting sources and organising historical information.</p>	<p><u>Art</u> Drawings of Nottingham 6 HOURS Collect observation, experiences, ideas, research and imagination in a sketchbook Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary</p>
<p><u>Languages</u> A language chosen by the class to reflect their own languages from the community 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in phoneme-grapheme correlation and grammatical word order in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)</p>	<p><u>Personal, Social, Health & Economic Relationships:</u> Similarities, Differences and Equality Law 6 Hours Know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) Respect diversity and difference and challenge the idea of homophobia (Approved teaching resource: Stonewallprimary.org.uk Linus's film) Understand the laws surrounding equality and the term "hate crime" Recognise and challenge stereotypes Being empathetic and compassionate</p>	<p><u>Religious Education</u> Religion, family and community: What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect 6 Hours <i>Religious content will include: statistics of world religions in the local area, the county and region, examples of inter faith co-operation</i> <ul style="list-style-type: none"> Investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own Develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God Describe similarities and differences between the ways different communities show that they belong <ul style="list-style-type: none"> Use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today Discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all </p>
<p><u>Science</u> Living Things and their Habitats 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Computing</u> Programming 6 of 12 Hours Complete first half of the Kodu Makerspace Unit https://www.kodugamelab.com/resources/</p>	

Year 6: November and December Learning Overview			What can we learn from our ancestors?
<p>Events this half term: National Anti-Bullying Week Parent – Teacher Meetings Charity: Children in Need Year 1 & 2 Christmas Show</p> <p>Trips, Visits and Enhancements:</p>	<p><u>Physical Education</u> Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, cricket and tennis. Invent games Play co-operatively Confidently use a variety of tactics including attack and defence</p>	<p><u>Physical Education</u> Dance Use a wide range of movement patterns Create complex dance sequences individually or as part of a group Sequence a dance from a different time or culture Select, use and respond to a range of stimuli Use video to Compare and evaluate performances with previous ones and refine elements to improve performance</p>	
<p><u>English</u> Genres and Texts Narrative Fiction: Foreman’s War Game</p>	<p><u>English</u> Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue ∴</p>	<p><u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Find and spell synonyms and antonyms of known vocabulary Spell less common homophones and near-homophones which are often confused Spell words on the Year 5 & 6 100 Words List</p>	
<p><u>Mathematics</u> Measurement: Length, perimeter, mass Measurement: Area and volume Place value Geometry Measurement Fractions Multiplication & Division</p>	<p><u>Science</u> Light 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Use Arab Scientist Ibn al-Haytham’s 1021 discovery to recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><u>Music</u> Listen – History of Music 6 Hours Develop an understanding of the history of music Experience and develop understanding drawn from different traditions and from great composers and musicians Appreciate and understand a wide range of high-quality live and recorded music Use musical vocabulary including pitch, duration, dynamics, tempo, timbre, texture, structure</p>	
<p><u>Computing</u> Programming 6 of 12 Hours Complete second half of the Kodu Makerspace Unit https://www.kodugamelab.com/resources/</p>	<p><u>Geography</u> The Globe 12 Hours Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Identify the position and significance of: - latitude and longitude - the Equator - the Northern and Southern Hemispheres - the Tropics of Cancer and Capricorn - the Arctic and Antarctic Circles - the Prime / Greenwich Meridian and time zones (including day and night) Describe and understand: - climate zones - biomes and vegetation belts - rivers - mountains - volcanoes - earthquakes <i>Use vocabulary from: physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</i></p>	<p><u>Religious Education</u> Teachings, wisdom and authority: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? 6 Hours <i>Religious content will include: carefully selected texts from the scriptures of the religions selected for study and contemporary examples of members of the faith communities seeking to live out these texts and their values</i> <ul style="list-style-type: none">Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religionsConsider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. Respond thoughtfully to the ideas found in the texts with ideas of their ownConsider moral codes, for example, the Ten Commandments (Jewish), St Paul’s advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning</p>	
<p><u>Personal, Social, Health & Economic</u> Health and Wellbeing Drugs and Alcohol Resistance Education (DARE) 6 Hours Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help others</p>	<p><u>Art</u> Painting 6 HOURS Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary</p>	<p><u>Religious Education</u> The Christmas Incarnation - God becoming Human in Art <ul style="list-style-type: none">Use a spiritual art work such as Fernando Ariztzi’s ‘Incarnation’. Discuss the portrayal of God’s hand? How would you subtitle this work? Why is Jesus portrayed as a black person? The artist describes Jesus as a gift to the world- anytime, anyplace. What does he mean? Is he?Write to your local church explaining why they should have this artwork as a focusCreate your own art work called Incarnation, God with us, Jesus came down, seeing the truth or the real meaning of Christmas</p>	

Year 6: January and February Learning Overview		 The Whole World in Your Hands 1	
Events this half term: National Safer Internet Day Year 3 & 4 Learning Show Trips, Visits and Enhancements: Meet a representative of a Religious Charity Years 1, 4 & 6 Polish Day	<u>Physical Education</u> Gymnastics Create and perform a series of movements Include a clear start and finish Combine both apparatus and floor	<u>Physical Education</u> Dance Use a wide range of movement patterns Create complex dance sequences individually or as part of a group Sequence a dance from a different time or culture Select, use and respond to a range of stimuli Use video to Compare and evaluate performances with previous ones and refine elements to improve performance	
		<u>English</u> Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue : :	
<u>English</u> Genres and Texts Narrative Poetry: Blackman's Cloud Busting Report: Geographical Issue Persuasion: The Tin Forest	<u>English</u> Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue : :	<u>English</u> Spelling Use a dictionary to investigate word meanings Use a thesaurus to understand word meanings Revise all Key Stage 2 Spelling Targets with complex word examples Spell words on the Year 5 & 6 100 Words List	
<u>Mathematics</u> Addition, subtraction, multiplication and division Ratio and proportion Geometry Measurement Statistics (line graphs and pie charts) Place value Addition & Subtraction Fractions	<u>Geography</u> A Geographical Issue Understand geographical similarities and differences through the study of a geographical issue (e.g. flooding, conservation, urban renewal, deforestation, global warming, drought, sustainable development) Describe and understand: - types of settlement and land use - economic activity including trade links - the distribution of natural resources including energy, food, minerals and water Use vocabulary from: <i>physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</i>	<u>Personal, Social, Health & Economic</u> British Values: Individual liberty, respect and tolerance 6 Hours Think about the lives of people living in other places, and people with different values and customs Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (Approved teaching resource: www.preventforschools.org A Multicultural Community KS2) Know that there are some cultural practices which are against British law and universal human rights. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Being empathetic and compassionate Recognise inappropriate online contact and conduct, and know how to report and address concerns	
<u>Science</u> Animals including Humans 14 Hours inc. at least 2 hours of WS & AMS Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	<u>Computing</u> Using the Internet Use the internet for research Know that copying and pasting is called 'plagiarism' and isn't acceptable learning	<u>Religious Education</u> Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? 6 Hours Religious content will include: spiritual concepts of justice, fairness, compassion and responsibility, related to the work of major faith based global aid and development charities. Pupils should meet a representative of a religious development charity as part of this unit. <ul style="list-style-type: none"> Discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other Discover and explore the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures Apply their ideas about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Oxfam Write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war) 	
	<u>Languages</u> Polish 6 Hours http://www.newburyparkschool.net/langofmonth/ To know who speaks this language To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in phoneme-grapheme correlation and grammatical word order in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)		

Year 6: March and April Learning Overview		 The Whole World in Your Hands 2	
Events this half term: World Book Day Mothers' Day Afternoon Tea Science, Technology, Engineering and Mathematics Day for British Science Week Charity: Sports Relief Parent – Teacher Meetings Trips, Visits and Enhancements:		Physical Education Athletics – Sports Coach Led Consolidate use of running, jumping and throwing skills in isolation and in combination Design and create athletic activities demonstrating speed, power and stamina Use video to compare performances with previous ones and demonstrate improvements to achieve personal best	Physical Education Outdoor Adventurous Activities Design and create own outdoor pursuits Use equipment effectively Evaluate effectiveness in the pursuit
English Genres and Texts Explanation: Thing Explainer Biography: Mary Anning Poetry: The Rainforest (Judith Wright)		English Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue : :	English Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Revise all Key Stage 2 Spelling Targets with complex word examples Spell words on the Year 5 & 6 100 Words List
Mathematics		Science Evolution and Inheritance 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Art Charcoal Based on Vincent Van Gogh's Charcoal Landscapes 6 HOURS Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary
Computing Digital Literacy (Being Safe Online) 5 Hours Complete SWGFL Digital Literacy Year 6 Curriculum http://www.digital-literacy.org.uk/Curriculum-Overview/Year6/Year-6-SoL-(1).aspx		Personal, Social, Health & Economic Relationships Relationships and Commitments 6 Hours Be aware of different types of relationship, including those between acquaintances, friends, relatives and families, Know that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment Know that online relationships can affect real-life and understand that some relationships are not positive or are exploitative. NCC approved teaching resource: https://www.youtube.com/watch?v=t3r38TTlaEs Be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so Being empathetic and compassionate	Religious Education Easter: Eucharist: Remembering Jesus Worldwide 6 Hours • Pupils enquire into the practice of Eucharist / Holy Communion in a modern Christian community. They might ask: • Why do Christians in hundreds of countries use wine and bread to remind them of Jesus? • What music, art and words do they use, and why? The focus on remembering Jesus leads to a consideration of what memories are most important, and why.

Year 6: April and May Learning Overview		 World War II	
Events this half term: Year 2 National Tests (SATs) Year 6 National Tests (SATs) Trips, Visits and Enhancements: Museum of Nottinghamshire Life at Brewhouse Yard – WWII Living on the Homefront visit Nottingham War Memorial Gardens and Meadows Embankment		<u>Physical Education</u> Athletics Consolidate use of running, jumping and throwing skills in isolation and in combination Design and create athletic activities demonstrating speed, power and stamina Use video to compare performances with previous ones and demonstrate improvements to achieve personal best	<u>Physical Education</u> Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, cricket and tennis. Invent games Play co-operatively Confidently use a variety of tactics including attack and defence
<u>English</u> Genres and Texts Narrative Fiction: Morpurgo's War Horse Narrative Fiction: Alma (Literacy Shed)		<u>English</u> Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue : :	<u>English</u> Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Revise all Key Stage 2 Spelling Targets with complex word examples Spell all words on the Year 5 & 6 100 Words List
<u>Mathematics</u> Geometry Algebra Measurements Algebra Addition & Subtraction Fractions Statistics Geometry		<u>History</u> World War II 12 Hours Studies related to World War Two, linked to Notts RE Curriculum, Holocaust and the Beth Shalom Centre Place topics on a chronological timeline Use vocab: "BC, AD, century, decade" Find connections, contrasts and trends. Ask and answer questions about changes, causes and significance by selecting sources and organising historical information.	<u>Art</u> Clay Sculpture Based on Nottingham War Memorial Gardens at Meadows Embankment 6 HOURS Develop techniques, including control and their of materials Be creative and experiment to create different effects Select and record from first-hand observation, experiences, ideas and imagination Match combined visual and tactile qualities to the purpose of the work Identify similarities and differences between their own work and that of others Record what they think and feel about their work and that of others Start to adapt their work with support from the teacher and describe how they might develop it further Use appropriate artistic vocabulary
<u>Computing</u> Using Hardware 3 Hours Take, download and edit video Create effects in embedded multimedia project Understand and appreciate the school network drives and create folders within the personal file		<u>Science</u> Electricity 14 Hours inc. at least 2 hours of <i>WS & AMS</i> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	<u>Design Technology</u> Electrics Switches, Bulbs and Buzzers 8 HOURS Understand and use electrical systems in their products <u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world

Year 6: June and July Learning Overview			Word War II
<p>Events this half term: Year 1 National Phonics Checks School Fathers' Day Breakfast School Sports Morning Charity: Race for Life End of Year Reports to Parents Open Evening Year 6 Enterprise Week Year 5 & 6 Production</p> <p>Trips, Visits and Enhancements: Beth Shalom Holocaust Centre Years 2, 4 and 6 French Day</p>	<p>Physical Education Outdoor Adventurous Activities Design and create own outdoor pursuits Use equipment effectively Evaluate effectiveness in the pursuit</p>	<p>Physical Education Competitive Games Play small and large team competitive games based on Football, tag rugby, basketball, cricket and tennis. Invent games Play co-operatively Confidently use a variety of tactics including attack and defence</p>	
	<p>English Genres and Texts Mixed Genres: Diary of Anne Frank</p>	<p>English Rainbow Grammar Passive voice Fronted adverbials Linking adverbs Co-ordination Subordinating conjunctions Embedded clauses Using multiple subordinate clauses Dialogue ⋮</p>	<p>English Spelling <i>Use a dictionary to investigate word meanings</i> <i>Use a thesaurus to understand word meanings</i> Revise all Key Stage 2 Spelling Targets with complex word examples Spell all words on the Year 5 & 6 100 Words List</p>
<p>Mathematics Revise and Consolidate Measures: Money (Enterprise)</p>	<p>Religious Education Beliefs in action in the world: What was the Holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today? 6 Hours plus visits to <i>the Beth Shalom Centre and a synagogue as part of this unit.</i> <i>Religious content will include: study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to equality influenced by the events of the Holocaust.</i></p> <ul style="list-style-type: none">Find out about the Jewish religion and community, focusing on religious practice in Europe before the Second World WarInvestigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their ownDevelop their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Holocaust and from today's worldUse case studies and survivor accounts to develop accurate understanding of examples of issues arising from holocaust studyHaving learned about Jewish community action in the UK today, create their own charter of ways to make sure 'Never Again' is 'more than a saying', applying their own ideas to issues of respect for all	<p>Design Technology Cooking and Nutrition War Rations Understand seasonality and food miles Know where and how a variety of ingredients are grown, reared, caught and processed Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Follow safe procedures for food safety and hygiene</p>	
		<p>Computing Communicating 4 Hours Use 'Excel' to search and sort data Use 'Excel' to create appropriate graphs Populate the class webpage</p>	
<p>Personal, Social, Health & Economic Living in the Wider World: Enterprise Know about enterprise and the skills that make someone 'enterprising' Engage in an enterprise project Appreciate the real costs of some items, compare prices and decide what is best value for money Be personally motivated, focused and optimistic</p>	<p>Languages French 6 Hours http://www.newburyparkschool.net/langofmonth/</p> <p>To know who speaks this language To know that French was the language of the Normans who invaded in 1066 and identify some resulting cognates in English To listen to and repeat first words and numbers 1 – 12 To recognise simple questions and give an appropriate answer To recognise similarities and differences in phoneme-grapheme correlation and grammatical word order in written captions To practise new vocabulary using the languages activity pack To understand and reflect on language learning skills (listening, noticing linguistic patterns, repetition, confidence, applying language knowledge in class and around school)</p>	<p>Personal, Social, Health & Economic Health and Wellbeing: Puberty, Sex and Self 6 Hours How their body will, and emotions may, change as they approach and move through puberty (Approved teaching resource: Channel 4 Living & Growing DVD Unit 3) Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that some actions constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong Know who is responsible for helping them stay healthy and safe and ways that they can help others Being self-aware and Know that talking about emotional difficulties is positive</p>	

Appendix 1

Start of Half Term PSHE Days

Each half term begins with a day of learning centred upon the school values and SEAL Programme. Individual classes engage in a shared discussion based upon a key question which they seek to answer. The teacher facilitates the discussion, aiming to draw together “an answer” at the end of the session.

Objectives

During this day, we actively expect children to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Session A – Work Hard Values

Every pupil engages in learning and reflection about our eight core Work Hard Values:

- Concentrate
- Persevere
- Cooperate
- Be Curious
- Have A Go
- Use your imagination
- Keep Improving
- Enjoy learning

Session B – Be Kind Values

Every pupil engages in learning and reflection about our six core Be Kind Values:

- Be respectful
- Be thoughtful
- Be tolerant
- Be safe
- Be honest
- Be responsible

Session C – Social and Emotional Aspects of Learning

Session D – British Values – Democracy (Years 2 to 6)

School Councillors collect feedback from the day’s learning to report to the School Council, including ideas for developments from the day’s learning.

Session C – Social and Emotional Aspects of Learning - Year 6

<p>Autumn 1: New Beginnings</p> <p>What is successful group work? What is the point of school? What makes a bad team member? What am I responsible for? Do people ever pretend to be frightened or not-frightened? Why? Why do we sometimes feel anxious? Is it important to feel as though you “belong”? Is it better to be brave or a coward? Which is best: personal success or group success? Can you ever know what you really want? Can dreams come true? Is it easy to know the difference between being brave and being unwise?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>What does it mean to co-operate? What can make you change your mind? What’s the best way to tell people that you disagree? When you’re working in a group, how do you know when to compromise and when to stick to your idea? Is it ok to judge people before you get to know them? When can people be excluded because they are different in some way? Is there a difference between saying someone “has been mean” and saying someone “is mean”? Should you always think before you act? If lots of people think the same thing, does it mean they are right? Is it better to follow or lead? How do you decide what to do when you are unsure?</p>	<p>Summer 1: Going for Goals</p> <p>What makes “getting started” hard? Who is most responsible for improvement in learning; parents, teachers or children? If you don’t succeed first time, should you try again? Is it better to teach someone to do something or do it for them? If you think you can do something will you always succeed? Is it ever all right to say ‘I can’t do it’? Should you ever act without thinking? Is a group of people’s goals more important than an individual’s? When should you give up? Should you reward yourself for achieving a goal? Is it better to plan in advance or get on and see what happens?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What is bullying? Can you persuade a bully not to bully? What makes someone more powerful than someone else? How does a rumour or a name-call turn into bullying? Why do people bully? What can you do when you find you are in the middle of someone else’s bullying situation? Could any of us become a bully? Is there more than one way to grieve? Should you talk to a friend about a person who died? Is it ever a good idea to break off a friendship? Can you break a friendship but still be friendly? Why do you think people feel sad when someone dies or they are left by someone they care for? Should we always forgive?</p>	<p>Spring 2: Good to be Me</p> <p>Why should people talk about being worried? Can the majority view sometimes be wrong? Can the lone voice be the only one that is correct? Is it good to stand out from the crowd? How important Is body language? Do people think clearly when they “lose it”? How can we know when we are right? How can you like yourself even if you do something that you know is not right?</p>	<p>Summer 2: Changes</p> <p>How do you feel about SATs and Year 7? Is it natural to be wary of change? Is there a purpose to uncomfortable feelings? What will stay the same when you move to your new school? What will people at your new school like about you? Can being frightened be helpful? Why are we afraid of new things? What would happen if no one were ever afraid?</p>

Session C – Social and Emotional Aspects of Learning - Year 5

<p>Autumn 1: New Beginnings</p> <p>What makes learning easy or hard? What is the best way to help someone learn? Are school rules like society’s rules? What can be done f you disagree with something in school? Do unfamiliar situations always feel the same? How do you know that you are valued? Do “can’t be bothered people” enjoy life? Are people born optimists or do you have to develop this? What would happen if we all only thought of ourselves?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>Should you always behave in the same way with the same person or group? Do you like all of your friends in the same way? Would you want to see all of your friends all of the time? Is it ok to sometimes not want to spend time with a friend? When you fall out, what can make a bad situation worse? Should you try to sort out other people’s problems? What are the short-term and long-term consequences of getting angry? Are you responsible for your actions when you are angry? What does a good leader do? Why are there leaders? Should there be leaders in friendship groups?</p>	<p>Summer 1: Going for Goals</p> <p>What does an effective learner do? Is it useful to be a critical friend? Should you celebrate your own achievements? Why should you set goals? What would happen if you didn’t have a goal? Should you always know what you want to achieve before you start? What is better: to set a difficult goal and fail to reach it or an easy goal and succeed? Is it OK to change your mind about a goal?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What is bullying? How do people feel and behave when bullying happens? What makes someone more powerful than someone else? How does a rumour or a name-call turn into bullying? What’s the difference between direct and indirect bullying? Why do people bully? What does embarrassment feel like? What embarrasses people? Should you challenge stereotypes? Do you think it is ever a good thing to feel embarrassed? Why do you think some people get embarrassed when others don’t?</p>	<p>Spring 2: Good to be Me</p> <p>What should you do when you feel useless? Is it useful to feel positive in difficult situations? What are “mixed feelings”? What is the difference between pride and boasting? How does boasting affect others? When is it right to take a risk? How can you disagree without falling out? Can feelings overwhelm your thinking? How do you know when you are right? If you disagree with your friends, are you really friends?</p>	<p>Summer 2: Changes</p> <p>Is experiencing change similar to experiencing loss? How do people behave when a change occurs? Why? Does change people feel insecure? Can positive outcomes come from unwelcome changes? How do people respond to change and challenge? What makes people over-react? What would a world without change be like? How do we know when to stop changing?</p>

Session C – Social and Emotional Aspects of Learning
Year 4

<p>Autumn 1: New Beginnings</p> <p>How do you know if you are welcome? What do we do in our class that helps us work and play well? What are our rights and responsibilities in school? Do different places need different rules? How do you “join a group”? How do you stop yourself feeling scared? Do you have the right to be whatever you want to be? Should we always share our things? Could everyone join the same group? Are some groups more popular to join - and does it matter?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>Is it better to co-operate or compete? Can cooperation help you to compete? Do team competitions ever end in a “win-win” situation? What does it feel like to be helped? Should you get angry then calm down, or calm yourself down before the anger takes hold? Is it best to be in charge when you’re in a group? Is it possible to sort things out so everyone always feels happy? How do you know when to think of yourself and when to think of others?</p>	<p>Summer 1: Going for Goals</p> <p>What are our learning strengths and weaknesses? Who is responsible for learning? What does an effective learner do? Are feelings important to success in learning? What stops people learning? When should you keep trying and when should you try a different approach? Can you be your own barrier to success? Is winning important? Can hard work be fun? What should you do if by achieving your goal you stop your friend from achieving his or hers?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November) What is bullying?</p> <p>How important is a witness to bullying? How does it feel to witness bullying? Why might a witness end up joining in with bullying? What makes bullying hard to spot? Should you celebrate someone’s life when they die? How does it feel to lose something you love? What makes us remember people we don’t see anymore? What would happen if everyone lived forever? Why do we remember people who lived a long time ago?</p>	<p>Spring 2: Good to be Me</p> <p>What are you good at? What should you do when you find something difficult? How do you cope with disappointment? When should you show your feelings and when should you hide them? How can you be assertive? How do we react when we feel threatened? Is it wise to stop and think if you are feeling angry? Is it better to live in hope or to live without hope? Is it ever right to give up hope? Should you only hope for things that you can achieve? Is it dishonest to hide your feelings?</p>	<p>Summer 2: Changes</p> <p>How do you feel when a change that you don’t want happens anyway? Can being part of a group make change less scary? How do people behave when changes happen? Why does change happen? How can you make yourself feel better about change? What are you looking forwards to in Year 5?</p>

Session C – Social and Emotional Aspects of Learning
Year 3

<p>Autumn 1: New Beginnings</p> <p>What are we good at? Are we all special? Should we give compliments? What are our rights and responsibilities in school? Are school rules the same as home rules? How should you approach something new? How do you know what people are feeling? Are there good ways to calm down? Why aren’t we all good at everything? Are some talents more important than others?</p>	<p>Spring: 1 Getting on and Falling Out</p> <p>How do you “look friendly”? What are “points of view” and do they cause conflict? What makes people angry? What are “win-win” solutions? Why do we need friends? Are arguments ever good? Could there ever be a school where there was no conflict? What are the good things about us all being different?</p>	<p>Summer 1: Going for Goals</p> <p>What are you proud of? What stops you from achieving well? How are you clever? Are success criteria useful? What can you do when you feel frustrated? Is it useful to foresee obstacles to a plan? Can you ever help others to achieve their goal? Is it better to stay still and do nothing or strive for a difficult goal? Should you always be working towards achieving something? Can doing nothing be enjoyable?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What is bullying? How important is a witness to bullying? How does it feel to witness bullying? What makes bullying hard to spot? How can you make someone happy? What makes people feel guilty? Are you always responsible for the actions you take? Is guilt a helpful feeling? Why should we feel guilty even if no one knows we have done wrong? How do we know if we have done something wrong? What happens if we don’t do anything about our feelings of guilt? Should people still feel guilty after they have been punished? Can we always make amends? Is there anything so bad that you can't talk about it? What is the difference between punishment and putting things right? Is one better than the other?</p>	<p>Spring 2: Good to be Me</p> <p>What makes you want to learn more? What does a surprise feel like and is it always good? How can you be assertive? How do you know when to share a worry? When should you decide to relax? What makes you surprised? Is it right to surprise someone? What would happen if everything was a surprise? How would you feel if the same things happened every day?</p>	<p>Summer 2: Changes</p> <p>What changes can make your life better? What changes happen every day? What has changed in your life so far? Which changes are comfortable and which are uncomfortable? How has your behaviour changed in Year 3? Should we change or expect other people to change? Why do changes make us feel uncomfortable? What would the world be like if things changed all the time?</p>

Session C – Social and Emotional Aspects of Learning
Year 2

<p>Autumn 1: New Beginnings</p> <p>How can we make our class a safe and fair place?</p> <p>How can you tell if someone is sad and what should you do?</p> <p>How can you calm yourself down?</p> <p>How can we make people feel welcome?</p> <p>How can we solve classroom problems?</p> <p>What are our strengths ?</p> <p>What does it feel like when someone new joins a group?</p> <p>Why aren't people nice all of the time?</p> <p>What would the world be like if everyone was nice all the time?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>What is a compliment and is it important to give one?</p> <p>Does everyone always see the same point of view?</p> <p>Does not seeing someone's point of view cause conflict?</p> <p>Can you control anger?</p> <p>How do you make up with a friend after you fall out?</p> <p>How do good groups work well?</p> <p>Does everyone need friends?</p> <p>Why do we want friends?</p> <p>Do we have to have conflicts?</p> <p>Can arguments ever be good?</p>	<p>Summer 1: Going for Goals</p> <p>What made you successful recently?</p> <p>What helps us to learn?</p> <p>What is a realistic or unrealistic goal?</p> <p>Where does boredom come from?</p> <p>Where does frustration come from?</p> <p>What is a successful learner and what do they do?</p> <p>Whose goals are most important; yours or your friend's?</p> <p>Whose goals are most important; an adult's or a child's?</p> <p>How do you keep going when a task gets tricky?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What is bullying?</p> <p>Is having a fall-out different from being bullied?</p> <p>How many feeling words are related to bullying?</p> <p>Who can help if you feel scared of someone?</p> <p>Should we help someone who doesn't want our help?</p> <p>Why do people bully when they know it is wrong?</p> <p>Who cares for you?</p> <p>Do adults sometimes have to make hard choices which affect us?</p> <p>Should you share your friends?</p> <p>Is it OK to make someone do something they don't want to?</p> <p>Do you think one person can own another person?</p> <p>Should you stay with someone just to please them?</p> <p>Is it ever OK to leave someone who loves you?</p> <p>Can you love more than one person at once?</p>	<p>Spring 2: Good to be Me</p> <p>What are you good at?</p> <p>What do you find difficult?</p> <p>What makes you relaxed and what makes you stressed?</p> <p>When should you stand up for yourself and how?</p> <p>Can you ever do nothing?</p> <p>How do you know when to relax?</p> <p>Is being calm and relaxed always good?</p> <p>Can you ever be too relaxed?</p> <p>Is it better to be really relaxed or a little bit stressed?</p>	<p>Summer 2: Changes</p> <p>What are our habits?</p> <p>What choices do we make about our behaviours?</p> <p>How have we made our classroom great this year?</p> <p>Are people born naughty?</p> <p>Can we choose how we behave?</p> <p>What obstacles have we faced and got over in Year 2?</p> <p>What makes it hard to change even when we know it is right?</p> <p>If something works why would you want to change it?</p> <p>Is change always good?</p> <p>How do we know when change is good and when it is bad?</p>

Session C – Social and Emotional Aspects of Learning
Year 1

<p>Autumn 1: New Beginnings</p> <p>How can we make our class a safe and fair place?</p> <p>How can we make our class a great place to learn?</p> <p>How and why do we share?</p> <p>Why do we need rules?</p> <p>What should we do if there's a problem in our classroom?</p> <p>How can you tell if someone is sad and what should you do?</p> <p>How can you calm yourself down?</p> <p>How are we similar and different?</p> <p>Can somewhere be perfect all the time?</p> <p>What can we learn from animals?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>What does a good friend do?</p> <p>When should we say sorry?</p> <p>How do we play nicely?</p> <p>How do we share a toy?</p> <p>How do we take turns?</p> <p>How can we make up when we fall out?</p> <p>How can we sort things out?</p> <p>What should we do if we feel angry?</p>	<p>Summer 1: Going for Goals</p> <p>What is a realistic goal / unrealistic goal?</p> <p>What makes you good at learning?</p> <p>Is there more than one way to achieve the same thing?</p> <p>What is a distraction?</p> <p>How do you know what you want?</p> <p>Should you always get your own way?</p> <p>When should people not get their own way?</p> <p>What does "impulsive" mean?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What is bullying?</p> <p>If we exclude someone, is that bullying?</p> <p>If someone gets hurt by accident, is that bullying?</p> <p>Are bullies powerful?</p> <p>Who is important to you and why?</p> <p>What made you jealous?</p> <p>Does hurting others make problems better?</p> <p>What would happen if everyone was exactly like everyone else?</p> <p>Can you be proud and jealous of someone at the same time?</p>	<p>Spring 2: Good to be Me</p> <p>What makes you proud?</p> <p>What makes you special?</p> <p>What makes you worry and how can we stop worrying?</p> <p>Is it good to feel proud?</p> <p>Can it be good to worry?</p> <p>Is it ever wrong to feel proud?</p> <p>Does pride come before a fall?</p> <p>How does it make you feel when someone has done something they are proud of</p>	<p>Summer 2: Changes</p> <p>What will change about you?</p> <p>What will never change about you?</p> <p>What changes happen by themselves?</p> <p>What is easy to change?</p> <p>What is difficult to change?</p> <p>How have you learned in Year 1?</p> <p>Why is it important to try hard all the time?</p> <p>Can someone make you try hard?</p> <p>Can you always get better or try harder?</p>

<p>Autumn 1: New Beginnings</p> <p>What makes us feel happy ? What makes us feel sad? What makes us feel excited? What makes us feel scared? How can we be safe at school? How are we similar and different? What can we do when someone is upset?</p>	<p>Spring 1: Getting on and Falling Out</p> <p>What does a good friend do? When should we say sorry? How do we play nicely? How do we share a toy? How do we take turns? How can we make up when we fall out? How can we sort things out? What should we do if we feel angry?</p>	<p>Summer 1: Going for Goals</p> <p>What can we do now that we couldn't do when we were babies? What do you want to be when you are a grown up? What are you good at? What have you worked hard at? What have you done that you were really proud of? Who is the best person to help with...? Is it ok to hurt people who stop you learning?</p>
<p>Autumn 2: Anti-Bullying & Relationships (National Anti-bullying week in November)</p> <p>What are nice things to say or do to people? What are not nice things to say or do to other people? How can you let someone know if you are feeling scared? Which of these photos looks like a picture of a good friend? Which of these puppets is the nicest? Who cares for us? When might we miss someone? Is life always fair?</p>	<p>Spring 2: Good to be Me</p> <p>What do you like doing? What makes you proud? What are our classmates good at? What does excitement feel and look like? What helps us relax? What makes you special?</p>	<p>Summer 2: Changes</p> <p>What can we do now that we couldn't do in September? What feelings have we felt this year? How do we help people who feel sad? How have we made our classroom great? How do we know how to behave for different adults in school? What happens in different places in our school? What have we enjoyed doing in Foundation?</p>

Appendix 2

Key Stage 2 “100 Words” Spelling Pathway

Year 3 Spellings

Year 3 Autumn 1 st half	Year 3 Autumn 2 nd half	Year 3 Spring 1 st half	Year 3 Spring 2 nd half	Year 3 Summer 1 st half	Year 3 Summer 2 nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

Year 4 Spellings

Year 4 Autumn 1 st half	Year 4 Autumn 2 nd half	Year 4 Spring 1 st half	Year 4 Spring 2 nd half	Year 4 Summer 1 st half	Year 4 Summer 2 nd half
accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure	particular calendar popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate special thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear important

Year 5 Spellings

Year 5 Autumn 1 st half	Year 5 Autumn 2 nd half	Year 5 Spring 1 st half	Year 5 Spring 2 nd half	Year 5 Summer 1 st half	Year 5 Summer 2 nd half (some hard words from yr4)
occur accompany according according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery critic community	communicate competition conscience conscious dictionary equipped curiosity definite harass foreign	controversy convenience correspond criticise desperate determined disastrous embarrass environment equipment	especially exaggerate hindrance excellent existence explanation familiar amateur frequently government	guarantee immediate knowledge experiment experience business possession disappear weight separate

Year 6 Spellings

Year 6 Autumn 1 st half	Year 6 Autumn 2 nd half	Year 6 Spring 1 st half	Year 6 Spring 2 nd half	Year 6 Summer 1 st half Revision (yr 5)	Year 6 Summer 2 nd half
individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary	recommend relevant restaurant signature sincere immediately soldier stomach sufficient suggest twelfth variety vegetable vehicle yacht	neighbour nuisance appreciate accommodate opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise	symbol system temperature thorough committee environment government communicate accommodate embarrass rhyme rhythm sacrifice secretary shoulder	appreciate conscious competition definite convenience desperate disastrous especially equipment foreign familiar frequently government guarantee immediate	Children to apply previous spellings in own writing and writing for younger pupils.

Appendix 3

Working Scientifically and Applying Mathematical Skills in Science and Design Technology

<p>YEAR 1 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment. Can perform simple tests.</i> <i>Can identify and classify phenomena.</i> <i>Can use their observations and ideas to suggest answers to questions</i> <i>Can gather and record data to help in answering questions</i></p>	<p>YEAR 2 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can ask simple questions and recognise that they can be answered in different ways.</i> <i>Can observe closely, using simple equipment.</i> <i>Can perform simple tests.</i> <i>Can identify and classify phenomena.</i> <i>Can use their observations and ideas to suggest answers to questions</i> <i>Can gather and recording data to help in answering questions</i></p>
<p>YEAR 3 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can ask relevant questions and using different types of scientific enquiries to answer them.</i> <i>Can set up simple practical enquiries, comparative and fair tests.</i> <i>Can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</i> <i>Can gather, record, classify and present data in a variety of ways.</i> <i>Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i> <i>Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> <i>Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i> <i>Can identify differences, similarities or changes related to simple scientific ideas and processes.</i> <i>Can use straightforward scientific evidence to answer questions or to support their findings.</i></p>	<p>YEAR 4 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can ask relevant questions and using different types of scientific enquiries to answer them.</i> <i>Can set up simple practical enquiries, comparative and fair tests. Can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</i> <i>Can gather, record, classify and present data in a variety of ways. Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i> <i>Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i> <i>Can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i> <i>Can identify differences, similarities or changes related to simple scientific ideas and processes.</i> <i>Can use straightforward scientific evidence to answer questions or to support their findings.</i></p>
<p>YEAR 5 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Can use test results to make predictions to set up further comparative and fair tests.</i> <i>Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Can identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>	<p>YEAR 6 SCIENCE WORKING SCIENTIFICALLY AND APPLYING MATHEMATICAL SKILLS – TO DIVIDE INTO TAUGHT UNITS <i>Can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> <i>Can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</i> <i>Can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i> <i>Can use test results to make predictions to set up further comparative and fair tests.</i> <i>Can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i> <i>Can identify scientific evidence that has been used to support or refute ideas or arguments.</i></p>

Appendix 4

Languages Days

<p>Intercultural Understanding Objectives for all year groups</p> <p>Engage positively with community members who speak French / Spanish / Polish / Arabic</p> <p>Apply their language learning</p> <p>Locate countries where the language is spoken</p> <p>Learn about festivals and celebrations in other cultures</p> <p>Hear, enjoy and compare traditional stories</p> <p>Know about some aspects of everyday life in other cultures / countries and compare national attitudes to their own</p> <p>Identify social conventions at home and in other cultures / countries</p> <p>Recognise, understand and appreciate differences between people in the UK and those of other nations</p> <p>Compare symbols, objects or products which represent their own culture with those of another culture / country</p> <p>Use technology to make direct or indirect contact with a country where the language is spoken</p>
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Appendix 5

Handwriting

Foundation Stage: Early Learning Goals Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.	
Year 1 Sit correctly at the table Hold the pencil correctly as a left- or right-handed learner Understand letters as members of handwriting families Form lower case letters correctly, starting and finishing at the correct place as a left- or right-handed learner Form capital letters correctly, starting and finishing at the correct place as a left- or right-handed learner Form digits correctly, starting and finishing at the correct place as a left- or right-handed learner	Year 2 Form lower case letters with their correct relative sizes as a left- or right-handed learner Form capital letters and digits with the correct sizes and orientation as a left- or right-handed learner Leave spaces relative to the size of letters Begin to join letters correctly as soon as letter formation is accurate
Years 3 and 4 Write legibly, with consistent quality Join letters accurately Ensure down-strokes are parallel and equidistant Ensure that ascenders do not touch descenders from the line of writing above Leave letters un-joined where taught	Years 5 and 6 Write legibly, fluently and with speed. Choose which shape of a letter to use where there is a choice Decide whether or not join specific letters due to flow Choose the writing implement best suited for the task Match the quality of handwriting to the task, e.g. for notes versus a final presented version Use un-joined print for labelling diagrams, data, email addresses, capital letters.

Appendix 6

Weekly Singing Objectives (18 Hours delivered in 20 minute weekly sessions)

Key Stage 1 Singing 18 Hours Use voices expressively and creatively by singing songs and speaking chants and rhymes Develop secure rhythmic and melodic material e.g. sing Frere Jacques and London’s Burning together	Key Stage 2 Singing 18 Hours Perform in solo and ensemble contexts Use the voice with increasing accuracy, fluency, control and expression
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Appendix 7

Forest School Rationale

Every class engages in Forest School lessons throughout the year. Our principles for these sessions are those of The Forest School Association (2011)

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time, if practicable encompassing the seasons.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice.
- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
- Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

6. Forest School uses a range of learner-centred processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Appendix 8

Subject Specific Vocabulary for Geography

<p>YEAR 1 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>YEAR 2 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>physical feature, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour, shop</p>
<p>YEAR 3 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>physical, human, feature, topography, geography, land use, settlement, economy, natural resources, energy, minerals, symbol, key</p>	<p>YEAR 4 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</p>
<p>YEAR 5 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</p>	<p>YEAR 6 GEOGRAPHY</p> <p>KEY VOCABULARY TO BE DIVIDED BETWEEN UNITS</p> <p>Vocabulary for Year 6 Geography</p> <p>physical, human, country, continent, region, city, topography, geography, land use, settlement, economy, trade, natural resources, energy, minerals, climate, zone, biome, vegetation, grid reference, symbol, key</p>