CHRIST THE KING SCHOOL : CURRICULUM OVERVIEW 2014 ONWARDS (EARLY YEARS DISCRETE)

	KEY STAGE 1	
	YEAR 1	**YEAR 2**
RE	**Domestic Church – family – Families – God's love and care for every family.** • Explore: the love and care shown in the family. • Reveal: My family loves me. God loves all of us. • Respond: remembering, celebrating and responding to the love and care shown in the family and God's love and care for every family. **Baptism and Confirmation – Belonging – Baptism: an invitation to belong to God's family.** • Explore: Belonging to different groups. • Reveal: Baptism is an invitation to belong to God's family. • Respond: Remembering, celebrating and responding to what it is to belong to many different groups and that Baptism is an invitation to belong to God's family. **Advent/Christmas – Loving - Waiting – Advent: a time to look forward to Christmas.** • Explore: About the times that it is necessary to wait and the use of that time. • Reveal: Advent is a time of waiting. • Respond: Remembering, celebrating and responding to the time when it is necessary to wait and the use of that time; Advent: a time of waiting to celebrate Jesus at Christmas. **Local Church – Community - Special People.** • Explore: There are special people in our lives who are there to help. • Reveal: Gathering at church on Sunday. • Respond: Remembering, celebrating and responding to the experience of special people in our lives, who are there to help and that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus. **Eucharist – Relating - Meals.** • Explore: Explore the experience of sharing special meals. • Reveal: Catholics go to Mass as members of God's family. • Respond: Remembering, celebrating and responding to the experience that families and groups share special meals. The Mass as Jesus' special meal. **Lent/Easter – Giving - Change.** • Explore: Explore that we change and grow. • Reveal: Ash Wednesday, Palm Sunday, Good Friday, Easter Sunday Jesus is alive. • Respond: Remembering, celebrating and responding to the experience of how we change and grow and that Lent is a time to change in preparation for the celebration of Easter. **Pentecost – Serving - Holidays & Holydays** • Explore: Explore holidays as days to be happy. • Reveal: What a holy day is. Ascension Day. Pentecost. Spreading the Good News • Respond: Remembering, celebrating and responding to holidays as days to be happy and Pentecost: a holy day is the feast of the Holy Spirit. **Reconciliation - Inter-relating - Being sorry.** • Explore: Explore that we have choice, sometimes we use it well and sometimes we make wrong choices. • Reveal: Jesus looks for people making wrong choices, (sinners) he doesn't wait for them to come to him. Recognise that we need forgiveness. Saying sorry. We are happy when we love one another. • Respond: Remembering, celebrating and responding to the experience of choice	**Domestic Church – family – beginnings** • Explore: The many beginnings each day offers • Reveal: God is present in every beginning • Respond Acquire the skills of assimilation, celebration ad application of the above **Baptism and confirmation – Belonging – Signs and symbols** • Explore: Experience of signs and symbols • Reveal: signs and symbols used in Baptism • Respond Acquire the skills of assimilation, celebration ad application of the above **Advent/Christmas – Loving – Preparing** • Explore: Preparing for special times • Reveal: Advent four weeks of preparation for the celebration of Jesus at Christmas • Respond Acquire the skills of assimilation, celebration ad application of the above **Local Church – Community – Books** • Explore: About the different books used at home and in school • Reveal: The book used in Church on Sunday by the parish family • Respond Acquire the skills of assimilation, celebration ad application of the above **Eucharist – Relating - thanksgiving** • Explore: Different ways to say thank you • Reveal: The Eucharist – the parish family thanks God for Jesus • Respond Acquire the skills of assimilation, celebration ad application of the above **Lent/Easter – Giving – Opportunities** • Explore: Each day offers opportunities for good • Reveal: Lent, the opportunity to turn towards what is good in preparation for Easter • Respond Acquire the skills of assimilation, celebration ad application of the above **Pentecost – Serving – spread the word** • Explore: passing on messages • Reveal: Pentecost, spreading the Gospel message through the gift of the Holy Spirit • Respond Acquire the skills of assimilation, celebration ad application of the above **Reconciliation – Inter-relating – rules** • Explore: How rules can help at home and in school • Reveal: The reasons for rules in the Christian family • Respond Acquire the skills of assimilation, celebration ad application of the above **Universal Church –World – treasures** • Explore: What we treasure • Reveal: The world is God's treasure given to us • Respond Acquire the skills of assimilation, celebration ad application of the above **Other Faiths – Hinduism: prayer at home, place of worship, festivals, Gods** **Judaism: prayer at home**

	- sometimes we use it well; sometimes wrongly. God helps us to choose well and to be sorry when we make wrong choices, God forgives us. **Universal Church – World - Neighbours.** • Explore: Recognise that we are all neighbours. • Reveal: Give thanks to God for neighbours everywhere. How to be a global neighbour. • Respond: Remembering, celebrating and responding to neighbours all around; everyone is a neighbour loved by God. **Other Faiths – Hinduism: Ganesha, Krishna, Raksha Bandhan, Rakhi.**	
ENGLISH	**Reading: Word Reading** • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. **Reading: Comprehension** develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. **Writing: Transcription** • spell words containing each of the 40+ phonemes already taught • spell common exception words	**Reading: Word Reading** ▪ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ▪ read accurately words of two or more syllables that contain the same graphemes as above ▪ read words containing common suffixes ▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. **Reading Comprehension** develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ▪ discussing the sequence of events in books and how items of information are related ▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ being introduced to non-fiction books that are structured in different ways ▪ recognising simple recurring literary language in stories and poetry ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ discussing their favourite words and phrases ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ making inferences on the basis of what is being said and done ▪ answering and asking questions ▪ predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. **Spelling** ▪ spell by: ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many

	• spell the days of the week name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. **Writing: Handwriting** • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. **Writing: Composition** write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. **Writing – vocabulary, grammar and punctuation** develop their understanding of the concepts by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 use grammatical terminology in discussing their writing **Spoken Language** • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • 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,	correctly ▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. **Writing Handwriting** ▪ form lower-case letters of the correct size relative to one another ▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. **Writing Composition** ▪ develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes ▪ consider what they are going to write before beginning by: ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary ▪ encapsulating what they want to say, sentence by sentence ▪ make simple additions, revisions and corrections to their own writing by: ▪ evaluating their writing with the teacher and other pupils ▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. **Writing – vocabulary, grammar and punctuation** ▪ develop their understanding ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ learn how to use: ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English Appendix 2 ▪ some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. **Spoken Language**

	hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • 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.	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • 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 • participate in discussions, presentations, performances, role play, improvisations and debates • 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.
MATHEMATICS	**Number – number and place value** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words. **Number – addition and subtraction** • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9. **Number – multiplication and division** • 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. **Number – fractions** • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Measurement** compare, describe and solve practical problems for:	**Number – number and place value** ▪ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ▪ recognise the place value of each digit in a two-digit number (tens, ones) ▪ identify, represent and estimate numbers using different representations, including the number line ▪ compare and order numbers from 0 up to 100; use <, > and = signs ▪ read and write numbers to at least 100 in numerals and in words ▪ use place value and number facts to solve problems. **Number – addition and subtraction** ▪ solve problems with addition and subtraction: ▪ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ▪ applying their increasing knowledge of mental and written methods ▪ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ▪ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ▪ a two-digit number and ones ▪ a two-digit number and tens ▪ two two-digit numbers ▪ adding three one-digit numbers ▪ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Number – multiplication and division** ▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ▪ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ▪ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

	• lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Geometry – properties of shapes** • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	▪ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity **Number - Fractions** Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. Measurement ▪ 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 the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ▪ compare and order lengths, mass, volume/capacity and record the results using >, < and = ▪ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ▪ find different combinations of coins that equal the same amounts of money ▪ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ▪ compare and sequence intervals of time ▪ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day. **Geometry - properties of shapes** ▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects. **Geometry – position and direction** ▪ order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). **Statistics** ▪ interpret and construct simple pictograms, tally charts, block diagrams and simple tables ▪ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data.
SCIENCE	**Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.

	Plants Spring Term – Food Glorious food • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals, including humans Summer term – Superheroes** • 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. **Everyday materials Autumn Term – From A to B** • 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. **Seasonal changes (Across all three terms)** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	**Living things and their habitats** Summer Term What's Outside Your Door? • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, 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. **Plants** Summer term – What's Outside Your Door? ▪ 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. **Animals, including humans** *Autumn Term - Sensational Me* Summer term – What's Outside Your Door? ▪ notice 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.* **Everyday materials** Spring Term – A Knight's Tale ▪ 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.
HISTORY	**Superheroes: Summer Term** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **From A to B: Transport: Autumn Term** • significant historical events, people and places in their own locality. **George Stephenson.**	**A Knight's Tale: Spring Term** • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] **The Battle of Hastings** **A Knight's Tale: Spring Term** • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] **William the Conqueror**
GEOGRAPHY	**Place knowledge: Food Glorious Food: Spring Term** • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. **Derbyshire vs Ghana**	**Locational knowledge: Sensational Me: Autumn Term** • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

	Human and physical geography: Food Glorious Food: Spring Term • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Human and physical geography: Throughout all topics.** use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork: Sensational Me: Autumn Term** • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Geographical skills and fieldwork: What's Outside Your Door? Summer Term** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
ART & DESIGN	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. Autumn Term – From A to B (Steam Trains and Bonfire Night) (Colour, pattern, colour mixing, texture, line, shape. Monet) Spring Term – Food glorious food (college, printing. Archimboldo) Summer Term – Superheroes Observation drawings using a range of tools. Form and Space (Stan Lee) Manga Style	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. Portraits – Autumn Term Sensational Me • (Painting, colour mixing, use of different tools e.g. sponges/rolls etc. Warhol) Drawing and sculpture of castles – Spring Term A Knight's Tale • (Line, shape, form and space Lowry and clay sculpture) Garden Collages – Summer Term What's outside Your Door? • (Texture and Pattern)
DESIGN TECHNOLOGY	**Design** • 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 **Make** • select from and use a range of tools and equipment to perform practical tasks	**Design** • 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 **Make** • select from and use a range of tools and equipment to perform practical tasks [for example,

	[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 **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. Autumn term – A to B – structurally stable transport models Spring term – Food Glorious Food – vegetable soup and biscuits Summer term – Superheroes – superhero shows (levers and sliders)	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 **Evaluate** • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. Christmas Biscuits – Autumn term – Sensational Me (Baking making own recipes) Appliquéd crests and tabards. – Spring term – A Knight's Tale Moving wheeled vehicles – Summer Term – What's Outside Your Door?
PE	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Games Skills - Hockey and Football (tactics for attacking and defending) Autumn Dance - (Movement Patterns and agility) Autumn Gymnastics - (Balance, agility and coordination) Spring Net and Wall - Tennis and Skittle Ball (Hand eye coordination) Spring Striking and Fielding - Rounders (Throwing and Catching) Summer Athletics (Running and Jumping) Summer	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. Games Skills - Hockey and Football (tactics for attacking and defending) Autumn Dance - (Movement Patterns and agility) Autumn Gymnastics - (Balance, agility and coordination) Spring Net and Wall - Tennis and Skittle Ball (Hand eye coordination) Spring Striking and Fielding - Rounders (Throwing and Catching) Summer Athletics (Running and Jumping) Summer
ICT	• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PHSE	**I am: Choice and influence** **Belonging: Roles and responsibilities** **My Body: A healthier lifestyle** **My World: A better place** **People: My community** **Rules and Views: Risks and rules**	I am – Dreams, Hopes and goals Belonging – Staying Happy My Body – Changes My World – Making Money People – One world but many people Rules and views – Why do we have rules?

MUSIC	• 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.	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically (Recorders) • 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.

	LOWER KEY STAGE 2	
	YEAR 3	**YEAR 4**
RE	**Domestic Church – family – Homes**; Know and understand: • The joys and sorrows of being a family at home – Explore • God's vision for every family – Reveal • Acquire the skills of assimilation, celebration and application of the above **Baptism and Confirmation – Belonging - Promises :**Know and understand: • Belonging to a group involves promises and rules – Explore • The meaning of the promises made at Baptism - Reveal • Acquire the skills of assimilation, celebration and application of the above **Advent/Christmas – Loving – Visitors:** Know and understand • The demands and joys of visitors - Explore • Advent: waiting for the coming of Jesus – Reveal • Acquire the skills of assimilation, celebration and application of the above **Local Church – Community – Journeys:** Know and understand: • A journey through a year – Explore • The Christian family's journey with Jesus through the Church's year – Reveal • Acquire the skills of assimilation, celebration and application of the above **Eucharist – Relating – Listening and sharing**: Know and understand: • Listening and sharing with one another – Explore • Listening to the Word of God and sharing in Holy Communion • Acquire the skills of assimilation, celebration and application of the above **Lent/Easter – Giving – Giving all:** Know and understand • How people give themselves – Explore • Lent, a time to remember Jesus' total giving - Reveal • Acquire the skills of assimilation, celebration and application of the above **Pentecost – Serving – Energy: Pentecost – Serving – Energy:** Know and understand • The energy of fire and wind - Explore • The wonder and power of the Holy Spirit – Reveal • Acquire the skills of assimilation, celebration and application of the above **Reconciliation – Inter-relating – Choices:** Know and understand • Choices have consequences – Explore • The importance of conscience in making choices – Reveal • Acquire the skills of assimilation, celebration and application of the above **Universal Church – World – Special Places:** Know and understand • Everyone has a special place – Explore • Special places for Jesus and the Christian community – Reveal • Acquire the skills of assimilation, celebration and application of the above **JUDAISM:** Places of worship: The synagogue and its importance	**Domestic Church – Family – People;** Know and understand: • Our family trees: Explore • The Family of God in Scripture: Reveal • Acquire the skills of assimilation, celebration and application of the above **Baptism and Confirmation – Belonging- Called :**Know and understand: • The response to being chosen: Explore • Confirmation: A call to witness: Reveal • Acquire the skills of assimilation, celebration and application of the above **Advent/Christmas – Loving – Gift :** Know and understand: • The gift of love and friendship – Explore • Advent and Christmas: the Church's seasons of preparing to receive God's gift of love and friendship in Jesus : Reveal • Acquire the skills of assimilation, celebration and application of the above **Local Church – Community- Community:** Know and understand: • Belonging to a community - Explore • The life of the local Christian community: Reveal • Acquire the skills of assimilation, celebration and application of the above **Eucharist – Relating- Giving and Receiving :**Know and understand: • Everyday giving and receiving - Explore • How the Eucharist challenges and enables living and growing in communion: Reveal • Acquire the skills of assimilation, celebration and application of the above **Lent / Easter – Giving: Self-Discipline:** Know and understand: • How self-discipline is important- Explore • Lent: celebrate growth to new life through self-discipline- Reveal • Acquire the skills of assimilation, celebration and application of the above Pentecost – Serving – New Life: Know and understand: • The wonder and power of the Holy Spirit - Explore • How the new life of the Easter message is spread through the power of the Holy Spirit - Reveal • Acquire the skills of assimilation, celebration and application of the above **Reconciliation – Inter-relating- Building Bridges:** Know and understand: • How we build bridges of friendship - Explore • The importance of admitting wrong and being reconciled with one another and God – Reveal • Acquire the skills of assimilation, celebration and application of the above • **JUDAISM**: Holy Books: The Torah and its importance. **SIKHISM**: Holy Books, Beliefs and Festivals, Belonging and Values

	SIKHISM: Places of worship: Welcoming people, and The gurdwara	
ENGLISH	**Reading** • Use knowledge to read 'exception' words • Read range of fiction & non-fiction • Use dictionaries to check meaning • Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions • Retrieve & record information from non-fiction books • Discuss reading with others **Writing** • Use prefixes & suffixes in spelling • Use dictionary to confirm spellings • Write simple dictated sentences • Use handwriting joins appropriately • Plan to write based on familiar forms Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings & plot • Assess effectiveness of own and others' writing **Grammar** • Use range of conjunctions • Use perfect tense • Use range of nouns & pronouns • Use time connectives • Introduce speech punctuation • Know language of clauses **Speaking & Listening** • Give structured descriptions • Participate activity in conversation • Consider & evaluate different viewpoints	**Reading** • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words & phrases that capture the imagination • Identify themes & conventions • Retrieve & record information • Make inferences & justify predictions • Recognise a variety of forms of poetry • Identify & summarise ideas **Writing** • Correctly spell common homophones • Increase regularity of handwriting • Plan writing based on familiar forms • Organise writing into paragraphs • Use simple organisational devices • Proof-read for spelling & punctuation errors • Evaluate own and others' writing • Read own writing aloud **Grammar** • Use wider range of conjunctions • Use perfect tense appropriately • Select pronouns and nouns for clarity • Use & punctuate direct speech • Use commas after front adverbials **Speaking & Listening** • Articulate & justify opinions • Speak audibly in Standard English • Gain, maintain & monitor interest of listener
MATHEMATICS	**Number/Calculation** • Learn 3, 4 & 8x tables • Secure place value to 100 • Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits • Written column addition & subtraction Solve number problems, including multiplication & simple division and missing number problems • Use commutativity to help calculations **Geometry & Measures** • Measure & calculate with metric measures • Measure simple perimeter Add/subtract using money in context • Use Roman numerals up to XII; tell time • Calculate using simple time problems • Draw 2-d / Make 3-d shapes • Identify and use right angles • Identify horizontal, vertical, perpendicular and parallel lines **Fractions & decimals** • Use & count in tenths • Recognise, find & write fractions	**Number/Calculation** • Know all tables to 12 x 12 • Secure place value to 1000 • Use negative whole numbers • Round numbers to nearest 10, 100 or 1000 • Use Roman numerals to 100 (C) • Column addition & subtraction up to 4 digits • Multiply & divide mentally • Use standard short multiplication **Geometry & Measures** Compare 2-d shapes, including quadrilaterals & triangles • Find area by counting squares • Calculate rectangle perimeters • Estimate & calculate measures • Identify acute, obtuse & right angles • Identify symmetry • Use first quadrant coordinates • Introduce simple translations **Data** • Use bar charts, pictograms & line **Fractions & decimals**

	• Recognise some equivalent fractions • Add/subtract fractions up to <1 • Order fractions with common denominator **Data** • Interpret bar charts & pictograms	• Recognise tenths & hundredths • Identify equivalent fractions • Add & subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers • Solve money problems

SCIENCE

THINKING SCIENTIFICALLY

During years 3 and 4, pupils should be taught to use practical scientific methods, processes and skills through the teaching of POS content: (Refer to NC for breakdown)

BIOLOGY

Plants:

- identify and describe the functions of different parts of flowering plants: roots, stem, 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.

Animals:

- 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 animals have skeletons and muscles for support, protection and movement.

CHEMISTRY

Rocks:

- 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.

PHYSICS

Light

- notice that light is reflected from surfaces
- find patterns that determine the size of shadows.

Forces & Magnets

- notice 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.

THINKING SCIENTIFICALLY

During years 3 and 4, pupils should be taught to use practical scientific methods, processes and skills through the teaching of POS content: (Refer to NC for breakdown)

BIOLOGY

Classify living things :

- identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
- recognise that environments can change and that this can sometimes pose dangers to living things.

Digestive system & teeth :

- 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

Food chains :

- construct and interpret a variety of food chains, identifying producers, predators and prey.

CHEMISTRY

States of Matter:

- 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

PHYSICS

Sound

- identify how sounds are made, associating some of them with something vibrating
- 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.

Electricity:

- 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.

HISTORY

Through shared topics:

British History (taught chronologically)

- Changes in Britain from the Stone-Age to the Iron-Age: late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae; Bronze Age religion, technology and travel, e.g. Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture

	• Roman invasion & impact on Britain: Romanisation: Julius Caesar's attempted invasion in 55-54 BC ; the power of its army ; successful invasion by Claudius and conquest; British resistance: Boudicca ; the legacy of Roman culture – roads, language etc **Broader History Study :** • Earliest ancient civilisations: Ancient Egyptians : the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study: **Ancient Egypt**	
GEOGRAPHY	**Through shared topics:** • Locate some of the world's countries and oceans (Kensuke's Kingdom /Modern Rome cc Early Britons and Roman occupation– Italy in context of Europe) • name and locate counties and cities of the United Kingdom • Focus on key physical & human features (Modern Egypt cc Ancient Egypt and Rome/ Through the Window, Jeannie Baker) • Study a region of the UK (not local area) – Scilly Isles-Kensuke's Kingdom • Use 8 points of compass, symbols & keys (Kensuke's Kingdom) • Describe & understand climate (Frozen Planet), rivers (Egypt – human impact), mountains, volcanoes (Y3 discrete), earthquakes (Frozen Planet – creation of a landscape), water cycle (Y4-discrete), settlements (Through the Window and Stone-Age/Celts), trade etc. • Use fieldwork to observe, measure & record (Map work/ Through the Window)	
ART & DESIGN	Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design: • create sketch books to record observations and use to review and revisit ideas • improve mastery of art and design techniques, including drawing (still life: artefacts cc History and how to draw animals (proportion and shapes), painting (style of ancient Egyptians and using only three colours – Japanese art) and sculpture (canopic jars in clay) with a range of materials (e.g. pencil, paint, clay) • learn about great artists, architects and designers in history: Hokusai (Japanese art-Kensuke's Kingdom), ancient Roman villas, mosaics and investigate Egyptian pyramids through modelling; Jeannie Baker – collage landscapes.	Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design: • create sketch books to record observations and use to review and revisit ideas • improve mastery of art and design techniques, including drawing (still life: artefacts cc History and how to draw animals (proportion and shapes), painting (style of ancient Egyptians and using only three colours – Japanese art) and sculpture (amulets in clay) with a range of materials (e.g. pencil, paint, clay) • learn about great artists, architects and designers in history: Hokusai (Japanese art-Kensuke's Kingdom), ancient Roman villas, mosaics and investigate Egyptian pyramids through modelling; Jeannie Baker – collage landscapes.
DESIGN TECHNOLOGY	**THROUGH SHARED TOPIC-WORK Y3 & Y4 WILL WORK ON A ROLLING PROGRAMME TO SPREAD TEACHING AND LEARNING IN DESIGN TECHNOLOGY OVER A TWO YEAR PERIOD INCLUDING FOOD TECHNOLOGY LINKED TO ROMAN, EGYPTIAN, ISLAND AND ARCTIC TOPICS; DESIGING AND USING LIT MODEL THEATRES WITH PUPPETS; INVESTIGATING LEVERS AND MOVING PARTS IN BALLISTA AND SHADUF MODELS; RECREATING KENSUKE'S CAVE INCLUDING TABLES AND SHELVES; INVESTIGATING PYRAMID CONSTRUCTION USING MODEL KITS AND HOW EGYPTIANS MOVED AND LIFTED SLABS OF STONE; RESEARCHING TECHNOLOGY OF MOVING BOOKS TO MAKE MOVING CHARACTERS IN LIGHT BOXES.** **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 : group-design own theatres (Once upon a puppet); Roman ballista • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes. **Make** • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately (Theatres/ moving light boxes; recreate Kensuke's kingdom – furniture/mats/ shelf units/tools etc) • 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 : model shaduf/ model pyramids/ theatres and puppets/ island smoothies/ Italian meal cc Rome **Evaluate** • investigate and analyse a range of existing products (moving books/ stable structures) • 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 : Roman engineers – roads **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Own theatres/ shaduf/ Kensuke's Cave) • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages : Shaduf/ ballista/ moving light boxes • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors (Theatres)	
PE	**GAMES: (Hockey, Tag Rugby, Basketball, Cricket, Orienteering, Golf & Rounders)** •play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking	**SWIMMING: WEEKLY** • swim competently, confidently and proficiently over a distance of at least 25 metres

	and defending •take part in outdoor and adventurous activity challenges both individually and within a team •compare their performances with previous ones and demonstrate improvement to achieve their personal best. •use running, jumping, throwing and catching in isolation and in combination **DANCE, GYMNASTICS & ATHLETICS:** •develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics •compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns	• use a range of strokes effectively such as front crawl, backstroke and breaststroke • perform safe self-rescue in different water-based situations. **GAMES:** • Use running, jumping, throwing and catching in isolation and in combination to play competitive games: hockey, volleyball, bench-ball, netball, cricket and rounders and apply basic principles suitable for attacking and defending **DANCE, GYM & ATHLETICS:** • Country Dance using a range of movement patterns • develop flexibility, strength, technique, control and balance, through athletics and gymnastics • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
ICT	**E-SAFETY:** • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour **PROGRAMMING:** • design, write programs that accomplish specific goals and problem-solve: animating slides in Powerpoint and programming software – Pivot & Hopscotch • use sequence, selection, and repetition in programs; work with variables and various forms of input and output (Pivot/Hopscotch) • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (research projects in history and geography) plus Smart Learning • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information: cameras (Through the Window – Jeannie Baker) ; graphs – Microsoft; Smart Learning.	**E-SAFETY:** • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour **PROGRAMMING:** • design, write programs that accomplish specific goals and problem-solve: animating slides in Powerpoint and programming software – Pivot & Hopscotch • use sequence, selection, and repetition in programs; work with variables and various forms of input and output (Pivot/Hopscotch) • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (research projects in history and geography) plus Smart Learning • select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information: cameras (Through the Window – Jeannie Baker) ; graphs – Microsoft; Smart Learning.
MODERN FOREIGN LANGUAGES	**FRENCH: (Year 1)** **GREETINGS, NUMBERS, ASKING & GIVING NAME, COLOURS, NAMES OF FRUIT, DAYS AND MONTHS, CUSTOMS AND TRADITIONS** • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases	**FRENCH: (Year 1)** **GREETINGS, NUMBERS, ASKING & GIVING NAME, COLOURS, NAMES OF FRUIT, DAYS AND MONTHS, CUSTOMS AND TRADITIONS** • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases
PHSE	• **RULES & VIEWS** • **PEOPLE** • **MY WORLD** • **MY BODY** • **BELONGING** • **I AM**	• **GENDER STEREOTYPING** • **SORTING THINGS OUT (BULLYING)** • **MY BODY : A HEALTHY LIFE** • **MY WORLD: MONEY** • **PEOPLE: EQUALITY** • **TOPICAL EVENTS**
MUSIC	**TOPICS:** DESCRIPTIVE SOUNDS RHYTHMIC PATTERNS ARRANGEMENTS PENTATONIC SCALES SOUND COLOURS	**TOPICS**: RHYTHMIC PATTERNS ARRANGEMENTS PENTATONIC SCALES SOUND COLOURS SINGING GAMES

	SINGING GAMES • 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.	COMPOSE DESCRIPTIVE MUSIC • Play and perform in solo and ensemble contexts, using their voices and playing percussion instruments with increasing accuracy. • 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 • begin to 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

	UPPER KEY STAGE 2	
	YEAR 5	**YEAR 6**
RE	**Domestic Church – Family: Ourselves** Know and understand: • A deepening awareness of 'Who I am' • Ourselves as made in the image and likeness of God • Acquire the skills of assimilation, celebration and application of the above **Baptism / Confirmation – Belonging: Life Choices** Know and understand: • Show care and commitment • The call to live and love within the community; Marriage • Acquire the skills of assimilation, celebration and application of the above **Advent / Christmas – Loving: Hope** Know and understand: • Waiting hopefully • Advent is the Church's season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time • Acquire the skills of assimilation, celebration and application of the above **Local Church – Community: Mission** Know and understand: • The mission of inspirational leaders • Dioceses continue the work and mission of Jesus including ecumenism • Acquire the skills of assimilation, celebration and application of the above **Eucharist – Relating: Memorial Sacrifice** Know and understand: • How memories are kept alive • The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way • Acquire the skills of assimilation, celebration and application of the above	**Domestic Church – Family: Loving** Know and understand: • The love and care of people • God's love is unconditional and never ending • Acquire the skills of assimilation, celebration and application of the above **Baptism/Confirmation – Belonging: Vocation and Commitment** Know and understand: • Commitment in life • The vocation to the priesthood and religious life • Acquire the skills of assimilation, celebration and application of the above **Advent/Christmas – Loving: Expectations** Know and understand: • The meaning of expectation • Advent, a time of joyful expectation of Christmas, the Word becoming a human person, Jesus • Acquire the skills of assimilation, celebration and application of the above **Local Church – Community: Sources** Know and understand: • A wide variety of books and the purpose for which they were written • The Bible as the story of God's love told by the people of God • Acquire the skills of assimilation, celebration and application of the above **Eucharist – Relating: Unity** Know and understand: • What nourishes and what spoils friendship and unity • The Eucharist challenges and enables the Christian family to live and grow in communion everyday • Acquire the skills of assimilation, celebration and application of the above

	Lent / Easter – Giving: Sacrifice Know and understand: • Giving or refusing to give; appreciating the cost of giving • Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus • Acquire the skills of assimilation, celebration and application of the above **Pentecost – Serving: Transformation** Know and understand: • Transforming energy • Pentecost, the celebration of the Spirit's transforming power • Acquire the skills of assimilation, celebration and application of the above **Reconciliation – Inter-relating: Freedom and Responsibility** Know and understand: • Freedom involves responsibility • God's rules for living freely and responsibly – The Commandments • Acquire the skills of assimilation, celebration and application of the above **Universal Church – World: Stewardship** Know and understand: • Caring for the earth • The Church is called to stewardship of Creation • Acquire the skills of assimilation, celebration and application of the above **Other Faiths:** Judaism – Beliefs and festivals: • Look at – times for remembering • Discover – Pesach • Respect – that God cares for His people Islam – Beliefs and festivals: • Look at – special times • Discover – Shahadah, Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj • Respect – for the special occasions for Muslims	**Lent/Easter – Giving: Death and New Life** Know and understand: • Loss and death bring about change for people • The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life • Acquire the skills of assimilation, celebration and application of the above **Pentecost – Serving: Witnesses** Know and understand: • The courage to be a witness • Pentecost: the Holy Spirit enables people to witness to the Easter message • Acquire the skills of assimilation, celebration and application of the above **Reconciliation – Inter-Relating: Healing** Know and understand: • When people become sick and need care • The Sacrament of the Anointing of the Sick • Acquire the skills of assimilation, celebration and application of the above **Universal Church – World: Common Good** Know and understand: • Justice for the good of all • The work which Christians do for the common good of all • Acquire the skills of assimilation, celebration and application of the above **Other Faiths:** Judaism – Belonging and values: • Look at – Making a new start • Discover – Yom Kippur • Respect – The value of atonement Islam – Beliefs and festivals: • Look at – Guidance in life • Discover – The 5 pillars and Zakat • Respect – what is important for Muslims
ENGLISH	**Reading** • Discuss authors' use of language • Retrieve & present information from non-fiction texts. • Formal presentations & debates • Draw inference & make predictions • Learn poetry by heart • Make recommendations to others • Identify and discuss themes across a broad range of genres and texts • Apply knowledge of morphology and etymology when reading new words **Writing** • Secure spelling, inc. homophones,prefixes, silent letters, etc • Use a thesaurus • Legible, fluent handwriting • Plan writing to suit audience & purpose • Develop character, setting and atmosphere in narrative	**Reading** • Read a broad range of genres • Recommend books to others • Make comparisons within/across books • Support inferences with evidence • Summarise key points from texts • Identify how language, structure etc, contribute to meaning • Discuss use of language inc. figurative • Discuss & explain reading, providing reasoned justifications for views **Writing** • Use knowledge of morphology & etymology in spelling • Develop legible personal handwriting style • Plan writing to suit audience & purpose; use models of writing • Develop character & setting in narrative • Select grammar & vocabulary for effect

	• Use organisational & presentational features • Use consistent appropriate tense • Proof – read work • Perform own compositions **Grammar** • Use expanded noun phrases • Use modal & passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas for parenthesis **Speaking and Listening** • Give well-structured explanations • Command of Standard English • Consider & evaluate different viewpoints • Use appropriate register	• Use a wide range of cohesive devices • Ensure grammatical consistency **Grammar** • Use appropriate register/style • Use the passive voice • for purpose • Use features to convey • and clarify meaning • Use full punctuation • Use language of subject/object **Speaking and Listening** • Use questions to build knowledge • Articulate arguments & opinions • Use spoken language to speculate, hypothesise & explore • Use appropriate register and language
MATHEMATICS	**Number/Calculation** • Secure place value to 1,000,000 • Use negative whole numbers in context • Use Roman numerals to 1000 (M) • Use standard written methods for all four operations • Confidently add & subtract mentally • Use vocabulary of prime, factor & multiple • Multiply & divide by powers of ten • Use square and cube numbers **Geometry & Measures** • Convert between different units • Calculate perimeter of composite shapes & area of rectangles • Estimate volume & capacity • Identify 3D shapes • Measure & identify angles • Understand regular polygons • Reflect and translate shapes **Data** • Interpret tables & line graphs • Solve questions about line graphs **Fractions and Decimals** • Compare and order fractions • Add & subtract fractions with common denominators, with mixed numbers • Multiply fractions by units • Write decimals as fractions • Order and round decimal numbers • Link percentages to fractions and decimals	**Number/Calculation** • Secure place value & rounding to 10,000,000, including negatives • All written methods, including long division • Use order of operations (not indices) • Identify factors, multiples and primes • Solve multi step number problems **Algebra** • Introduce simple use of unknowns **Geometry & Measures** • Confidently use a range of measures and conversions • Calculate area of triangles/parallelograms • Use area and volume formulas • Classify shapes by properties • Know and use angle rules • Translate and reflect shapes using all four quadrants **Data** • Use pie charts • Calculate mean averages **Fractions, decimals and percentages** • Compare and simplify fractions • Use equivalents to add fractions • Multiply simple fractions • Divide fractions by whole numbers • Solve problems using decimals and percentages • Use written division up to 2dp • Introduce ratio and proportion
SCIENCE	**Earth and space** • 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.	**Light and shadows; the eye** • 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

	• describe the Sun, Earth and Moon as approximately spherical bodies. • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Properties and changes of materials** • 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. • 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. • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • 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. **Living things and their habitats** • 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. **Animals, including humans** • describe the changes as humans develop to old age **Forces** • 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.	• 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 **Electricity** • 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. **Evolution and inheritance** • 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. **Animals, including humans** • 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. **Living things and their habitats** • 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.
HISTORY	**Anglo Saxons & Vikings** • Roman withdrawal from Britain; Scots invasion • Invasions, settlements & kingdoms: place names and village life • Viking invasions; Danegald • Edward the Confessor **Ancient Greece** • A study of Greek life and achievements and their influence on the western world	**World Wars – the Battle of Britain** • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: • a significant turning point in British history - the Battle of Britain **Mayans** • a non-European society that provides contrasts with British history - one study - Mayan civilization c. AD 900
GEOGRAPHY	**Rivers and Mountains** • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • physical geography, including: rivers, mountains and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use six-figure grid references, symbols and key (including the use of Ordnance	**Rainforests** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America • describe and understand key aspects of: ○ physical geography, including: climate zones, biomes and vegetation belts ○ human geography, including: types of settlement and land use,

	Survey maps) to build their knowledge of the United Kingdom and the wider world	economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
ART & DESIGN	Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) • about great artists (William Morris)	Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials (e.g. pencil and paints) • about great artists (Henri Rousseau)
DESIGN TECHNOLOGY (To follow a design, make evaluate approach)	**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, such as 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 **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors • apply their understanding of computing to programme, monitor and control their products.	**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, such as 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 **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors • apply their understanding of computing to programme, monitor and control their products.
PE	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics

	• perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
ICT **E-Safety**	**Computer Science - Programming, Coding and Controlling Devices** • Undertake creative projects using procedures and variables to achieve specific outcomes to create a game or an App or control a specific device • Build a sequence of instructions **Algorithms** to control a device, create a simulation, an App or game considering the **inputs** and **outputs** • The code can draw upon their knowledge of ○ **Sub-procedures** ○ Physical **inputs** and **outputs** ○ **Values**, including random numbers ○ ***If . . . then*** conditional commands ○ **Variables** • Explain the purpose and function of the **code** in the project • Compare and contrast different coding languages they use recognising similarities and differences **Computer Science and Digital Literacy - Digital Exploration** • Understand the need for responsible use on all connected devices and know how to deal with content that upsets them or is inappropriate. • Store and retrieve digital content in different contexts • Begin to understand search engine technologies and develop search techniques to refine searches for specific content • Evaluate and analyse information for plausibility, bias and accuracy of information Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration **Digital Literacy - Communicating and Collaborating** • Understand the importance of keeping personal information private on the web • Use a wide range of tools to communicate and collaborate online in different curriculum contexts • Talk confidently about cyber-bullying and how to prevent and respond to it • Show an understanding of personal safety when using devices and the possible implications of misuse • Know the risks when communicating and publishing within and beyond the school • Understand that the internet has many features that can enable communication between groups beyond their school and be aware of the impact of their own contributions and online presence • Understand the implications of being a responsible member of a connected community **Information Technology – Multimedia** • Select an appropriate medium to communicate information choosing content and structure showing awareness of audience and purpose • Plan, design and style content for a presentation, combine a range of sources, images, text, sound, considering the intended audience • Use formatting, design and editing tools to present different styles of information • Publish work collaboratively on a VLE/ learning platform for different audiences (Also see the strand Communicating, Collaborating and Publishing) • Be confident in all aspects of the school's e-safety rules and consider issues such as copyright and plagiarism when using resources from the Internet – images and or sounds **Information Technology – Digital Media** • Use a range of graphics, paint packages, cameras and capture devices, photo manipulation software, animation and film creating and editing. • Consider safe searching, copyright and privacy issues when sharing images with a wider audience • Use a variety of tools and Apps to create and manipulate an images • Select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals • Choose appropriate tools and techniques to create imagery for a specific task • Amend and combinedigital images , animations and movies for a specific audience or task • Understand how images can be shared – understand who might see an image they have shared • Be able to talk about privacy in the context of digital imagery	

	Information Technology – Music and Sound • Understand that their sound can be added to different software to create multimedia • Use different software to create, edit and manipulate sounds • Learn how to save, retrieve, edit and share their compositions or podcasts **Information Technology – Collecting, Analysing, Evaluating and Presenting Data** • Begin to develop knowledge about how data is used in the world around them how/where it is collected. They will also consider issues such as accuracy, privacy and keeping data safe • Use spreadsheets to develop an understanding of simple functions and create a simple budgetUse a variety of tools to collect data – Data loggers, weather stations, Apps on tablets, sport related tools • Use the data collected to interpret, recognise patterns, describe events and answer questions • Use databases to detect anomalies and inaccuracies and understand the need for accuracy when entering data • Understand that personal data is collected by others for a variety of purposes – understand the consequences of losing data or incorrect data • Use a spread sheet to write formulae to carry out calculations and use them to solve problems	
MODERN FOREIGN LANGUAGES	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language;	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language;
PSHE	**I am:** • decisions **Belonging:** • belonging **My body:** • changes **My world:** • improvements **People:** • Rights and wrongs **Rules and Views:** • Making and breaking	**I am:** • changes **Belonging:** • causes and consequences **My body:** • Staying safe **My world:** • Money **People:** • Being different **Rules and Views:** • In the News

MUSIC	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.