

## Upton St James Long Term Themed Planning Overview:

Odd Yr	AUTUMN 1 <sup>st</sup>	AUTUMN 2 <sup>nd</sup>	SPRING 1 <sup>st</sup>	SPRING 2 <sup>nd</sup>	SUMMER 1 <sup>st</sup>	SUMMER 2 <sup>nd</sup>
Sept 17/19	<p><b>SEAL:</b> We are contributing to shaping a welcoming, safe and fair learning community for all.</p>	<p><b>SEAL:</b> We are: developing the social skills of friendship, group work, managing anger and resolving conflict; using our social, emotional and behavioural skills to tackle bullying.</p>	<p><b>SEAL:</b> We are reflecting on our strengths as learners and how we learn most effectively.</p> <p>Internet Safety Day</p>	<p><b>SEAL:</b> We are understanding our feelings and considering our strengths and weaknesses as learners</p>	<p><b>SEAL:</b> We are understanding the feelings associated with important relationships, including family and friends.</p>	<p><b>SEAL:</b> We are understanding and managing the feelings associated with change Healthy Schools/SRE</p>
Y1/2	<p><b>Geography:</b> Human &amp; physical geog of school and Torquay Locational knowledge of UK countries, capital cities, seas <b>Literacy:</b> Fairy Tales <b>Computing:</b> Communication/Collaboration: We are story tellers E-Safety <b>RE:</b> Why is belonging to God and the church family important to Christians? <b>Art:</b> Digital media</p>	<p><b>Science:</b> Uses of everyday materials: Y2: 2, Y3/4 states of matter 1 <b>Literacy:</b> Recount (3<sup>rd</sup> person, non-fiction) <b>Computing:</b> Communication/Collaboration: We are detectives <b>RE:</b> Why is learning to do good deeds so important to Jewish families? <b>DT:</b> Materials</p>	<p><b>History:</b> The lives of significant individuals in the past, incl comparisons of life in different periods Significant historical people in our locality <b>Literacy:</b> Adventure / Mystery Narrative <b>Computing:</b> Programming: We are treasure hunters <b>RE:</b> What did Jesus teach about God in his parables? <b>DT:</b> Mechanics</p>	<p><b>Science:</b> Light: Y3/4: 1 Sound: Y3/4:1 Electricity Y3/4: 1,3, 4 <b>History:</b> Changes within living memory <b>Literacy:</b> Explanations <b>Computing:</b> Computational Thinking: We are TV chefs <b>RE:</b> Why do Christians pray to God and worship him? <b>DT:</b> Electronics</p>	<p><b>Science:</b> Plants Living things &amp; their habitats <b>Literacy:</b> Non Chronological Reports <b>Computing:</b> Computer Networks: We are collectors <b>RE:</b> How does celebrating Pentecost remind Christians that God is with them always? <b>Art:</b> Collage</p>	<p><b>Art:</b> breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy:</b> Persuasion Playscript (in that order) <b>Computing:</b> Creativity: We are painters <b>RE:</b> Why do Jewish families say so many prayers and blessings? <b>Art:</b> Sculpture</p>
Y3/4	<p><b>Geography:</b> Human and physical geog of a region of the UK Locational knowledge of UK <b>Literacy:</b> Alternative versions of fairy tales <b>Computing:</b> Computer Networks: We are network engineers E-safety <b>RE:</b> How do Christians show that 'reconciliation' with God and other people is important? <b>DT:</b> Mechanics</p>	<p><b>Science:</b> States of Matter: 2,3 <b>Literacy:</b> Recount (3<sup>rd</sup> person, non-fiction) <b>Computing:</b> Communication/Collaboration We are co-authors <b>RE:</b> How does a Muslim show their submission and obedience to Allah? <b>DT:</b> Materials</p>	<p><b>History:</b> Early British History and Ancient Egypt: Beliefs <b>Literacy:</b> Adventure / Mystery Narrative <b>Computing:</b> Programming We are software developers <b>RE:</b> Why does a Hindu want to collect good karma? <b>Art:</b> Painting</p>	<p><b>Science:</b> Electricity: 2,5, Y5/6:3 Light 2-5 Sound 2, 5 <b>Literacy:</b> Explanations <b>Computing:</b> Productivity: We are opinion pollsters <b>RE:</b> Is the cross a symbol of love, sacrifice or commitment for Christians? <b>DT:</b> Electronics</p>	<p><b>Science:</b> Plants Living things &amp; their habitats <b>Literacy:</b> Non Chronological Reports <b>Computing:</b> Computational Thinking We are bug fixers <b>RE:</b> What do Christians mean when they talk about the Kingdom of God? <b>Art:</b> Collage</p>	<p><b>Art:</b> breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy:</b> Persuasion Playscript (in that order) <b>Computing:</b> Creativity: We are presenters <b>RE:</b> What symbols and stories help Jewish people remember their covenant with God? <b>Art:</b> Sculpture</p>
Y5/6	<p><b>Geography:</b> Human and physical geog of a region of the UK (different to Y3/4) – linked to Y5/6 residential Locational knowledge of UK <b>Literacy:</b> Alternative versions of fairy tales <b>Computing:</b> Communication/Collaboration: We are bloggers E-Safety <b>RE:</b> Why is the Gospel such good news for Christians? <b>Art:</b> Collage (mosaics ceramics)</p>	<p><b>Science:</b> Changing materials: 2,3,5,6 <b>Literacy:</b> Recount (3<sup>rd</sup> person, non-fiction) <b>Computing:</b> Programming We are game developers <b>RE:</b> What does the Qur'an reveal to Muslims about Allah and his guidance? <b>DT:</b> Materials</p>	<p><b>History:</b> Early British History and Ancient Egypt: The Arts <b>Literacy:</b> Adventure / Mystery Narrative <b>Computing:</b> Productivity: We are architects <b>RE:</b> What spiritual pathways to miksha are written about in Hindu scriptures? <b>Art:</b> Painting</p>	<p><b>Science:</b> Electricity 1,2 Light Sound Y3/4: 3,4 <b>Literacy:</b> Explanations <b>Computing:</b> Computer Networks We are web developers <b>RE:</b> What is holiness for Jewish people: a place, a time, an object or something else? <b>DT:</b> Electronics</p>	<p><b>Science:</b> Living things and their habitats <b>Literacy:</b> Non Chronological Reports Genres which need further attention or evidence <b>Computing:</b> Computational Thinking: we are cryptographers <b>RE:</b> What is the great significance of the 'Eucharist' to Christians? <b>DT:</b> Mechanics</p>	<p><b>Art:</b> breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy:</b> Persuasion Playscript (in that order) <b>Computing:</b> Creativity: We are artists <b>RE:</b> How does the Triple Refuge help Buddhists in their journey through life? <b>Art:</b> Sculpture</p>

Literacy Notes: Specified literacy units in the long term planning are not expected to last for the whole half term. For the remainder of the half term the literacy unit taught will be chosen by the class teacher. There must be an equal balance between fiction and non fiction and this should be taken into consideration when planning the optional unit of work. Chosen units should be linked to the half term theme when possible, with a focus on writing with a purpose. TP meetings are used to discuss genres linked with the theme. Letter writing must be taught each year through writing letters for a real purpose. E.g. writing thank you letters to visitors to the school, writing letters to an MP to address an issue.

EvenYr	AUTUMN 1 <sup>st</sup>	AUTUMN 2 <sup>nd</sup>	SPRING 1 <sup>st</sup>	SPRING 2 <sup>nd</sup>	SUMMER 1 <sup>st</sup>	SUMMER 2 <sup>nd</sup>
Sept 16/18	SEAL: We are contributing to shaping a welcoming, safe and fair learning community for all.	SEAL: We are: developing the social skills of friendship, group work, managing anger & resolving conflict; using our social, emotional & behavioural skills to tackle bullying.	SEAL: We are reflecting on our strengths as learners and how we learn most effectively.  Internet Safety Day	SEAL: We are understanding our feelings and considering our strengths and weaknesses as learners	SEAL: We are understanding the feelings associated with loss, e.g. a favourite possession, a friend, a family home, or a loved one.	SEAL: We are understanding and managing the feelings associated with change Healthy Schools/SRE
Y1/2	<b>History:</b> Events beyond living Memory that are significant nationally or globally Significant historical events & places in our locality <b>Literacy:</b> Journalistic Writing <b>Computing:</b> Computer Networks: We are researchers E-Safety <b>RE:</b> Why do Jewish families talk about repentance at New Year? <b>Art:</b> Drawing	<b>Science:</b> Humans & other animals <b>Literacy:</b> Science Fiction/Fantasy <b>Computing:</b> Productivity: We are Zoologists <b>RE:</b> Why was Jesus given the name 'Saviour'? <b>DT:</b> Food	<b>Geography:</b> Human and physical geog of a location in a contrasting non-European country Locational knowledge: continents and oceans <b>Literacy:</b> Instructions <b>Computing:</b> Programming: We are astronauts <b>RE:</b> How do Hindus annually celebrate the story of Vishnu's victory over Holika? <b>Art:</b> Printing	<b>Science:</b> Seasonal Changes Forces: Y3/4:1 <b>Geog</b> links to seasonal and daily weather patterns in the UK, location of hot and cold areas of the world <b>Literacy:</b> Instructions Diary or Autobiographical recount. (1 <sup>st</sup> Person, narrative) <b>Computing:</b> Productivity: We are celebrating <b>RE:</b> What are the best symbols of Jesus' death and resurrection at Easter? <b>Art:</b> Painting	<b>Science:</b> Everyday materials and their uses: Y1: 1-4., Y2: 1 <b>Literacy:</b> Discussion <b>Computing:</b> Computational Thinking: We are game testers <b>RE:</b> Why do Christians trust Jesus and follow him? <b>DT:</b> Construction	<b>D&amp;T:</b> <i>What makes you want to buy our product?</i> Breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy :</b> Formal Writing e.g. invitations, CV, application forms, letters Poetry: List poems, senses poetry, Alliterative poetry (Tongue twisters), Shape poems. <b>Computing:</b> Creativity: We are photographers <b>RE:</b> Why is the Torah such a joy for the Jewish Community? <b>DT:</b> Textiles
Y3/4	<b>History:</b> Ancient Greece and Tudors: Conflict <b>Literacy:</b> Journalistic Writing <b>Computing:</b> Computer Networks: We are HTML editors E-Safety <b>RE:</b> How does believing Jesus is their savior inspire Christians to save and serve others? <b>Art:</b> Drawing	<b>Science:</b> Humans and other animals <b>Literacy:</b> Science Fiction/Fantasy <b>Computing:</b> Communication/ Collaboration We are communicators <b>RE:</b> Why do Muslims call Muhammad the 'Seal of the Prophets'? <b>DT:</b> Food	<b>Geography:</b> Human and physical geog: region in a European country Locational knowledge: Europe <b>Literacy:</b> Instructions <b>Computing:</b> Programming We are programmers <b>RE:</b> How does the story of Rama and Sita inspire Hindus to follow their dharma? <b>Art:</b> Digital media	<b>Science:</b> Forces and magnets : 2-6 Earth and space : Y5/6 :1, 3 <b>Geog</b> : Locational knowledge- latitude, equator, hemispheres <b>Literacy:</b> Diary or Autobiographical recount. (1 <sup>st</sup> Person, narrative) <b>Computing:</b> Productivity: We are meteorologists <b>RE:</b> How does the teaching of the gurus move Sikhs from dark to light? <b>DT:</b> Construction	<b>Science:</b> Rocks <b>Literacy:</b> Discussion  <b>Computing:</b> Computational Thinking: We are toy designers  <b>RE:</b> Why do Christians believe they are 'people on a mission'? <b>Art:</b> Printing	<b>D&amp;T:</b> <i>What makes you want to buy our product?</i> Breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy:</b> Formal Writing e.g. invitations, CV, application forms, letters Poetry: Cinquains, Clerihews, Haikus, Tankas, Free verse imitating a given model. <b>Computing:</b> Creativity: We are musicians <b>RE:</b> How do Sikhs put their beliefs about equality into practice? <b>DT:</b> Textiles
Y5/6	<b>History:</b> Ancient Greece and Tudors: Democracy <b>Literacy:</b> Journalistic Writing <b>Computing:</b> Computer Networks: 1 We are app-planners E-Safety <b>RE:</b> How do Christians show their belief that Jesus is God incarnate? <b>Art:</b> Drawing	<b>Science:</b> Animals, including humans Evolution and inheritance <b>Literacy:</b> Science Fiction/Fantasy <b>Computing:</b> Computational Thinking: 2 we are project managers <b>RE:</b> How does tawhid create a sense of belonging to the Muslim community? <b>Art:</b> Digital media	<b>Geography:</b> Human and physical geog of a region within North or South America Locational knowledge: N & S America  <b>Literacy:</b> Instructions <b>Computing:</b> Productivity: 3 We are market researchers <b>RE:</b> How do questions about Brahman and Atman influence the way a Hindu lives? <b>Art:</b> Printing	<b>Science:</b> Earth and space : 2,4 Forces <b>Geog:</b> Locational knowledge: longitude time zones <b>Literacy:</b> Diary or Autobiographical recount. (1 <sup>st</sup> Person, narrative) <b>Computing:</b> Communication/Collaboration: 4 We are interface designers <b>RE:</b> How did Buddha teach his followers to find enlightenment? <b>DT:</b> Food	<b>Science:</b> Properties of materials :1,4 <b>Literacy:</b> Discussion Genres which need further attention or evidence <b>Computing:</b> Programming 5 We are app developers <b>RE:</b> Should believing in the resurrection change how Christians view life and death? <b>DT:</b> Construction	<b>D&amp;T:</b> <i>What makes you want to buy our product?</i> Breadth of study not covered in depth elsewhere over 2 yr rolling curriculum <b>Literacy:</b> Formal Writing e.g. invitations, CV, application forms, letters Poetry: Sonnets, Ballads and/or narrative poetry, limericks. <b>Computing:</b> Creativity: 6 We are marketers <b>RE:</b> Why do Humanists say happiness is the goal of life? <b>DT:</b> Textiles

Literacy Notes:  
Specified literacy units in the long term planning are not expected to last for the whole half term. For the remainder of the half term the literacy unit taught will be chosen by the class teacher. There must be an equal balance between fiction and non fiction and this should be taken into consideration when planning the optional unit of work. Chosen units should be linked to the half term themewhen possible, with a focus on writing with a purpose. TP meetings are used to discuss genres linked with the theme. Letter writing must be taught each year through writing letters for a real purpose. E.g. writing thank you letters to visitors to the school, writing letters to an MP to address an issue.

Maths

	Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
Y1	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>read and write numbers from 1 to 20 in numerals and words</li> <li>compare, describe and solve practical problems for:                             <ul style="list-style-type: none"> <li>lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]</li> <li>mass or weight [for example, heavy / light, heavier than, lighter than]</li> <li>capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>measure and begin to record the following:                             <ul style="list-style-type: none"> <li>lengths and heights ; mass / weight ; capacity and volume ; time (hours, minutes, seconds)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>given a number, identify one more and one less</li> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \quad - 9</math></li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>	<ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> <li>recognise and name common 2-D and 3-D shapes, including:                             <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids including cubes), pyramids and spheres]</li> </ul> </li> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>

	Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
Y2	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &gt;, &lt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> <li>compare and order lengths, mass, volume / capacity and record the results using &gt;, &lt; and =</li> <li>compare and sequence intervals of time</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>use place value and number facts to solve problems</li> <li>solve problems with addition and subtraction:                             <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental methods and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:                             <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>recognise and use symbols for pounds (£) and pence (p);</li> </ul>	<ul style="list-style-type: none"> <li>count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward</li> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even number</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins to equal the same amounts of money</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on</li> </ul>	<ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example <math>\frac{1}{2}</math> of 6 5 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>

<p>the nearest appropriate unit; using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul>	<p>combine amounts to make a particular value</p> <ul style="list-style-type: none"> <li>find different combinations of coins to equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>ask and answer questions about totaling and comparing categorical data</li> </ul>	<p>a clock face to show these times</p> <ul style="list-style-type: none"> <li>know the number of minutes in an hour and the number of hours in a day</li> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<ul style="list-style-type: none"> <li>use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</li> </ul>
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	Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
Y3	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas</li> <li>count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{3}{7} + \frac{1}{2} = \frac{6}{7}</math>]</li> <li>compare and order unit fractions and fractions with the same denominator</li> <li>solve problems that involve all of the above (fractions)</li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events, [for example, to calculate the time taken by particular events or tasks]</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and ones</li> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> </ul> </li> <li>add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>interpret and present data using bar charts, pictograms and tables</li> <li>solve one-step and two-step questions [for example, "How many more?" and "How many fewer?"] using information presented in scaled bar charts and pictograms and tables</li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>compare durations of events, [for example, to calculate the time taken by particular events or tasks]</li> </ul>	<ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>solve problems that involve all of the above (fractions)</li> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that students know, including for two-digit numbers times one-digit numbers using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects</li> <li>count up and down in tenths; recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year</li> </ul>	<ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations; and describe them</li> <li>recognise that angles are a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> <li>measure the perimeter of simple 2-D shapes</li> </ul>

	Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
Y4	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all of the above and with</li> </ul>	<ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts,</li> </ul>	<ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> </ul>

<p>increasingly large positive numbers</p> <ul style="list-style-type: none"> <li>● read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value</li> <li>● recognise and show, using diagrams, families of common equivalent fractions</li> <li>● count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>● add and subtract fractions with the same denominator</li> <li>● recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>● recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>● find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>● round decimals with one decimal place to the nearest whole number</li> <li>● compare numbers with the same number of decimal places up to two decimal places</li> <li>● convert between different units of measure [for example, kilometre to metre, hour to minute]</li> <li>● solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>● read, write and convert time between analogue and digital 12 and 24-hour clocks</li> </ul>	<p>deciding which operations and methods to use and why</p> <ul style="list-style-type: none"> <li>● estimate, compare and calculate different measures, including money in pounds and pence</li> <li>● interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>● solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> <li>● solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	<p>by a one-digit number using formal written layout</p> <ul style="list-style-type: none"> <li>● solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> <li>● solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>● solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul>	<ul style="list-style-type: none"> <li>● describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>● describe movements between positions as translations of a given unit to the left / right and up / down</li> <li>● plot specified points and draw sides to complete a given polygon</li> <li>● complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>● measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>● find the area of rectilinear shapes by counting squares</li> </ul>
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	<b>Number Sense</b>	<b>Additive Reasoning</b>	<b>Multiplicative Reasoning</b>	<b>Geometric Reasoning</b>
Y5	<ul style="list-style-type: none"> <li>● read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>● count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>● interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero</li> <li>● round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>● solve number problems and practical problems that involve all of the above</li> <li>● multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>● read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>● recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>● round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>● read, write, order and compare numbers with up to three decimal places</li> <li>● solve problems involving number up to three decimal places</li> <li>● convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>● solve problems involving converting between units of time</li> <li>● read Roman numerals to 1000 (M) and recognize years written in Roman numerals</li> <li>● compare and order fractions whose denominators are all multiples of the same number</li> <li>● recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>]</li> <li>● add and subtract fractions with the same denominator and denominators that are multiples of</li> </ul>	<ul style="list-style-type: none"> <li>● solve problems involving number up to three decimal places</li> <li>● add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>● add and subtract numbers mentally with increasingly large numbers</li> <li>● use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>● solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</li> <li>● solve comparison, sum and difference problems using information presented in a line graph</li> <li>● complete, read and interpret information in tables, including timetables</li> <li>● recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example, <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}</math>]</li> <li>● add and subtract fractions with the same denominator and denominators that are multiples of</li> </ul>	<ul style="list-style-type: none"> <li>● use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling</li> <li>● identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>● multiply numbers up to 4 digits by a one- or two-digit number using a formal written method including long multiplication for two-digit numbers</li> <li>● multiply and divide numbers mentally drawing upon known facts</li> <li>● divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>● multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>● recognise and use square numbers and cube numbers, and the notation for squared (<math>^2</math>) and cubed (<math>^3</math>)</li> <li>● solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>● solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>● know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</li> <li>● establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>● solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> <li>● solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those with a denominator of a multiple of 10 or 25</li> <li>● identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths</li> <li>● multiply proper fractions and mixed numbers by whole</li> </ul>	<ul style="list-style-type: none"> <li>● identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>● know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>● draw given angles, and measure them in degrees (<math>^{\circ}</math>)</li> <li>● identify: <ul style="list-style-type: none"> <li>● angles at a point and one whole turn (total <math>360^{\circ}</math>)</li> <li>● angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>)</li> <li>● other multiples of <math>90^{\circ}</math></li> </ul> </li> <li>● use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>● distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li>● identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> <li>● measure and calculate the perimeter of composite rectilinear shapes in centimeters and metres</li> <li>● calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</li> <li>● estimate volume [for example, using</li> </ul>

	$= 1\frac{1}{6}$ <ul style="list-style-type: none"> <li>recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal</li> </ul>	the same number <ul style="list-style-type: none"> <li>measure and calculate the perimeter of composite rectilinear shapes in centimeters and metres</li> </ul>	numbers, supported by materials and diagram <ul style="list-style-type: none"> <li>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul>	1 cm <sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]
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	Number Sense	Additive Reasoning	Multiplicative Reasoning	Geometric Reasoning
Y6	<ul style="list-style-type: none"> <li>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>round any whole number to a required degree of accuracy</li> <li>use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above</li> <li>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>convert between miles and kilometers</li> <li>express missing number problems algebraically</li> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions &gt;1</li> <li>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different context</li> </ul>	<ul style="list-style-type: none"> <li>use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>express missing number problems algebraically</li> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables</li> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</li> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average</li> </ul>	<ul style="list-style-type: none"> <li>use, read, write and convert between standard units, converting measurements of length, mass and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>express missing number problems algebraically</li> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables</li> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate</li> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</li> <li>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>identify common factors, common multiples and prime numbers</li> </ul>	<ul style="list-style-type: none"> <li>express missing number problems algebraically</li> <li>use simple formulae</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables</li> <li>draw 2-D shapes using given dimensions and angles</li> <li>recognise, describe and build simple 3-D shapes, including making nets</li> <li>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>calculate the area of parallelograms and triangles</li> <li>recognise when it is possible to use the formulae for area and volume of shapes</li> <li>describe positions on the full coordinate grid (all four quadrants)</li> <li>draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> <li>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>) and extending to other units, [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> </ul>

Music – linked to curriculum theme when appropriate

KS1	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music
KS2	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

## Art and Design - linked to curriculum theme when appropriate

KS1	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
KS2	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>

## Design and technology- linked to curriculum theme when appropriate

KS1	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Cooking and Nutrition</b></p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>
KS2	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p><b>Design</b></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p> <p><b>Evaluate</b></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p><b>Cooking and Nutrition</b></p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Foreign Language: French, linked to the SEAL theme for the half term.

KS1	N/A
KS2	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>present ideas and information orally to a range of audiences*</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>