

Bernards Heath Junior School

Curriculum Map 2014

Revised/Developed/Updated in line with the New National Curriculum 2014

English

English

Reading:

Library:

All children will have daily access to the school library, staffed by a qualified librarian. Children may borrow up to three books at any one time. Children in year three will begin by using the books in the reading scheme in addition to the library. **Guided Reading:**

Every year group runs a weekly Guided reading session, where children analyse different texts in small groups with a class teacher or teaching assistant.

Class Reading:

Children will have the opportunity for daily quiet reading and will be encouraged to read regularly at home. Every teacher will read a novel to the whole class on a regular basis to encourage reading for pleasure.

Writing:

Each year group will study at least one fiction, one non-fiction and one poetry module each term to ensure whole school coverage of the different genres.

Non-Fiction: The six non-fiction text types will be taught in years three and four and repeated in greater depth in years five and six. Writing in the English lesson may also be linked to learning from other areas of the curriculum such as science, history and geography.

Fiction: In narrative writing the focus of the units will vary e.g. from plot to characterisation and creating atmosphere. In every group opportunities have been planned for children to write complete narratives.

Poetry: Three aspects of poetry are addressed in each year group: vocabulary building, structure and poetry appreciation, Opportunities for performance and recital will occur regularly throughout the year.

Handwriting: Children are taught to use a neat joined cursive style in pen.

Spelling Punctuation and Grammar: This may be taught as an individual lesson or as part of the unit of work. Individual spelling lists are sent home weekly and cover common words, topic words and spelling patterns.

Speaking and Listening:

There will be regular opportunities for children to join in class discussions and present their work individually or as part of a group. Every year group will have the opportunity to perform in a play or revue in front of the school and parents.

Year 3

	Term 1	Term 2	Term 3
Narrative	Stories with familiar settings.	Book reviews, letters and plays	Adventure and mystery stories
Skills taught:	Adjectives, verbs, paragraphs, sentence structure, speech.	Formal and informal language used in letter writing. Layout and information required in a book review. Layout and structure of a play	To develop character and create suspense by showing the characters reaction to events in a story. To use time connectives to move a story on.
Lesson Outcome:	To plan and write a three part story with a focus on the setting and a description of real events.	To write a formal letter. To read and write a book review. To write and perform a short play based on a familiar story.	To write a five-chapter story, review and redraft into a book. To create a front cover and write a blurb.
Non- Fiction	Instructions.	Non Chronological report	Recount
Skills taught:	Sequencing, imperative verbs, layout of text with headings, bullet points, clarity of language.	Layout of text, headings, fact boxes, labelled diagrams, captions, present tense, technical language and questions.	Features of a biography, research using books and the internet.
Lesson Outcome:	To write an instruction booklet. To verbally present a sequenced set of instructions.	To work cooperatively in a small group to create a non-chronological report poster and to orally present the poster to the rest of the class.	To write a short autobiography. To work cooperatively in a small group to create a poster on a famous person.
Poetry	Form and performance	Narrative and performance	Imagery and performance
Skills taught:	Rhythm, rhyme, alliteration, repetition, shape.	To develop and understanding of how the rhythm, rhyme and rap supports the learning and performance of a poem.	Homonyms, homophones, homographs and heteronyms. Rhythm and rhyme. Riddles, puns and word play.
Lesson outcome:	To identify different techniques used in poetry. To read, write and perform poems. To articulate reasons for a poetry preference.	To recite poetry using body language and rhythm as part of a group.	To write a riddle. To recite and write a poem using different homonyms and homophones.

Year 4			
	Term 1	Term 2	Term 3
Narrative	Stories with historical settings.	Issues and dilemmas	Stories set in imaginary worlds
Skills taught:	Use of powerful verbs, adjectives and adverbs. To use time connectives to move a story on.	To understand problems that relate to children at school or home. To use emotive language to express characters feelings.	Identify the features of a myth. Explore settings, creatures, heroes, idea of a journey.
Lesson Outcome:	To retell a story based in Ancient Egypt on a plan and to describe a character and setting within a five part story using OBDER.	To understand both sides of a dilemma and appreciate how, what is said, can impact on another person. To write descriptively about emotional issues.	To write a Greek myth based on Jason and the Argonauts featuring the journey of a hero and the dangers he must overcome.
Non- Fiction	Explanation.	Persuasion	Discussion
Skills taught:	Identify layout and features of an explanation text. Make notes, edit and redraft written work.	Identify persuasive features in a variety of texts: Advert, Newspaper, Posters, Letters. Use persuasive vocabulary, rhetorical question, layout, paragraphing.	Research skills, persuasive language and to prepare a balanced argument related to topic of the Ancient Greeks.
Lesson Outcome:	To work in small groups to produce an information poster. To work independently to explain the beliefs of the Ancient Egyptians.	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.	Consider different sides of an argument and decide on a course of action, summarising reasons in a letter and a debate.
Poetry	Imagery and performance.	Narrative and performance	Form and performance
Skills taught:	To compare and contrast poems using evidence from the texts. Identify and use similes, powerful verbs, rhyming patterns and syllables in poetry.	Identify the features of narrative poetry. Compare and contrast poems, ancient and modern on a similar theme.	To identify features of Haikus, Clerihews Rhyming Couplets, Imagery. Rhythm, Alliteration Describe personal responses to poetry Recite familiar poems by heart
Lesson outcome:	To write and perform three contrasting poems using similes.	To write narrative poetry about the Rain forest. To recite some narrative poetry by heart.	To read, write and perform free verse.

Year 5			
	Term 1	Term 2	Term 3
Narrative	Traditional stories and legends	Dramatic Conventions	Novels by significant authors
Skills taught:	Understand the features of a legend. Opening, characters, investigate evidence for their existence.	To compare features of a play, TV script and radio broadcast.	To compare texts and express an opinion. Use dialogue, action and description to vary openings and develop character.
Lesson Outcome:	To produce a new story of a legendary character.	To write and perform from the point of view of a character.	To plan, tell, write, edit and redraft a story using OBDER.
Non- Fiction	Instruction	Non Chronological report	Persuasion
Skills taught:	To identify structure and language features. To compare written/visual/oral instructions and identify ease of use to be fit for purpose.	To identify structure and language features. To write a variety of reports based upon a story book – “The Flying Frogs”	Examples of persuasive text. Investigate grammatical features of a persuasive text.
Lesson outcome:	To produce a word-processed instruction leaflet.	To produce formal written reports from differing perspectives.	To produce an effective word processed leaflet to persuade the reader to visit the local village. To write a persuasive letter.
Poetry	Form and performance	Imagery and performance	Narrative and performance
Skills taught	To understand the difference between metaphor and simile. To analyse content, layout, vocabulary and mood of a poem.	Metaphor, similes, imagery	To understand the story and character development within a narrative poem. To understand how metaphor, simile, imagery and rhyme create a visual picture.
Lesson outcome:	To write a multi verse poem on a given subject.	To write a poem on the seasons.	To write from the point of view of one of the characters in the poem.

Year 6			
	Term 1	Term 2	Term 3
Narrative	Suspense stories & visual stimulus (The Traveller)	Extending narratives - quest	Authors and texts (Boy in the Girl's Bathroom)
Skills taught:	Peer assessment, consideration of the reader through style, content and language.	Peer assessment, consideration of the reader through style, content and language.	Participate in group discussion by offering reasons for their opinions supported by evidence, summarising ideas, reaching agreement and presenting ideas to an audience .Empathy and understanding changes / different personalities.
Lesson Outcome:	To plan and write an effective suspense story that hooks the reader.	To write, edit and peer assess a quest story.	Diary entry Email Journal entries from different points of view.
Non- Fiction	Recount - Biography	Discussion	Explanation
Skills taught:	Research and interview techniques.	Research skills, persuasive language and to prepare a balanced argument.	Identify features and layout, make notes, edit and redraft written work. Use search engines in an effective way.
Lesson Outcome:	To write a biography of a known person. To write a newspaper article on a local issue.	To write a persuasive speech. To write a balanced argument.	To write an explanation text.
Poetry	Imagery and performance	Narrative and performance	Form and performance
Skills taught:	To investigate and form an opinion on a variety of poetic devices.	Analyse poetic devices. (Thomas Hardy – The Convergence of the Twain)	Expression in delivery, how to understand stage directions and use to perform and maintain interest of audience.
Lesson outcome:	To write a poem paying attention to figurative language.	Comprehension of a traditional poem.	Performance of play to an audience.

Maths

Year 3 programme of study (statutory requirements)

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ☐ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ☐ compare and order numbers up to 1000 ☐ identify, represent and estimate numbers using different representations ☐ read and write numbers up to 1000 in numerals and in words ☐ solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds ▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ▪ estimate the answer to a calculation and use inverse operations to check answers ▪ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ☐ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ☐ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ☐ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ☐ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ☐ recognise and show, using diagrams, equivalent fractions with small denominators ☐ add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) ☐ compare and order unit fractions, and fractions with the same denominators ☐ solve problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ☐ measure the perimeter of simple 2-D shapes ☐ add and subtract amounts of money to give change, using both £ and p in practical contexts ☐ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks ☐ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ☐ know the number of seconds in a minute and the number of days in each month, year and leap year ☐ compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ☐ recognise that angles are a property of shape or a description of a turn ☐ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ☐ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ interpret and present data using bar charts, pictograms and tables ☐ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Y3 Notes and Guidance (non-statutory)

Number, place value and rounding	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Statistics
<p>Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.</p> <p>They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100$ and 40 and 6, $146 = 130$ and 16).</p> <p>Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.</p>	<p>Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100.</p> <p>Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Appendix 1).</p>	<p>Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables.</p> <p>Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts ($30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$).</p> <p>Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.</p> <p>Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8 children).</p>	<p>Pupils connect tenths to place value, decimal measures and to division by 10.</p> <p>They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the $[0, 1]$ interval, including relating this to measure.</p> <p>Pupils understand the relation between unit fractions as operators (fractions of), and division by integers.</p> <p>They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity.</p> <p>Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.</p>	<p>Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, $5m = 500cm$).</p> <p>The comparison of measures should also include simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication.</p> <p>Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4.</p> <p>Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.</p>	<p>Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle.</p> <p>Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.</p>	<p>Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy.</p> <p>They continue to interpret data presented in many contexts.</p>

Year 4 programme of study (statutory requirements)

Number and place value	Addition and subtraction	Multiplication and division	Fractions (including decimals)	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ count in multiples of 6, 7, 9, 25 and 1000 ☐ find 1000 more or less than a given number ☐ count backwards through zero to include negative numbers ☐ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ☐ order and compare numbers beyond 1000 ☐ identify, represent and estimate numbers using different representations ☐ round any number to the nearest 10, 100 or 1000 ☐ solve number and practical problems that involve all of the above and with increasingly large positive numbers ☐ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ☐ estimate and use inverse operations to check answers to a calculation ☐ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ recall multiplication and division facts for multiplication tables up to 12×12 ☐ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ☐ recognise and use factor pairs and commutativity in mental calculations ☐ multiply two-digit and three-digit numbers by a one-digit number using formal written layout ☐ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ recognise and show, using diagrams, families of common equivalent fractions ☐ count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. ☐ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number ☐ add and subtract fractions with the same denominator ☐ recognise and write decimal equivalents of any number of tenths or hundredths ☐ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ <ul style="list-style-type: none"> ▪ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ▪ round decimals with one decimal place to the nearest whole number ▪ compare numbers with the same number of decimal places up to two decimal places ▪ solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ Convert between different units of measure [for example, kilometre to metre; hour to minute] ☐ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ☐ find the area of rectilinear shapes by counting squares ☐ estimate, compare and calculate different measures, including money in pounds and pence ☐ read, write and convert time between analogue and digital 12 and 24-hour clocks ☐ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ☐ identify acute and obtuse angles and compare and order angles up to two right angles by size ☐ identify lines of symmetry in 2-D shapes presented in different orientations ☐ complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ describe positions on a 2-D grid as coordinates in the first quadrant ☐ describe movements between positions as translations of a given unit to the left/right and up/down ☐ plot specified points and draw sides to complete a given polygon. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs ☐ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Y4 Notes and Guidance (non-statutory)

Number, place value and rounding	Addition and subtraction	Multiplication and division	Fractions (including decimals)	Measurement	Geometry: properties of shapes	Geometry: position, and direction	Statistics
<p>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.</p> <p>They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.</p> <p>They connect estimation and rounding numbers to the use of measuring instruments.</p> <p>Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.</p>	<p>Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1).</p>	<p>Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.</p> <p>Pupils practise mental methods and extend this to three-digit numbers to derive facts (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).</p> <p>Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1).</p> <p>Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$.</p> <p>Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.</p>	<p>Pupils should connect hundredths to tenths and place value and decimal measure.</p> <p>They extend the use of the number line to connect fractions, numbers and measures.</p> <p>Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths</p> <p>Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$).</p> <p>Pupils continue to practice adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.</p> <p>Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.</p> <p>Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.</p> <p>They practise counting using simple fractions and decimal fractions, both forwards and backwards.</p> <p>Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.</p>	<p>Pupils build on their understanding of place value and decimal notation to record metric measures, including money.</p> <p>They use multiplication to convert from larger to smaller units.</p> <p>Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.</p> <p>They relate area to arrays and multiplication.</p>	<p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</p> <p>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</p> <p>Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.</p>	<p>Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.</p>	<p>Pupils understand and use a greater range of scales in their representations.</p> <p>Pupils begin to relate the graphical representation of data to recording change over time.</p>

Year 5 programme of study (statutory requirements)

Number and place value	Addition and subtraction	Multiplication and division	Fractions (including decimals and percentages)	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ☐ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ☐ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ☐ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ☐ solve number problems and practical problems that involve all of the above ☐ read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ☐ add and subtract numbers mentally with increasingly large numbers ☐ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. ☐ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ☐ establish whether a number up to 100 is prime and recall prime numbers up to 19 ☐ multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ☐ multiply and divide numbers mentally drawing upon known facts <ul style="list-style-type: none"> ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▪ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) ▪ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ compare and order fractions whose denominators are all multiples of the same number ☐ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths ☐ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] ☐ add and subtract fractions with the same denominator and multiples of the same number ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ☐ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ☐ round decimals with two decimal places to the nearest whole number and to one decimal place ☐ read, write, order and compare numbers with up to three decimal places ☐ solve problems involving number up to three decimal places ☐ recognise the per cent symbol (%) and understand that per cent relates to “number of parts per hundred”, and write percentages as a fraction with denominator 100, and as a decimal ☐ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}, \frac{1}{5}$ and those with a denominator of a multiple of 10 or 25. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; gram and kilogram; litre and millilitre) ☐ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ☐ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres ☐ calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes ☐ estimate volume [for example, using 1 cm^3 blocks to build cuboids(including cubes)] and capacity[for example, using water] ☐ solve problems involving converting between units of time ☐ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☐ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ☐ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ☐ draw given angles, and measure them in degrees ($^\circ$) ☐ identify: <ul style="list-style-type: none"> - angles at a point and one whole turn (total 360°) - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles ▪ distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables

Y5 Notes and Guidance (non-statutory)

Number and place value	Addition and subtraction	Multiplication and division	Fractions (including decimals and percentages)	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
<p>Pupils identify the place value in large whole numbers.</p> <p>They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.</p> <p>They should recognise and describe linear number sequences (for example, 3, 3 ½, 4, 4 1/2 ...), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add ½)</p>	<p>Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see Mathematics Appendix 1).</p> <p>They practise mental calculations with increasingly large numbers to aid fluency (for example, 12 462 – 2 300 = 10 162).</p>	<p>Pupils practise and extend their use of the formal written methods of short multiplication and short division (see Mathematics Appendix 1). They apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.</p> <p>They use and understand the terms factor, multiple and prime, square and cube numbers.</p> <p>Pupils interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = 98/4 = 24 \text{ r } 2 = 24 \frac{1}{2} = 24.5 \approx 25$).</p> <p>Pupils use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres.</p> <p>Distributivity can be expressed as $a(b + c) = ab + ac$. They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$).</p> <p>Pupils use and explain the equals sign to indicate equivalence, including in missing number problems (for example, $13 + 24 = 12 + 25$; $33 = 5 \times \square$).</p>	<p>Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions.</p> <p>They extend their knowledge of fractions to thousandths and connect to decimals and measures.</p> <p>Pupils connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions.</p> <p>Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1.</p> <p>Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems.</p> <p>They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number.</p> <p>Pupils continue to practise counting forwards and backwards in simple fractions.</p> <p>Pupils continue to develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities.</p> <p>Pupils extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line.</p> <p>Pupils say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems.</p> <p>They mentally add and subtract tenths, and one-digit whole numbers and tenths.</p> <p>They practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, $0.83 + 0.17 = 1$).</p> <p>Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving decimals.</p> <p>Pupils should make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is 1/100, 50% is 50/100, 25% is 25/100) and relate this to finding 'fractions of'.</p>	<p>Pupils use their knowledge of place value and multiplication and division to convert between standard units.</p> <p>Pupils calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example $4 + 2b = 20$ for a rectangle of sides 2 cm and b cm and perimeter of 20cm.</p> <p>Pupils calculate the area from scale drawings using given measurements.</p> <p>Pupils use all four operations in problems involving time and money, including conversions (for example, days to weeks, expressing the answer as weeks and days).</p>	<p>Pupils become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.</p> <p>Pupils use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools.</p> <p>Pupils use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.</p>	<p>Pupils recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant.</p> <p>Reflection should be in lines that are parallel to the axes.</p>	<p>Pupils connect their work on coordinates and scales to their interpretation of time graphs.</p> <p>They begin to decide which representations of data are most appropriate and why.</p>

Year 6 programme of study (statutory requirements)

Number and place value	Addition, subtraction, multiplication and division	Fractions (including decimals and percentages)	Ratio and proportion	Algebra	Measurement	Geometry: properties of shapes	Geometry: position, and direction	Statistics
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ▫ round any whole number to a required degree of accuracy ▫ use negative numbers in context, and calculate intervals across zero ▫ solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ▫ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context <ul style="list-style-type: none"> ▪ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context ▪ perform mental calculations, including with mixed operations and large numbers. ▪ identify common factors, common multiples and prime numbers ▪ use their knowledge of the order of operations to carry out calculations involving the four operations ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why ▪ solve problems involving addition, subtraction, multiplication and division <ul style="list-style-type: none"> ▪ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ use common factors to simplify fractions; use common multiples to express fractions in the same denomination ▫ compare and order fractions, including fractions >1 ▫ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ▫ multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] ▫ divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] ▫ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] <ul style="list-style-type: none"> ▪ identify the value of each digit to three decimal places and multiply and divide numbers up to three decimal places ▪ multiply one-digit numbers with up to two decimal places by whole numbers ▪ use written division methods in cases where the answer has up to two decimal places ▪ solve problems which require answers to be rounded to specified degrees of accuracy ▪ recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ▫ solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison ▫ solve problems involving similar shapes where the scale factor is known or can be found ▫ solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ use simple formulae ▫ generate and describe linear number sequences ▫ express missing number problems algebraically ▫ find pairs of numbers that satisfy an equation with two unknowns ▫ enumerate possibilities of combinations of two variables 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ▫ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places ▫ convert between miles and kilometres ▫ recognise that shapes with the same areas can have different perimeters and vice versa ▫ recognise when it is possible to use formulae for area and volume of shapes ▫ calculate the area of parallelograms and triangles ▫ calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³), and extending to other units [for example mm³ and km³]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▫ draw 2-D shapes using given dimensions and angles ▫ recognise, describe and build simple 3-D shapes, including making nets ▫ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ▫ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius ▫ recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe positions on the full coordinate grid (all four quadrants) ▪ draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ interpret and construct pie charts and line graphs and use these to solve problems ▪ calculate and interpret the mean as an average.

Y6 Notes and Guidance (non-statutory)

Number and place value	Addition, subtraction, multiplication and division	Fractions (including decimals and percentages)	Ratio and proportion	Algebra	Measurement	Geometry: properties of shapes	Geometry: position and direction	Statistics
<p>Pupils use the whole number system, including saying, reading and writing numbers accurately.</p>	<p>Pupils practise addition, subtraction, multiplication and division for larger numbers, using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division (see Mathematics Appendix 1).</p> <p>They undertake mental calculations with increasingly large numbers and more complex calculations.</p> <p>Pupils continue to use all the multiplication tables to calculate mathematical statements in order to maintain their fluency.</p> <p>Pupils round answers to a specified degree of accuracy, for example, to the nearest 10, 20, 50 etc, but not to a specified number of significant figures.</p> <p>Pupils explore the order of operations using brackets; for example, $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.</p> <p>Common factors can be related to finding equivalent fractions.</p>	<p>Pupils should practise, use and understand the addition and subtraction of fractions with different denominators by identifying equivalent fractions with the same denominator. They should start with fractions where the denominator of one fraction is a multiple of the other (for example, $\frac{1}{2} + \frac{1}{8} = \frac{5}{8}$) and progress to varied and increasingly complex problems.</p> <p>Pupils should use a variety of images to support their understanding of multiplication with fractions. This follows earlier work about fractions as operators (fractions of), as numbers, and as equal parts of objects, for example as parts of a rectangle.</p> <p>Pupils use their understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity (for example, if $\frac{1}{4}$ of a length is 36cm, then the whole length is $36 \times 4 = 144$cm).</p> <p>They practise calculations with simple fractions and decimal fraction equivalents to aid fluency, including listing equivalent fractions to identify fractions with common denominators.</p> <p>Pupils can explore and make conjectures about converting a simple fraction to a decimal fraction (for example, $3 \div 8 = 0.375$). For simple fractions with recurring decimal equivalents, pupils learn about rounding the decimal to three decimal places, or other appropriate approximations depending on the context.</p> <p>Pupils multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers. Pupils multiply decimals by whole numbers, starting with the simplest cases, such as $0.4 \times 2 = 0.8$, and in practical contexts, such as measures and money.</p> <p>Pupils are introduced to the division of decimal numbers by one-digit whole number, initially, in practical contexts involving measures and money. They recognise division calculations as the inverse of multiplication.</p> <p>Pupils also develop their skills of rounding and estimating as a means of predicting and checking the order of magnitude of their answers to decimal calculations. This includes rounding answers to a specified degree of accuracy and checking the reasonableness of their answers.</p>	<p>Pupils recognise proportionality in contexts when the relations between quantities are in the same ratio (for example, similar shapes, recipes).</p> <p>Pupils link percentages or 360° to calculating angles of pie charts.</p> <p>Pupils should consolidate their understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems. They might use the notation a:b to record their work.</p> <p>Pupils solve problems involving unequal quantities for example, 'for every egg you need three spoonfuls of flour', $\frac{3}{5}$ of the class are boys'. These problems are the foundation for later formal approaches to ratio and proportion.</p>	<p>Pupils should be introduced to the use of symbols and letters to represent variables and unknowns in mathematical situations that they already understand, such as:</p> <ul style="list-style-type: none"> missing numbers, lengths, coordinates and angles formulae in mathematics and science equivalent expressions (for example, $a + b = b + a$) generalisations of number patterns number puzzles (for example, what two numbers can add up to). 	<p>Pupils connect conversion (for example, from kilometres to miles) to a graphical representation as preparation for understanding linear/proportional graphs.</p> <p>They know approximate conversions and are able to tell if an answer is sensible.</p> <p>Using the number line, pupils use, add and subtract positive and negative integers for measures such as temperature.</p> <p>They relate the area of rectangles to parallelograms and triangles, for example, by dissection, and calculate their areas, understanding and using the formulae (in words or symbols) to do this.</p> <p>Pupils could be introduced to compound units for speed, such as miles per hour, and apply their knowledge in science or other subjects as appropriate.</p>	<p>Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles.</p> <p>Pupils describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.</p> <p>These relationships might be expressed algebraically for example, $d = 2 \times r$; $a = 180 - (b + c)$.</p>	<p>Pupils draw and label a pair of axes in all four quadrants with equal scaling. This extends their knowledge of one quadrant to all four quadrants, including the use of negative numbers.</p> <p>Pupils draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes. These might be expressed algebraically for example, translating vertex (a, b) to (a-2, b+3); (a, b) and (a+d, b+d) being opposite vertices of a square of side d.</p>	<p>Pupils connect their work on angles, fractions and percentages to the interpretation of pie charts.</p> <p>Pupils both encounter and draw graphs relating two variables, arising from their own enquiry and in other subjects.</p> <p>They should connect conversion from kilometres to miles in measurement to its graphical representation.</p> <p>Pupils know when it is appropriate to find the mean of a data set</p>

Science

Year 3	<p><u>Plants</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
	<p><u>Animals , including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.
	<p><u>Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.
	<p><u>Forces and Magnets</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • 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.
	<p><u>Electricity</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.

Year 4	<p><u>Rocks</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.
	<p><u>Animals, including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.
	<p><u>States of Matter</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Sound</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.

Year 5	<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Animals , including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age.
	<p><u>Properties and changes of materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Earth and space</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	<p><u>Electricity</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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.

Year 6	<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics.
	<p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Evolution and inheritance</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Forces</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
	<p><u>Light</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that light appears to travel in straight lines □ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye □ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

<p>Years 3 & 4</p>	<p><u>Working Scientifically</u></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▢ asking relevant questions and using different types of scientific enquiries to answer them ▢ setting up simple practical enquiries, comparative and fair tests ▢ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▢ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▢ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▢ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▢ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▢ identifying differences, similarities or changes related to simple scientific ideas and processes ▢ using straightforward scientific evidence to answer questions or to support their findings.
<p>Years 5 & 6</p>	<p><u>Working Scientifically</u></p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▢ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▢ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▢ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▢ using test results to make predictions to set up further comparative and fair tests ▢ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▢ identifying scientific evidence that has been used to support or refute ideas or arguments.

Geography

Year 3	<p>Weather around the world</p> <p>Location Knowledge Locate world's countries, continents, oceans and Britain and Europe. Name and locate counties and cities of the UK and understand how some of these aspects have changed over time. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Times zones, including day and night.</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones (including extreme weather). <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and computer mapping to locate countries and describe features studied. Use the eight points of a compass, symbols and key (including use of Ordnance Survey) maps to build their knowledge of the UK and the wider world. 	<p>St Albans</p> <p>Place knowledge Develop a sense of place through the study of the human geography of a region of the UK (St Albans).</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> Use field work to observe, measure and record the human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Use the eight points of a compass, symbols and key (including use of Ordnance Survey) maps to build their knowledge of the UK and the wider world.
Year 4	<p>Location Knowledge Locate 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. Identify the position and significance of Equator, latitude , longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Greenwich Meridian and times zones (including day and night.) And understand how some of these aspects have changed over time.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece and Egypt) and a region within South America (linked to Mayan Civilisation.)</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, rivers, mountains. (related to Egypt, Greece and South America). Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources, including energy, food, minerals and water. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied. 	

Year 5	<p>Water- Rivers</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: rivers and the water cycle. • Human geography, including: distribution of natural resources, including energy and water. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six figure grid references, symbols and key (including use of Ordnance Survey) maps to build their knowledge of the UK and the wider world. • Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<p>Contrasting locality- Aldbury</p> <p>Location Knowledge Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics Identify key topographical features (including hills, mountains, coast and rivers). And understand how some of these aspects have changed over time.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK Aldbury compared with St Albans.)</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six figure grid references, symbols and key (including use of Ordnance Survey) maps to build their knowledge of the UK and the wider world. • Use field work to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
Year 6	<p>Mountains</p> <p>Location Knowledge Locate the world's countries. Identify the position and significance of Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, The Greenwich Meridian and times zones (including day and night.) Geographical regions and identify topographical features (including hills, mountains, coast and rivers). And understand how some of these aspects have changed over time.</p> <p>Place knowledge Developing an understanding of the mountain environment. Understand geographical similarities and differences through the study of human and physical geography of a mountain region.</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. • Human geography, including: types of settlement and land use, economic activity and the distribution of natural resources, including energy, food, minerals and water. <p>Geographical skills and Fieldwork</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied. 	

History

Skills to develop within each topic

- Develop chronologically secure knowledge.
- Establish clear narratives within and across periods they study.
- Develop the appropriate use of historical terms.
- Look at and evaluate the validity of sources. Recognise limitations.
- Discuss similarities and differences- compare and contrast.
- Construct informed responses that involve the selection and organisation of relevant historical information.
- Understanding that our knowledge of the past is constructed from a range of sources and that different versions of the past may exist (giving some reasons for this).

Year 3	Changes in Britain from Stone Age to Iron Age. (Overview)		The Roman Empire and its impact on Britain (depth study) (Link to Locality)
Year 4	The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared and depth study of Ancient Egypt.	Ancient Greece- a study of Greek life and achievements and their influence on the western world.	A non-European society that provides contrast with British history- Mayan Civilisation c. AD 900.
Year 5	Britain's settlement by Anglo-Saxons and Scots		The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
Year 6	<p>A study of an aspect of British history that extends pupils chronological knowledge beyond 1066.</p> <p>A significant turning point in British history- The Battle of Britain (Within the context of WWII)</p>		

Art

Year 3

Portraying Relationships:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Investigating Pattern

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Can We Change Place

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 4

Viewpoints (Egyptian Paintings)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Canopic Jars

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Journeys (Aboriginal Art)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 5	<p><u>Watercolours Impressionism linked to water topic</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Talking Textiles(Linked To Henry VIII and wives – Will need to change)</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Objects of meaning – Collage Linked (was linked to Tudors – Will need to Change)</u> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> • 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 [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.
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Year 6

People in Action

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Perspective Lowry

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

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 [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Design Technology

Year 3	<p><u>Structure (Photograph Frames)</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion and annotated sketches. <p>Make</p> <ul style="list-style-type: none"> • use a range of selected tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • use a range of materials and components, including construction materials, textiles, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products. • evaluate their ideas and products against their own design and consider the views of others to improve their work. <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>Mechanical (Moving Monsters)</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches. <p>Make</p> <ul style="list-style-type: none"> • use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • start to understand and use mechanical systems in their products [linkages (pneumatic system)] 	<p><u>Cooking and Nutrition (Packaging and Food Preparation)</u></p> <ul style="list-style-type: none"> • start to understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to improve taste and texture.
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Year 4	<p>Electrical Function</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p>Structural (Take a Seat)</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • 	<p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>(Pattern Pieces) Sewing – Bushtucker bags</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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<p>Year 5</p>	<p><u>Construction to include performing practical task - Musical Instruments linked to sound.</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p><u>Cam toys</u></p> <ul style="list-style-type: none"> • start to understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities 	<p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products. <p><u>Pizza Making</u></p> <ul style="list-style-type: none"> • start to understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • start to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to improve taste and texture.
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Year 6	<p><u>Shelters linked to WW2</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • 	<p><u>Term 3 – Slippers</u></p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals 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 <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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Computing

Year 3	<p>Use search technologies effectively, appreciate how results are ranked, be discerning in evaluating digital content; use technology safely; report concerns</p> <ul style="list-style-type: none"> • Use key word searches to find relevant information quickly • Explain their choice of tools/techniques when finding information on the internet • Use a prepared spreadsheet to enter data and present their findings • Create appropriate graphs/charts to answer questions • Draw conclusions from their findings • Recognise the importance of checking data for reliability and accuracy • Ensure that they keep personal information safe • Describe how their use of the internet, in and beyond school, supports their learning 	<p>Presenting data and information</p> <ul style="list-style-type: none"> • Use digital tools to generate, develop, organise and present their work • Use a range of tools to aid accuracy and efficiency when producing texts • Use a range of approaches to engage the audience • Combine different types of media, using a variety of tools, effects and techniques, suited to the given audience and purpose • Modifying their work in light of comments received • Apply the school's rules on copyright and ownership • Describe their use of technology and its applications in and beyond school 	<p>Use technology safely; report concerns</p> <ul style="list-style-type: none"> • Use technology to exchange information and ideas with others • Use technology to generate, develop, and organise sounds • Select and use sound editing tools and techniques to produce desired effects/outcomes • Explain their choice of tools and techniques used • Modify their work in light of comments • Understand the need to seek consent before capturing and/or using sounds created by others • Apply the school's eSafety rules • Describe their use of electronic communication and collaboration tools in and beyond school
Year 4	<p>Use a network; select software to present data</p> <ul style="list-style-type: none"> • Construct different types of questions to answer using a database • With limited support, create a simple database to answer their questions • Collect and enter data into a database • Use a database to store, organise and retrieve data • Use sort and/or search to answer simple questions, understanding when to use these tools • Create appropriate graphs charts • Evaluate and improve their questioning • Check the data for accuracy understanding • Describe their use of databases (electronic and paper-based) in and beyond school 	<p>Design, write and debug programs</p> <ul style="list-style-type: none"> • Plan, give and follow sequences of instructions to achieve specific outcomes and solve problems • Make predictions based on their understanding and compare to what actually happens. Modify instructions • Explain how their choices/decisions help them solve problems • Describe their use of control technology, linking to the use of automatic devices in the wider world 	<p>Use a variety of software to create content; use technology safely; report concerns</p> <ul style="list-style-type: none"> • Select, and use, a range of image editing tools and techniques to manipulate images for a purpose • Storyboard/plan an animation • Create an animation to convey a message or idea • Explain their choice of tools and techniques used • Modify their work in light of comments • Understand the need to seek consent before capturing and/or using images created by, or of others • Apply the school's eSafety rules for the safe use of images • Discuss their use of technology to work with images, and in and beyond school
Year 5	<p>Select programs to collect, analyse and present data</p> <ul style="list-style-type: none"> • Construct a database to find answers to a set of questions they want answered • Turn questions into search criteria, and use complex searches (involving more than one criterion) to find answers • Present answers in an suitable format, including use of appropriate graphs, and use to support their conclusions • Understand how to identify and correct inaccurate and implausible data within a database • Recognise that errors lead to unreliable results • Critically review and evaluate the effectiveness of their questions • Show a good understanding in their work of the school's rules on data protection • Compare their use of electronic and paper databases, considering how databases are used outside school 	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing into smaller parts</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect errors in algorithms and programs</p> <ul style="list-style-type: none"> • Create precise and accurate sequences of instructions to control events – planning, hypothesising, creating, testing, modifying and refining sequences for specific purpose/needs • Understand the input, process, output, sequence of events • Explore the effects of changing variables • Discuss their knowledge and experience of using control technology devices and systems and their observations of control technology used in the wider world 	<p>Select, use and combine a variety of software to present data and information</p> <ul style="list-style-type: none"> • Use a range of digital tools and techniques to plan, structure, refine and present information as sound recordings for specific audiences • Describe how keeping and reviewing drafts is key in building their critical awareness • Critically evaluate their work, identifying improvements and ways to refine it • Actively promote the rules on copyright, ownership and plagiarism. • Discuss their knowledge and experience of using technology and their observations of technology used outside school – when working with sound
Year 6	<p>Select programs to collect, analyse and present data</p> <ul style="list-style-type: none"> • Design and develop efficient spreadsheet models to investigate real life problems and test hypotheses • Explain the effects of changing variables in their spreadsheet models • Explain how they have checked their models for accuracy • Critically evaluate their models' effectiveness; identifying improvements and refinements • Discuss the advantages and limitations of using spreadsheet models to support their own learning and in the real world 	<p>Use search technologies effectively; appreciate how results are ranked; discern digital content; understand copyright rules</p> <ul style="list-style-type: none"> • Use a range of digital tools and techniques to plan, structure, refine and present information in film form for specific audiences • Describe how keeping and reviewing drafts is key to building their critical awareness • Critically evaluate their work, identifying improvements and refinements • Actively promote the rules around copyright, ownership and plagiarism • Discuss their knowledge and experience of using technology to work with moving image. Consider how technology is used for moving image outside school 	<p>Select, use and combine a variety of software to present data and information</p> <ul style="list-style-type: none"> • Select and use appropriate digital tools to communicate and collaborate in and beyond the classroom • Edit information they are contributing, ensuring it is as accurate, unbiased, relevant and truthful as possible • Organise and adjust the language and style of their communications, for the formality of the context, needs of their audience and the technology used • Critically evaluate the effectiveness of their contributions to online communication and collaboration spaces • Understand that complex copyright rules exist and apply these in their work • Discuss the advantages and disadvantages of using technology to communicate and collaborate in and out of school

Physical Education

Year 3	Autumn Term:	Spring Term	Summer Term:
	<p>Games: Invasion games; Ball skills. (Passing and receiving) creative games.</p> <p>Fitness: Aerobic Exercise: Aerobic Dance/skipping</p> <p>Gymnastics: Pathways, stretching and curling:, showing control.</p>	<p>Games: Net and Wall: Tennis Skills.</p> <p>Fitness: Aerobic Exercise: Aerobic Dance/skipping</p> <p>Outdoor and Adventure: Orienteering Problem solving skills, outdoor challenges.</p> <p>Dance: Linked to History Topic.</p>	<p>Games: Striking and Fielding: Rounders Ball skills, basic fielding, small games.</p> <p>Games: Invasion games: Netball; basic ball skills and tactics. Small games (Endzone)</p> <p>Fitness: Aerobic Exercise: Aerobic Dance/skipping</p> <p>Swimming Develop stokes and swim unaided</p>
Year 4	<p>Games: Invasion games: Netball, skills and tactics, mini games</p> <p>Fitness: Skipping</p> <p>Swimming: Develop different strokes, swim unaided</p>	<p>Games: Net and Wall: Tennis to music, develop hand ball coordination and simple use of raquet.</p> <p>Games: Invasion games: Football , skills and tactics, mini-games</p> <p>Gymnastics: Balancing and rolling</p>	<p>Athletics: Develop running, jumping and throwing skills. Including competition.</p> <p>Dance: Linked to geography topic</p> <p>Fitness:</p>
Year 5	<p>Games: Invasion games: Tag rugby, skills, tactics and mini games</p> <p>Dance: Haka working from stimuli, create and perform a short dance showing a range of movement patterns</p> <p>Fitness: Skipping</p>	<p>Games: Invasion games: Football, skills. Tactics and mini games.</p> <p>Gymnastics: Create and perform Symmetrical and asymmetrical sequences, using floor and apparatus.</p> <p>Swimming: Develop a range of strokes and perform personal survival</p> <p>Fitness: circuits</p>	<p>Games: Striking and Fielding: Rounders; develop skills in batting and fielding. Play small games.</p> <p>Games: Net and Wall: Tennis; develop raquet skills and strategies in simple game situations.</p> <p>Athletics: Develop running, throwing and jumping skills. Take part in competitions.</p> <p>Outdoor and Adventure activities: Orienteering; team challenges, problem solving, out door challenge</p>
Year 6	<p>Games: Invasion games: Netball; developing skills and tactics. 7 A-side games.</p> <p>Fitness: Skipping</p>	<p>Games: Invasion: Hockey; develop skills and tactics.</p> <p>Dance: Graffiti unit; from stimuli create and perform a dance with a range of movements.</p> <p>Gym: counter balance and counter tension. Develop control and balance.</p> <p>Fitness: Circuits</p>	<p>Games: Striking and fielding: Cricket; develop batting and fielding skills. Play small sided games.</p> <p>Athletics: Develop running, throwing and jumping skills. Take part in competition.</p>

Religious Education

	Autumn (13 hours)	Spring (13 hours)	Summer (13 hours)
Year 3	<p><u>Christianity and Islam</u> Interactive overview (1 hour) Stories of key religious leaders (6 hours) <i>-Muhammad (PBUH), Muslims today</i> Ways of describing God (3 hours) <i>-The 99 Beautiful names of Allah</i> Christmas (3 hours) <i>-Messengers (Angels), Sending news at Christmas</i></p>	<p><u>Christianity and Islam</u> Events in the life of Jesus (13 hours) <i>-Jesus' life and actions, Stories of Jesus, Lent and Easter</i></p>	<p><u>Christianity and Islam</u> Rules and how they influence actions (8 hours) <i>-Five pillars of Islam, Two commands of Jesus, Charity</i> Special places, sacred spaces (5 hours) <i>-Personal places, The Mosque and the musulla, The Church</i></p>
Year 4	<p><u>Christianity, Hinduism and Sikhism</u> Interactive overview (2 hours) Belonging and Hindu teaching about God <i>-One God who takes many forms</i> Worship in a Hindu home (8 hours) <i>-In the home, A Hindu shrine, Worship in a Hindu family</i> Christmas (3 hours) <i>-No room at the inn, Feeling accepted or rejected</i></p>	<p><u>Christianity, Hinduism and Sikhism</u> Belonging (6 hours) <i>-Welcoming new babies in Christian and Sikh communities</i> The importance of sharing food (6 hours) <i>-Food as part of Christian worship, The Langar, Kara Prashad (Sikhism)</i> Easter (7 hours) <i>-How did Jesus share his last supper? Holy Communion, Easter foods</i></p>	<p><u>Christianity, Hinduism and Sikhism</u> Special books and sacred texts <i>-How Holy books are regarded and handled, Bible, Guru Granth Sahib, Bhagavad Gita</i> Sacred writings and stories (13 hours) <i>-Hindu traditional tales</i></p>
Year 5	<p><u>Christianity and Judaism</u> Interactive overview (1 hour) Rules for living (7 hours) <i>-The Ten Commandments, Rules from Deuteronomy (Kosher)</i> Light as a symbol (6 hours) <i>-Hannukah, Advent and Christmas</i></p>	<p><u>Christianity and Judaism</u> Celebrations related to key figures (13 hours) <i>-Purim and Esther, Passover and Moses, Easter, Jesus and the events of Holy Week, Common themes</i></p>	<p><u>Christianity and Judaism</u> Leaders in religious communities and the importance of religion today (5 hours) <i>-Authority figures, Rabbi/Priest/Vicar/Minister/Pastor</i> Creation stories and the ultimate questions they raise (8 hours) <i>-Ultimate and non ultimate questions, How the world started, Sabbath</i></p>
Year 6	<p><u>Christianity and Buddhism</u> Interactive overview (1 hour) Christian and Buddhist beliefs and practices (8 hours) <i>-Personal heroes, Prince Siddartha, Buddhists today</i> Christmas (3 hours) <i>-Sacred and Secular</i></p>	<p><u>Christianity and Buddhism</u> Expressing faith in art, drama and song (8 hours) <i>-Responding to Buddhist and Christian texts, Expressing faith through meditation</i> The importance of Jesus to Christians (5 hours) <i>-Easter and the importance to Christians today</i></p>	<p><u>Christianity and Buddhism</u> Ideas about God (5 hours) <i>-One God, Many Gods, No God</i> Human responsibility for the environment (4 hours) <i>-Issues and Beliefs</i> Suffering (4 hours) <i>-Desire and Suffering, Holocaust and Genocide, Overcoming evil, Promoting goodness</i></p>

Modern Foreign Language French

MFL – currently following the Tout le Monde scheme of work with some adaptations

	Topics	2014 Curriculum Objectives
Year 3	<ul style="list-style-type: none"> • Conversational language (?) • Classroom language • Numbers 1 – 10 • Body parts • Weather • Colours • Clothing • Age and birthdays • Classroom objects • Like and dislikes 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (games and songs) • Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words (l, eu, on, ou, ch, oi, au, j, é an) • 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 (phrases -> sentences possibly at end of year, with help) • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (ongoing) • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing (words and phrases) • Appreciate stories, songs, poems and rhymes in the language (ongoing) • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (games and songs, flash cards) • 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: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (introduction to: cognates, verbs, questions, negative forms, masculine and feminine) <p>Objectives not currently covered:</p> <ul style="list-style-type: none"> • 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
Year 4	<ul style="list-style-type: none"> • Animals • Talking about pets • Colours • Numbers 1-30 • Months of the year • Celebrations • Members of the family • Pastimes • French history/celebration: Le 14 juillet 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (games and songs) • Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words (in, è, è, ion and silent t and x) • 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 (phrases -> sentences with help) • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (ongoing) • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing (words and phrases) • Appreciate stories, songs, poems and rhymes in the language (ongoing) • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (games and songs, flash cards, dictionary work mid to end of year) • 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: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (position of adjectives in sentences, singular and plural, negatives, prepositions, differences between word classes) <p>Objectives not currently covered:</p> <ul style="list-style-type: none"> • 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 • Present ideas and information orally to a range of audiences

<p>Year 5</p>	<ul style="list-style-type: none"> • In the home + some furniture • The alphabet • French culture – le petit déjeuner • Holiday and travel • Transport • Countries • Weather • Numbers • French history/celebration: Le 14 juillet 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (games and songs) • Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words (u, ai, ain, gn and en) • 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 (phrases -> sentences with less help) • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases (ongoing) • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing (words and phrases) • Appreciate stories, songs, poems and rhymes in the language (ongoing) • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (games and songs, flash cards, dictionary work) • 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 (places) • Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (incidentally and focused tasks – masc, fem, articles, adv, verbs) <p>Objectives not currently covered:</p> <ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Present ideas and information orally to a range of audiences
<p>Year 6</p>	<ul style="list-style-type: none"> • My town, places around town, directions • Cross curricular: WW2 • Instruments • Alphabet • Topic: fruit/health or the hare and tortoise story • French history/celebration: Le 14 juillet 	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding (games and songs) • Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words (un/une in/ine 'magic e' j and g soft g hard g silent x/t er/ère) • 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 (ongoing) • Present ideas and information orally to a range of audiences (to class) • Read carefully and show understanding of words, phrases and simple writing (small paragraphs) • Appreciate stories, songs, poems and rhymes in the language (ongoing) • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (dictionary work) • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly (following an example and adapting to suit) • Describe people, places, things and actions orally and in writing (places) • Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (incidentally and focused tasks – masc, fem, articles, adv, verbs) <p>Objectives not currently covered:</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences

Music

<p><u>YEAR 3 – BASIC SKILLS IN LISTENING, PERFORMANCE & NOTATION</u></p> <p>Using both pitched instruments (recorder and voice) and unpitched instruments (djembe drums and other percussion instruments), begin to recognise how pitch and rhythm are notated on the treble clef in traditional music scores; identify each of these correctly and be able to relate them to the instrument and learn to perform songs and simple pieces accurately (with emphasis on Christmas Concert and Spring Assembly to parents).</p> <ul style="list-style-type: none"> • Learn basic notes (treble clef) and musical terms • Write notes accurately on manuscript paper and be able to correctly play the note on the chosen instrument • Count the note values accurately • Perform individually, in small groups and whole class, listening and discussing outcomes • Develop confidence in performing to one another and to others • Develop listening skills that enable self-criticism and identify strategies for improvement 	<p>Reading and Writing Skills: Recognise the way notes are placed on the treble staff and be able to identify both the note value and its letter name accurately on music manuscript. Be able to write a variety of notes on the staff, draw the clefs, time signatures, bar lines, including the correct number of beats in each bar. Be aware of the importance of clear and concise notation.</p> <p>Performing: Follow the rules for performance behaviour and for the care of all musical instruments at all times. Listen carefully and be able to discuss singing/instrumental performance outcomes with suggestions for improvements, taking into consideration meaning of song lyrics, pronunciation and expression.</p> <p>Listening: Follow the rules for listening, helping to build the confidence of others who perform by giving positive feedback and encouragement.</p>	<p>Care of Musical Equipment: Treat all instruments with care. Hold them correctly, follow all instructions, including cleaning after use. Report any breakages immediately. Sharing of knowledge: Help others to hold and play the instrument correctly. Apply any corrections as necessary</p>
<p><u>YEAR 4- FURTHER DEVELOPMENT IN PERFORMANCE, NOTATION AND LISTENING SKILLS WITH AN INTRODUCTION TO COMPOSITION</u></p> <p>Further exploration of pitched and unpitched musical instruments, with special emphasis on the ukulele and keyboard work. More reading from music sheets with introduction of new notes and more complex rhythms. Preparations for Christmas concert and Year Group production to be studied in greater depth.</p> <ul style="list-style-type: none"> • Develop music reading, notation, intro to chord diagrams • Introduction to composition. Writing a simple melody for the recorder using notes and note values learnt so far. More detail re musical expression and general on manuscript, such as title, tempo markings and dynamics. • Begin to research musical instruments from other countries and find out what makes music unique to each. Includes Chinese New Year and pentatonic scale. • Singing to include solos and two part work, with a focus on a ukulele/recorder performance at Christmas concert. 	<p>Composition: Plan a short composition (around 4 bars) for the recorder using the treble clef only, following guidelines on title, expression, dynamics, notes to include and their values. Accuracy of beats in the bar is a main focus.</p> <p>Performing: All performances should begin to show more confidence and understanding. Expression in all instrumental and vocal performances should be more skilfully articulated with appropriate actions/movements in songs. Dance moves may be incorporated into some songs to improve coordination. A wide range of music will be performed and listened to and pupils appreciation should be more analytical with particular attention being made to dynamics, instruments, tempo, and mood. Pupils should be able to discuss and analyse performances with more attention to finer detail.</p>	<p>Application of skills: Pupils will be able to use a variety of pitched and unpitched instruments with greater understanding. Dynamic and pitch range, performance techniques and care of and use of instruments should be undertaken with more knowledge. Pupils will be using their acquired knowledge to play instruments or sing as a solo, in small groups or in a whole class setting both to peers as well as to parents. They will be able to perform with more confidence. Several music clubs/groups in school will be available for them – orchestra (when Grade 1 or above has been reached). Also choir, ukulele, djembe, recorder - all pupils will be encouraged to join one or more of these, regardless of ability.</p>

<p><u>YEAR 5 – PERFORM OWN COMPOSITION ON INSTRUMENT OF CHOICE. LEARN ALTERNATIVE NOTATIONAL TECHNIQUES, STUDY INSTRUMENTS OF THE ORCHESTRA AND MUSIC IN FILM</u></p> <ul style="list-style-type: none"> • This year expands knowledge to allow for composition and performance of own work on an instrument of choice, such as recorder, violin, piano or ukulele . • Learn about the orchestra. Become familiar with the sounds of various instruments in the orchestra, and study their construction. • Develop ideas on alternative forms of writing down music, studying 'graphic scores' as well as developing greater understanding of chord diagrams for the ukulele/guitar. • An understanding of the use of music in film is covered using a variety of examples. • Performance in several productions is on offer in years 5 and 6. The year 5 group production takes place in the first term, where soloists develop their vocal and acting skills. There is an end of year summer concert that encourages all children to perform, building confidence in singing, dancing, reading and instrumental solo and orchestral performances. There are also opportunities to perform in outside concerts, such as the Alban Arena Primary Schools Production (Spring), Royal Albert Hall (Spring), Residential Nursing Home Carol Concert and a variety of St Saviour's special Christmas concerts. 	<p><u>Composition</u> Pupils compose a piece of music for an instrument of their choice. This is usually for a 'treble clef' instrument, although some pupils now feel confident to compose for the piano, using the bass clef also. Accurate notation is expected, to include, clef, time signature, and for the higher ability groups key signatures also. Title with relevant expression, tempo and dynamic markings are required with accurate notation of note values. Pupils attempt to perform their piece, although in some cases, this may not be possible, in which case another pupil or the teacher will perform it to the class.</p> <p><u>Listening Skills</u> Pupils listen and study a variety of music, such as Benjamin Britten's 'Young Persons Guide to the Orchestra'. They learn to recognise the timbre and pitch ranges of the various instruments from strings, woodwind, brass, and percussion families and discover how they produce sound. They discuss the finer details of the music, noticing which instruments are dominant and which are background, which are playing fast/slow and loud/soft. This topic encourages class discussion on a wide range of music topics. The 'Music in Film' topic introduces pupils to the importance of music in film in creating the atmosphere, preparing for something that is about to happen, setting the scene and linking scenes together.</p> <p><u>Performance</u> There are several opportunities for pupils to perform in a variety of concerts and all of these are open to pupils of all abilities. This develops performance skills and concert behaviour and gives pupils with different abilities the opportunity to rehearse, memorise, perfect, evaluate and improve their performances which are held in a variety of venues.</p>	<p><u>Application and Analysis of Acquired Skills</u></p> <ul style="list-style-type: none"> • Listen and appraise music composed and performed by members of class. Give constructive suggestions for improvements to their own and other class members works, including appropriateness of music to title, such as tempo and dynamics and how successfully/accurately the music was performed. • Critically evaluate the success of their own and other compositions/performances and demonstrate an ability to recognise ways in which the music succeeded and ways it did not. • Develop a good understanding of how sound is produced in various instruments and how the pitch and dynamics can be altered on them. • Recognise the repetition of a recurring theme and the subtle changes that may be made in that repetition. • Develop an understanding of the emotional and expressive qualities of music that are used to enhance the character, meaning or atmosphere in a film. • Continue to be encouraged to perform in a variety of concerts, develop confidence and enjoyment in performing to others and to become self-critical and effective in supporting and helping others to improve their performances. • Pupils continue to take advantage of the various music clubs in school and be active musicians.
<p><u>YEAR 6 – DEVELOP IMPROVISATIONAL SKILLS TO A POEM, GAIN A KNOWLEDGE OF THE HISTORY OF MUSIC IN BRITAIN AND RECOGNISE SEVERAL MUSIC CULTURES FROM AROUND THE WORLD</u></p> <ul style="list-style-type: none"> • Use a variety of classroom instruments to improvise to a war poem, enhancing the mood and meaning of the work. • Study music from medieval, renaissance, baroque, classical, romantic and modern periods and understand the various aspects of its development. • Opportunity to perform in one or more of the many concerts on offer to both year 5 and 6 (see above). Priority is given to year 6 pupils where numbers limited. 	<p><u>Improvisation</u> Pupils are given a war poem to read aloud as they improvise to it in small groups using various instruments of their choice for backing. The performance is recorded and pupils are able to reflect and comment on the success of their performance as well as that of other groups.</p> <p><u>Listening Skills</u> Pupils build on their listening skills researching how music has changed through time from the earliest church vocal music to present day large scale orchestral productions. They become familiar with the different periods and can recognise what instruments were used, in what setting and in what time period. A variety of ICT activities are used during this topic.</p> <p><u>Performance</u> Year 6 are encouraged to actively participate in school and external productions, either reading, singing, performing on an instrument (solo or in the orchestra), and/or dancing and are encouraged to critically evaluate their work.</p>	<ul style="list-style-type: none"> • Pupils combine all their acquired skills to produce music that is expressive, appropriate, and played with the correct tonal and dynamic requirement for the performance, showing a sensitivity to the theme. • Pupils work together in groups, helping and combining their skills to make an accurate and effective performance, critical of their performance and aware of any improvements needed. • Understand how music has evolved and recognise the various instruments and periods of music through listening to a variety of composers works. • To perform with skill and confidence within and out of school, promoting and enjoying the music offered

PSHE & SEAL

SRE

PSHE Year plan Year 3						
Year Group	Autumn		Spring		Summer	
3	<p>Settling in: Learning Powers School ethos Year 6 buddies. GG- Rules GG- The Two Brothers</p> <p>Making Friends: Manners Getting on. GG: Chicken Soup</p> <p>Focus on Feelings: Who to talk to Expressing yourself Dealing with worries. GG: You Scratch my Back GG: Tongue</p>		<p>Settling in: Recap of making friends. GG- Rules GG: The Clown of God GG: Schools are for learning</p> <p>Keeping safe in school*: Recap feelings from autumn. Discuss adults to turn to in school. (Protective Behaviours?)</p> <p>Well-being and mindfulness*: healthy lifestyles Mandala Patterns</p> <p>Roots and Fruits (When needed)</p>		<p>In Someone else's shoes: Peer pressure, disability and recap of feelings. GG: Peer Pressure</p> <p>People and their work: recap KS1 disability Parental visits.</p> <p>Families: GG: There's no place like home Photos Similarities/differences</p> <p>Transition: Letter to yr 2 Prep for yr 3.</p>	

PSHE Year 4 plan			
Year Group	Autumn	Spring	Summer
4	<p>Settling in: Class charter School ethos. GG: Children's Roots and Wings</p> <p>Feeling Good, Keeping Healthy*: Dealing with risks Mental health and well-being: To reflect on and celebrate achievements, strengths, set high aspirations, areas of improvement.</p> <p>Friendships, Manners and Tolerance GG: Respect GG: Bullying: prepare to stand up and stand out GG: Mediation: Resolving conflict</p> <p>Changes in Families: Different family structures (divorce, bereavement etc) GG: bereavement GG: Family break up: my mum doesn't live here anymore</p>	<p>The World Around Us: GG: Fair trade: Have a banana GG: What kind of farming? Climate change, pollution and recycling.</p> <p>Changes in families: Types of families, extended families.</p> <p>People around us: Immigration and emigration. GG: Immigration: Coming to Britain</p> <p>Money Matters* Budgeting and Saving, fair trade. Metro Bank- four lessons (Last is a possible visit).</p>	<p>British Values: School ethos</p> <p>First Aid: GG: Emergency Big First Aid lesson- St John's Ambulance General 999 Stopping bleeding Cleaning wounds Burns Recovery position.</p> <p>People Around us: GG: Care for the Elderly Prejudice Cohesion Risk-taking Keeping safe (e-mails, online chats etc).</p> <p>Growing up: physical and mental.</p> <p>Transition</p>

PSHE Year 5 plan			
Year Group	Autumn	Spring	Summer
5	<p>Settling in*: School ethos Class rules</p> <p>We are all different: Identity GG: identities Celebrating difference. GG: Homophobia: Respecting all our differences GG: Cultural: The Roma</p> <p>Who decides: GG: Topics for discussion: Mind Maze</p> <p>Dealing with Friendships GG- Belonging to Groups</p>	<p>Settling in*: Class rules</p> <p>E-Safety GG: Keeping safe in Cyberspace</p> <p>Well-being and Mindfulness*: managing mental health. Meditation Deepen their understanding of good and not so good emotions. To recognise they might have changing emotions and their emotions might take over/need to be listened to.</p> <p>Risks and Pressures: GG: peer pressure (repeat year 3)</p> <p>Finance: Banking Credit/debit cards Loans.</p>	<p>Being involved in my community It's my Body Looking at the World GG: Sustainable development</p> <p>Keeping healthy*: Drugs, alcohol and smoking- link to science.</p> <p>Transition</p>

PSHE Year 6 plan			
Year Group	Autumn	Spring	Summer
6	<p>Settling in*: Learning powers Ethos Year 3 Buddies Roles and responsibilities Mentors.</p> <p>Managing conflict*</p> <p>Diversity GG: Photo caption GG: Scapegoat</p>	<p>Well Being and Mindfulness</p> <p>First Aid: St John's Ambulance- Big First Aid hour recap.</p> <p>World of Work GG: Equal opportunities</p> <p>Money GG- Why do we pay taxes? GG- The Benefits System GG-Hard times</p>	<p>Changing Relationships GG:'Stressed out'- Coping with SATs.</p> <p>Taking Responsibility for my Own Safety GG: Rights and Responsibilities: Freedom! GG: Rights and Responsibilities: Getting the balance right</p> <p>Criminality: GG: Democracy Drugs SRE E-safety.GG: Developing personal filters GG: Stephen Lawrence GG: Knife crime: shielding from harm GG: Moral values</p> <p>Transition: moving to year 7. GG: Secondary Transfer: From the Biggest to the Smallest</p>