Danson Primary School
Curriculum Implementation Map

Nurture-Believe-Inspire-Achieve

Danson Whole School Curriculum Overview

Early Years Foundation Stage Curriculum: Reception		
Prime area – Personal Social and Emotional Development		
Making Relationships	**Self-confidence and Self-awareness**	**Managing Feelings and Behaviour**
30-50 Months • Can play in a group, extending and elaborating play ideas e.g. building up a roleplay activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **40-60 Months** • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. **Early Learning Goal** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They	**30-50 Months** • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. **40-60 Months** • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. **Early Learning Goal** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose	**30-50 Months** • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. **40-60 Months** • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy **Early Learning Goal**

Nurture-Believe-Inspire-Achieve

show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	the resources they need for their chosen activities. They say when they do or don't need help.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Prime area – Physical Development

Moving and Handling
30-50 Months
• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
• Mounts stairs, steps or climbing equipment using alternate feet.
• Walks downstairs, two feet to each step while carrying a small object.
• Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
• Can stand momentarily on one foot when shown.
• Can catch a large ball.
• Draws lines and circles using gross motor movements.
• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
• Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
• Holds pencil near point between first two fingers and thumb and uses it with good control.
• Can copy some letters, e.g. letters from their name.

40-60 Months
• Experiments with different ways of moving.
• Jumps off an object and lands appropriately.

Health and Self-care
30-50 Months
• Can tell adults when hungry or tired or when they want to rest or play.
• Observes the effects of activity on their bodies.
• Understands that equipment and tools have to be used safely.
• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
• Can usually manage washing and drying hands.
• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60 Months
• Eats a healthy range of foodstuffs and understands need for variety in food.
• Usually dry and clean during the day.
• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
• Shows understanding of how to transport and store equipment safely.
• Practices some appropriate safety measures without direct supervision.

• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Early Learning Goal** Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	**Learning Goal** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and Language

Listening and attention 30-50 Months	Understanding 30-50 Months	Speaking 30-50 Months
• Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).	• Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.	• Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

40-60 Months • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. **Early Learning Goal** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity	**40-60 Months** • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. **Early Learning Goal** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	• Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle." **40-60 Months** • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. **Early Learning Goal** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Specific Area - Literacy

Reading 30-50 Months	Writing 30-50 Months
• Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. Writing 30-50 Months • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. **40-60 Months** • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences.	• Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. **40-60 Months** • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of • the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. **Early Learning Goal** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers **Early Learning Goal** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	

Specific Area - Maths

| **Number**
30-50 Months
• Uses some number names and number language spontaneously.
• Uses some number names accurately in play.
• Recites numbers in order to 10.
• Knows that numbers identify how many objects are in a set.
• Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.
• Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems.
• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
• Shows an interest in numerals in the environment.
• Shows an interest in representing numbers.
• Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60 Months
• Recognise some numerals of personal significance.
• Recognises numerals 1 to 5. | **Shape, Space and Measure 30-50 Months**
• Shows an interest in shape and space by playing with shapes or making arrangements with objects.
• Shows awareness of similarities of shapes in the environment.
• Uses positional language.
• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
• Shows interest in shapes in the environment.
• Uses shapes appropriately for tasks.
• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

40-60 Months
• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
• Selects a particular named shape.
• Can describe their relative position such as 'behind' or 'next to'.
• Orders two or three items by length or height.
• Orders two items by weight or capacity. |

• Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved.
• Counts objects to 10, and beginning to count beyond 10.
• Counts out up to six objects from a larger group.
• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.
• Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects.
• Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number.
•Finds one more or one less from a group of up to five objects, then ten objects.
• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
• Records, using marks that they can interpret and explain.
• Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

• Uses familiar objects and common shapes to create and recreate patterns and build models.
• Uses everyday language related to time.
• Beginning to use everyday language related to money.
• Orders and sequences familiar events.
• Measures short periods of time in simple ways.

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Specific Area – Understanding the World		
People and Communities 30-50 Months • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience.	**The World 30-50 Months** • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Technology 30-50 Months • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

• Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. **40-60 Months** • Enjoys joining in with family customs and routines. **Early Learning Goal** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions	• Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. **40-60 Months** • Looks closely at similarities, differences, patterns and change. **Early Learning Goal** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers **40-60 Months** • Completes a simple program on a computer. • Uses ICT hardware to interact with age appropriate computer software. **Early Learning Goal** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and Using Media and Materials **30-50 Months** • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms.	**Being Imaginative 30-50 Months** • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms.

• Explores and learns how sounds can be changed.

• Explores colour and how colours can be changed.

• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

• Beginning to be interested in and describe the texture of things.

• Uses various construction materials.

• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

• Joins construction pieces together to build and balance.

• Realises tools can be used for a purpose.

40-60 Months

• Begins to build a repertoire of songs and dances.

• Explores the different sounds of instruments.

• Explores what happens when they mix colours.

• Experiments to create different textures.

• Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.

• Constructs with a purpose in mind, using a variety of resources.

•Uses simple tools and techniques competently and appropriately.

• Selects appropriate resources and adapts work where necessary.

• Selects tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

• Engages in imaginative role-play based on own first-hand experiences.

• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

• Uses available resources to create props to support role-play.

• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Months

• Create simple representations of events, people and objects.

• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

• Chooses particular colours to use for a purpose.

• Introduces a storyline or narrative into their play.

• Plays alongside other children who are engaged in the same theme.

• Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1 Curriculum

English

Reading
- Listen to and discuss a wide range of classic and contemporary stories, poems, plays and information books
- Make links with what they read or hear read to them with their own experiences
- Recognise and join in with predictable phrases in shared stories and rhymes
- Read and re-read books at their phonic knowledge level with increasing fluency and confidence
- Apply phonics knowledge to sound out unfamiliar words containing GPCs that have been taught
- Read common exception words
- Read all 40+ phonemes, 1st 100 HFWs
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings, including those with more than one syllable
- Read and re-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Be introduced to non-fiction books to find information
- Draw upon background knowledge and vocabulary provided by the teacher
- Discuss the significance of titles and events
- Discuss word meanings, linking new words with familiar ones

- Self-correct inaccurate reading to help make sense of the text
- Retrieve information from the text
- Make inferences based on what is being said and done
- Make predictions based on what has happened so far
- Participate in discussions about books, poems and other texts that they read as well as ones read to them

Writing
- Sit correctly and hold pencil correctly
- Form lower case, capital letters and numbers 0-9 correctly
- Spell words containing the 40+ phonemes already taught as well as common exception words and the days of the week
- Say out loud what they plan to write, composing a sentence orally first
- Sequence sentences to form a simple narrative
- Re-read what they have written to check that it makes sense
- Make phonetically plausible attempts at spelling unfamiliar words
- Read back what they have written to themselves, peers and their teacher
- Write simple sentences dictated by the teacher

Speaking and Listening
- Retell familiar key stories, fairy stories and traditional tales and consider their particular characteristics
- Learn some rhymes and poems to recite by heart
- Learn how to take part in class discussions, how to take turns and listen to the opinion and contributions of others
- Participate in role-play to identify with and explore characters, as well as language

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Grammar

- Begin to use capital letters, full stops, question marks and exclamation marks accurately in writing
- Leaving spaces between words
- Use capital letters for names of people, places, the days of the week and the personal pronoun 'I'
- Use simple co-coordinating conjunctions - and, but
- Begin to expand noun phrases with adjectives
- Use and understand grammatical terms and concepts taught so far in talking about text
- Spell words by adding taught prefixes and suffixes to known words

Mathematics

Number and Place Value

- I can count groups of ten then count on in ones to identify 2-digit numbers.
- I can represent numbers using dienes on a place value chart
- I can represent the number 100 and understand that it is made up of 10 tens.
- I can represent numbers to 100 as number bonds
- I can recognise one more and one fewer and ten more and ten fewer.
- I can compare numbers within 100
- I can order numbers within 100
- I can identify the pattern in a sequence of numbers

Addition and Subtraction

- I can combine two sets to add (counting all and counting on)
- I can partition a set to subtract
- I can subtract by counting back

Measurement

- I know and can order the months of the year.
- I can sequence events in chronological order.
- I can read and write the time: o'clock
- I can read the time: half past
- I can write the time in words: o'clock and half past
- I can explore adding on hours and half hours.
- I can compare the lengths of two or more objects
- I can measure length using non-standard units.
- I can solve problems that involve doubling and halving lengths.
- I can compare the mass of two or more objects
- I can find the mass of objects using non-standard units.
- I can recognise the value of different coins and notes.
- I can compare different amounts of money.
- I can use addition and subtraction in the context of money.
- I can pay for two items by combining their prices.
- I can find change from given amounts.
- I can compare the capacity of two containers.

- I can use number bonds/known facts to add.
- I can use numbers bonds/known facts to subtract
- I can use the 'Make ten' strategy to add
- I can use the 'Make ten' strategy to subtract
- I can apply the 'Make Ten' strategy to find the difference on a number line.
- I can add a two-digit number and ones without regrouping
- I can subtract a two-digit number and ones without regrouping
- I can add a two-digit number and ones with regrouping
- I can subtract a two-digit number and ones with regrouping
- I can solve word problems using a part-whole model.
- I can solve problems in a context using addition and subtraction.

Multiplication and Division

- I can double and halve different amounts.
- I can make equal groups
- I can add equal groups
- I can solve problems related to repeated addition
- I can share numbers to divide.
- I can solve problems involving sharing.
- I can use grouping to divide.
- I can explore arrays.
- I can use the part-whole model to understand halves and quarters.

Fractions

- I can identify half of a shape or object.
- I can find half of a quantity.
- I can identify a quarter of a shape or object.
- I can find a quarter of a quantity.
- I can identify half, quarter and three-quarter turns.

- I can compare capacity using non-standard units.
- I can explore the difference by comparing length and volume.
- I can apply measuring skills in context

Geometry
- I can explore, identify, describe and classify 3D shapes.
- I can identify 2D shapes.
- I can describe and classify 2D shapes.
- I can recognise and create repeating patterns.
- I can recognise and describe repeating patterns.
- I can use the language of position
- I can use the language of direction and movement.

Computing	Science	History
We are Treasure Hunters • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Understand what algorithms are. • Understand how algorithms are implemented as programs on digital devices. • Understand that programs execute by following precise and unambiguous instructions. **We are TV Chefs** • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Understand what algorithms are. • Understand how algorithms are implemented as programs on digital devices. • Understand that programs execute by following precise and unambiguous instructions. • Use technology purposefully to organise, store and retrieve digital content. • Use technology purposefully to create and • manipulate digital content.	**Everyday Materials** • I can distinguish between an object and the material from which it is made. • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal,water and rock. • I can describe the simple physical properties of a variety of everyday materials. • I am able to compare and group together a variety of everyday materials on the basis of their physical properties. **Light** • I can identify where light comes from. • I can compare different light sources. • I can explain how a shadow is made. • I can make suggestions as to which objects are likely to be most reflective and why. **Plants** • I can identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. • I am able to identify and name a variety of common plants.	**Topics** • Houses and Homes • Toys • Transport • Castles • Pirates • The British Isles **People, Places and Events** • I can describe objects from the past. • I can describe how a person in history was important. • I can describe the importance of local places and landmarks. **Organisation and Communication** • I can talk, draw or write some sentences about the past. **Chronological Skills** • I can place pictures and objects in chronological order. • I can use simple words and phrases to describe things that happened in the past. **Interpreting History** • I can describe similarities between past and present using artefacts and pictures.

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We are Painters
- Use technology purposefully to organise, store and retrieve digital content.
- Use technology purposefully to create and manipulate digital content.

We are Collectors
- Use technology purposefully to organise, store and retrieve digital content.
- Use technology purposefully to create and manipulate digital content.
- Use technology safely and respectfully.
- Keeping personal information private.
- Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

We are Storytellers
- Use technology purposefully to organise, store and retrieve digital content.
- Use technology purposefully to create and manipulate digital content.
- Use technology safely and respectfully.
- Keeping personal information private.
- Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

We are Celebrating
- Use technology purposefully to organise, store and retrieve digital content.

- I am able to classify trees as deciduous and evergreen.

Seasonal Change
- I can observe and describe weather associated with the seasons and how day length varies.
- I can observe changes across the four seasons.

Animals Including Humans
- I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- I can describe and compare the structure of a variety of common animals.
- I can identify, name draw and label the basic parts of the human body.
- I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Working Scientifically
- I can ask questions and know they can be answered in different ways
- I can look closely, using equipment

Historical Enquiry

- I can sort artefacts into past and present.
- I can answer simple questions about the past using what I have learnt.

• Use technology purposefully to create and manipulate digital content.	• I can perform simple tests. • I can name and group • I can use my observations and ideas to suggest answers to questions • I can collect and record data to help answer questions	
Geography	**Physical Education**	**Art and Design**

Geography

Topics
- Houses and Homes
- Toys
- Transport
- Castles
- Pirates
- The British Isles

Places
- I can name, describe and compare my local environment with another location, e.g. Welling and London.
- I can begin to explain how places relate, e.g. Danson Park is in Welling. Welling is near London.
- I can name and locate the four countries of the UK on a map or globe.
- I understand how places are linked to each other, e.g. seas, roads and trains.
- I can locate hot and cold places in the world. e.g. Africa is hot and the North Pole is cold.

Patterns
- I can state facts about seasonal weather changes, e.g. in the winter it is cold and, in

Physical Education

Gymnastics: Linking
- Introduction to big/small body parts
- Combining big and small with wide, narrow and curled
- Transition between wide narrow and curled using big and small body parts
- Adding (linking) movements together

Ball Skills Hands 1
- Introduce sending (bouncing) with control
- Introduce aiming with accuracy
- Introduce power and speed when sending a ball
- Introduce/develop stopping, combining sending skills
- Combine sending and receiving skills

Dance: Growing
- Responding to rhythm
- Developing the growing plant 'dance'
- Introduction to motifs
- Creating motifs

Art and Design

Developing Ideas and Selecting Materials
- I can draw and explain my ideas, experiences and observations.
- I can describe the sensory properties of a range of different materials and decide which ones to use when making something.

Pattern
- I can create a simple pattern using colours and shapes.

Evaluating and Appreciating
- I can explain personal likes and dislikes regarding my own work.
- I can explain personal likes and dislikes regarding a piece of art.

Drawing, Line and Tone
- I can use lines to represent a shape or outline.
- I can explore mark-making and drawing using a variety of tools.

3-D, Form and Collage

the summer, it is hot. In the summer the leaves are green but, in the autumn, they change colour.

Geographical Skills
- I can talk about features on simple maps of the local area e.g. school, shops, houses.
- I can make simple maps and plans e.g. map of the classroom or playground.
- I can use locational and directional language to describe where features are e.g. left, right, next to, near.

Geographical Application
- I can ask simple geographical questions e.g. Where is it?
- I can directly observe and name simple features in the local environment e.g. pond, stream, park.

Environment
- I can describe how pollution affects my local area e.g. how litter on the school field can harm wildlife.
- I can identify ways that the local environment is changing e.g. the school expanded, more houses are being built in Welling.

- Creating movement sequences
- Relationships and performance

OAA: Team Bonding
- Introducing teamwork
- Develop teamwork
- Building trust and developing communication
- Cooperation and communication
- Explore simple strategies
- Problem solving: Consolidate teamwork

Locomotion: Jumping
- Recap jumping
- Develop jumping
- Explore how jumping affects our bodies
- Explore skipping
- Apply skipping and jumping into a game

Health and Wellbeing
- Introduce and explore agility
- Introduce and explore balance
- Introduce and explore coordination: Bouncing, rolling and throwing

- I can handle and manipulate rigid and malleable materials and say how they feel.
- I can use modelling materials to create a real or imagined form.
- I can cut and tear paper and glue it to a surface.

Colour, Painting and Printmaking
- I can name primary colours and collate into groups of similar shades.
- I can apply paint using a range of tools.
- I can create simple monoprints using a range of printing utensils.

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans	**Me and My Relationships**	**Religions covered**

- I can draw a simple picture of an intended design with basic labelling.
- I can use ICT packages to create a simple plan for a design.
- I can input random control instructions to simple devices for an unplanned outcome e.g. making a Roamer move.
- With support I can put ideas into practice.

Tools, Repair and Maintenance, Health and Safety
- I can select and explain why I have chosen a particular tool for a task.
- I can explain how I would fix simple products.
- I can explain how to keep safe during a practical task.

Opinion, Influence and Evaluation
- I can describe others' work, including work by professional craftspeople and designing and say what I like and dislike about it.
- I can describe how an existing product works e.g. 'the toy moves when I turn the handle'.
- I can talk about my own and others' work identifying strengths or weaknesses.

Materials, Textiles and Card Making
- I can select and explain my choices of materials with support.
- I can cut out shapes from a range of fabrics and papers. E.g. pirate costumes.
- I can fold, tear, roll and cut paper and card.

- Feelings
- Getting help
- Classroom rules
- Special people
- Being a good friend

Valuing Differences

- Recognising, valuing and celebrating difference
- Developing respect and accepting others
- Bullying and getting help

Keeping Myself Safe

- How our feelings can keep us safe – including online safety
- Safe and unsafe touches
- Medicine Safety
- Sleep

Rights and Responsibilities

- Taking care of things:
- Myself
- My money
- My environment

Being my Best

- Growth Mindset
- Healthy eating

- Christianity
- Judaism

Christianity
Creation
- I know that a Christian sacred text is the Bible.
- I know about the Christian creation story and where this can be found.
- I know that Christians view God as a friend.
- I can think and talk about thankfulness and what this means to me.

Celebrations
Christmas
- I know how Christmas is celebrated and why.
- I know the story behind this celebration and where this is found.
- I know why Jesus is important to Christians.

Easter
- I know what life would have been like for Jesus when he was growing up.
- I know that Jesus made friends and why. (12 Disciples and Zacchaeus)
- I know why Easter is important to Christians.
- I know that Christians think of Jesus as a leader, a special person and friend.

Jesus the Storyteller

Cutting, Joining, Structures, Mechanisms and Electricity
- I can cut accurately and safely with scissors.
- I can join appropriately using glue and tape.
- I can build simple structures. E.g. 3-D cubes to create models of houses.
- I can use wheels, axles, levers and sliders. E.g model making a variety of simple vehicles.
- I can identify and talk about products that use electricity to make them work.

History and Culture
- I can order products or designs chronologically and begin to explain reasons why they are ordered in that way. E.g. a range of telephones.

Nutrition, Origins and Preparation of Food
- I can identify the main food groups, including fruit and vegetables.
- I can identify the source for common foods.
- I can measure and weigh food items using non-standard measures e.g. spoons and cups.

- Hygiene and health
- Cooperation

Growing and Changing

- Getting help
- Becoming independent
- My body parts
- Taking care of self and others

- I know why stories are important.
- I know the stories Jesus told were called parables and why these were used.
- I know some of the stories Jesus told and what these mean. (The Lost Sheep, The Good Samaritan, The Lost Son, The Pealt and the Hidden Treasure, The Wise and Foolish Builders)

Judaism
Celebrations
- I know how Sukkot is celebrated and why.
- I know the story behind the celebration of Sukkot and where this is found.
- I know how Purim is celebrated and why.
- I know the story behind this celebration and where this is found.
- I know how Hanukkah is celebrated and why.
- I know the story behind this celebration and where this is found.

Worship
In the home
- I know that Jews worship in their home.
- I know that Shabbat is celebrated weekly and what this means to Jews.
- I know what a Mezuzah is and how this is used by Jews in their worship.

In a synagogue
- I know that a Jewish place of worship is called a synagogue.

		- I know that Jewish sacred texts are kept in the synagogue and are called the Torah. - I know why the Torah is special to Jews. - I know what the Ten Commandments are and why they are important to both Jews and Christians. Jewish Ceremonies and Moses - I know about what happened to Moses as a baby. - I know how Moses grew up to become a great leader. - I know about Passover and why this is celebrated. - I know about the seder meal and what and what this symbolises. - I know about the Bat/Bar Mitzvah ceremony and what happens at this and why it is important. - I know about what happens at a Jewish wedding ceremony.
Music	**Modern Foreign Language**	
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Not Statutory in 1**	

Year 2 Curriculum
English

Reading	Writing
• Listen to and discuss a wide range of classic and contemporary stories, poems, plays and information books including whole books	• Form letters of correct size and orientation in relation to one another, with appropriate spacing between words

- Read and re-read books at their phonic knowledge level with increasing fluency and confidence
- Read all common graphemes, and apply phonics knowledge to sound out unfamiliar words and be secure in this
- Read accurately words of two or more syllables with common graphemes
- Read many common words containing taught GPC so far without overt sounding out and blending
- Read common exception words
- Read all 1st 100 HFW and many of the next 200 HFWs confidently
- Read words containing common suffixes
- Read and re-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Learn how to choose books
- Discuss the sequence of events in books and how items of information are related
- Be introduced to non-fiction books that are structured in different ways
- Recognise simple recurring literary language in stories and poetry
- Identify cause and effect in stories
- Draw upon background knowledge and vocabulary provided by the teacher
- Self-correct inaccurate reading to help make sense of the text
- Retrieve information from the text
- Make inferences based on what is being said and done
- Make predictions based on what has happened so far
- Participate in discussions about books, poems and other texts that they read as well as ones read to them

Grammar

- Begin to learn how to write in cursive with entry and exit flicks
- Develop a positive attitude and stamina for writing
- Write narratives, about real events, poetry and for different purposes
- Plan for writing orally, noting down ideas and key words
- Compose individual sentences orally and then write them down
- Use phonetically plausible spelling
- Evaluate writing with the teacher and other pupils and checking it makes sense
- Begin to make simple additions and changes after re-reading and proof-reading

Speaking and Listening
- Retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.
- Discuss and clarify the meaning of words in reading
- Build up a repertoire of poems learnt by heart to recite, using intonation to make the meaning clear
- Ask and answer questions
- Be guided in learning how to actively participate in discussions, take turns and listen to what others say and explaining their understanding
- Practise 'thinking aloud' when reading
- Use role play and drama to help explore and identify with characters, and to try out language they have listened to in shared texts

- Use capital letters, full stops, question marks and exclamation marks, commas for lists, apostrophes for contractions and the singular possessive accurately in writing
- Use simple co-coordinating and subordinating conjunctions
- Begin to expand noun phrases with adjectives
- Use and understand grammatical terms and concepts taught so far
- Write sentences with different forms: statement, question, exclamation, command
- Use the present and past tenses correctly and consistently including the progressive form
- Learn and be able to spell words with alternative spellings for known phonemes, common exception words, words that follow spelling rules and patterns taught so far, more contracted forms of words and a few common homophones
- Begin to understand the difference between spoken and written language vocabulary and grammar

Mathematics

Number and Place Value

- I can count objects to 100 and read and write numbers in numerals and words.
- I can represent numbers to 100 using a range of equipment such as number lines and hundred squares..
- I can partition any two-digit number into different combinations of tens and ones.
- I can compare objects and numbers.
- I can order objects and numbers.
- I can count in 2s, 3s, 4s, 5s and 10s.

Addition and Subtraction

- I can identify addition and subtraction bonds to 20.
- I can check calculations using the inverse.

Measurement

- I know and understand the value of each coin and note.
- I can select the right amount of money to make a given total.
- I can make the same amount of money in different ways.
- I can find a total of amounts.
- I can find the difference in amounts.
- I can find change.
- I can measure length in centimetres.
- I can measure length in metres.
- I can compare and order lengths.
- I can tell and write the time to o'clock and half past.
- I can tell and write the time to quarter past and quarter to.
- I can tell the time to 5 minutes.
- I can find durations of time.
- I can read scales in divisions of ones, twos, fives and tens.

- I can identify related facts.
- I can add and subtract ones and tens from any given number.
- I can add a 2-digit and 1-digit number crossing the tens.
- I can subtract a 1-digit number from a 2-digit number crossing the tens.
- I can add two 2-digit numbers not crossing the tens.
- I can add two 2-digit numbers crossing the tens.
- I can subtract a 2-digit number from a 2-digit number not crossing the tens.
- I can subtract a 2-digit number from a 2-digit number crossing the tens.
- I can identify addition and subtraction number bonds to 100.
- I can add three 1-digit numbers.

Multiplication and Division

- I can solve multiplication equations using visual representations.
- I can use arrays to answer multiplication equations.
- I can recall and use multiplication facts for the 2, 5 and 10 times-tables.
- I can solve multiplication and division problems demonstrating an understanding of commutativity.
- I can make equal groups by sharing and grouping.
- I can use arrays to answer division equations.
- I can divide by 2, 5 and 10.
- I can identify odd and even numbers.

Fractions

- I know that all parts must be equal parts of the whole.
- I can recognise and find a half of a shape or amount.
- I can recognise and find a quarter of a shape or amount.
- I can find unit and non-unit fractions.

- I can measure volume in millilitres.
- I can measure volume in litres.

Geometry

- I can recognise 2D and 3D shapes.
- I can count sides and vertices on 2D shapes.
- I can draw 2D shapes.
- I can find lines of symmetry on a 2D shape.
- I can count faces, edges and vertices on a 3D shape.

Statistics

- I can make and interpret tally charts.
- I can draw and interpret pictograms (1-1 and 2, 5 and 10)
- I can draw and interpret block diagrams.

- I know the equivalence of ½ and 2/4.
- I can find three quarters of a shape or amount.

Computing	Science	History
We are Astronauts - Understand what algorithms are. - The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. **We are Games Testers** - Use logical reasoning to predict the behaviour of simple programs. - We are photographers - Use technology purposefully to organise, store and retrieve digital content. - Use technology purposefully to create and manipulate digital content. **We are Researchers** - Use technology safely and respectfully. - Keeping personal information private. - Identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies. **We are Detectives** - Recognise common uses of information technology beyond school.	**Plants** - I can observe and describe how seeds and bulbs grow into mature plants. - To be able to observe and describe how seeds grow into mature plants. - I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **Uses of Everyday Materials** - I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Animals Including Humans** - I know that animals, including humans, have offspring that grow into adults. - I know that human offspring grow into adults. - I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	**Topics** - Arctic and Antarctica - Florence Nightingale - Great Fire of London - Rainforests - The British Isles **People, Places and Events** - I can recount a historical event in some detail. - I can describe how a person in history is important and give reasons why. - I can describe how places in my area have changed. **Organisation and Communication** - I can record events beyond living memory through simple recording using texts and drawings. **Chronological Skills** - I can use pictures and dates to place events in chronological order. - I can use the correct vocabulary to describe things that have happened in the past. **Interpreting History**

We are Zoologists
- Use technology purposefully to organise, store and retrieve digital content.
- Use technology purposefully to create and manipulate digital content.

- I know the importance for humans of eating the right amounts of different types of food.
- I know the importance for humans of exercise.
- I know the importance of hygiene to humans.

All Living Things and Their Habitats
- I can explore and compare the differences between things that are living, dead, and things that have never been alive.
- I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats.

Dinosaurs
- To be able to sort living or extinct things into groups, using simple features.
- To be able to identify that animals live in habitats to which they are suited.

- I can describe my own life is different/similar to people's lives in the past.

Historical Enquiry
- I can sort artefacts into past and present and explain why I have sorted them in this way.
- I can ask and answer questions related to key events in the past using information that has been given to me.
- I know where to look to find out about the past.
- I can begin to use sources to find information.

- To describe how different habitats provide for the basic needs of different kinds of animals.
- To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. And identify and name different sources of food.
- To identify and name different sources of food.

Working Scientifically
- I can ask questions and know they can be answered in different ways
- I can look closely, using equipment
- I can do tests
- I can name and group
- I can use my observations and ideas to suggest answers to questions
- I can collect and record data to help answer questions

Geography	Physical Education	Art and Design
Topics • Arctic and Antarctica • Florence Nightingale • Great Fire of London • Rainforests • The British Isles **Places**	**Gymnastics: Symmetry and Asymmetry** • Introduction to symmetry • Introduction to asymmetry • Application of learning onto • apparatus • Sequence formation • Sequence completion	**Developing Ideas and Selecting Materials** • I can draw and explain my ideas, developing them from a variety of experiences and observations, including the natural world, man-made objects, fantasy and story. • I can choose appropriate materials and techniques for a given project

- I can describe my local area and compare it to another place, e.g. Welling and the Amazon Rainforest.
- I can describe how places relate to each other, e.g. Ireland is left/west of Wales.
- I can name, locate and describe the characteristics of the four countries within the United Kingdom.
- I can locate the world's seven continents and oceans.
- I can locate the Equator and the North and South poles.

Patterns
- I can describe seasonal and daily weather changes in the UK, e.g. in the UK, temperatures are higher in the winter than the summer.

Geographical Skills
- I can describe features on a local map using geographical vocabulary e.g. city, town, farm.
- I can make maps and plans using symbols to represent features e.g. map of the school where trees are triangles.
- I can use compass, locational and directional language to describe where features are e.g. North, South, East, West.

Ball Skills Hands 1
- Develop dribbling/passing and receiving
- Combine dribbling, passing and receiving, keeping possession
- Develop dribbling/passing and receiving to score a point
- Combine dribbling, passing and receiving to score a point

Dance: Water
- Responding to stimuli
- Developing whole group movement
- Improvisation and physical descriptions
- Creating contrasting movement sequences
- Sequences, relationships and performance

OAA: Team Bonding
- Introducing teamwork
- Develop teamwork
- Building trust and developing communication
- Cooperation and communication
- Explore simple strategies
- Problem solving: Consolidate teamwork

Locomotion: Jumping
- Consolidate jumping
- Apply jumping into a game
- Linking jumping
- Explore jumping combinations
- Develop jumping combinations

based on their sensory properties and suitability.

Pattern
- I can create a pattern using natural materials.

Evaluating and Appreciating
- I can explain the main success and challenges encountered when completing a piece of artwork.
- I can explain personal likes and dislikes regarding a piece of artwork, comparing it with other pieces of art.

Drawing, Line and Tone
- I can use lines and tone to draw shape, pattern and texture.
- I am starting to show detail when drawing and mark-making.
- I can use tone to show light and shade.

3-D, Form and Collage
- I can use malleable modelling materials to create an imaginary or realistic form.
- I can build simple thumb pots using clay, including rolling out clay on a board.
- I can cut and tear fabrics and papers, attaching them using different techniques.

Geographical Enquiry
- I can ask and respond to simple questions e.g. What are the people like there?
- I can use aerial photographs to recognise and name features of the local environment e.g. river, school, woods.
- I can use geographical vocabulary (e.g. weather, natural, humans) to list similarities and differences between an area in the UK and a contrasting non-European country e.g. Antarctic.

Environment
- I can suggest ideas for improving the local environment e.g. collecting litter or reducing car pollution by walking.
- I am beginning to identify the positive and negative impacts of changes to the local environment e.g. more houses are being built in Welling which gives us homes but may impact local habitats.

Health and Wellbeing
- Consolidate agility
- Consolidate balancing: Explore balancing on apparatus
- Introduce and explore coordination: Dribbling and kicking

Colour, Painting and Printmaking
- I can select and match colours when painting from observation, explaining how different colours make me feel.
- I can mix colours to suit a task.
- I can create single and multi-coloured prints using a range of printing techniques.

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans - I can produce detailed, labelled drawings or models of products based on design criteria. - I can use ICT packages to create a detailed design or plan. - I can input a sequence of instructions into a device for a planned outcome.	**Me and My Relationships** - Bullying and teasing - Our school rules about bullying - Being a good friend - Feelings/self-regulation **Valuing Differences** - Being kind and helping others - Celebrating difference	**Religions Covered** Christianity Hinduism **Christianity** - I know why Christians belong to a Church.

Nurture-Believe-Inspire-Achieve

- I can think of ideas and plan what to do next, based on my experience working with materials and components.

Tools, Repair and Maintenance, Health and Safety
- I can use tools safely for cutting and joining materials and components.
- I can work safely and hygienically in construction and cooking activities.
- I can cut, measure, form and shape materials to fix or repair something, explaining objectives.

Opinion, Influence and Evaluation
- I can describe similarities and differences between my own and others' work including work from professional craftspeople and designers.
- I can investigate a range of existing products and say if they do what they are supposed to do.
- I can explain how finished products meet my design criteria and say what they could do better in the future.

Materials, Textiles and Card Making
- I can choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.
- I can join fabrics using running stitch, glue, staples, over sewing and tape.
- I can create simple hinges and pop-ups using cards.

- People who help us
- Listening Skills

Keeping Myself Safe
- Safe and unsafe secrets
- Appropriate touch
- Medicine safety

Rights and Responsibilities
- Cooperation
- Self-regulation
- Online safety
- Looking after money – saving and spending

Being my Best
- Growth Mindset
- Looking after my body
- Hygiene and health
- Exercise and sleep

Growing and Changing
- Life cycles
- Dealing with loss
- Being supportive
- Growing and changing
- Privacy

- I know that a church is Christians special place of worship.
- I know how Christians celebrate Christmas.
- I know what it is like being a follower of Jesus.
- I know why Easter is important to Christians.

Hinduism

Celebrations
- I know what the festival of Diwali is and how this is celebrated.
- I know what Hindus can learn from the festival of Diwali.
- I know what the festivals of Holi and Raksha Bandan remember.
- I know how these festivals are celebrated.
- I know what Hindus learn from these festivals.

Believing
- I know what Hindus believe about God.

Hindu gods
- I know how the belief in God within different forms helps Hindus to understand God more fully.

Cutting, Joining, Structures, Mechanisms and Electricity
- I can cut wood/dowel using a bench hook and hacksaw.
- I can attach features to a vehicle e.g an axle and wheels or sail and rudder. Join appropriately, with glue and/or tape, for different materials and solutions. E.g. create a vehicle to travel in arctic conditions.
- I can improve structures by making them stronger, stiffer and more stable. E.g. models of buildings from the Great Fire of London.
- I can create and use wheels and axles, levers and sliders. E.g. create a vehicle to travel in arctic conditions
- I can create circuits to light a bulb or work a buzzer

History and Culture
- I can describe why a design, building or designer is important.

Nutrition, Origins and Preparation of Food
- I can recognise the need for a variety of foods in a diet.
- I can explain where the food I eat comes from e.g. by referring to counties, animals and plants.
- I can cut, peel, grate and chop a range or ingredients to make dishes from other countries.

- I know why Ganesh and Krishna are special gods for Hindus.
- I know what Hindus learn from stories about the deities.

Worship
- I know why it is important to worship as a Hindu family in the home.
- I know about puja and the ceremony that goes with this.
- I know what happens during worship and what this means.
- I know what happens at the mandir.

Music	Modern Foreign Language	
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Not Statutory in KS1**	

Year 3 Curriculum
English

Reading	Writing
- Read and re-read a range of fiction and non-fiction, including poems and play scripts, fairy stories, myths and legends - Recognise some different forms of poetry	Write for an identified audience and purpose, choosing the appropriate structure, language and vocabulary

- Learn how to make book choices
- Discuss what has been read with peers and adults with a focus on the language, vocabulary, themes, conventions, structure and presentation
- Retrieve and record information from non-fiction
- Draw inferences and make predictions
- Identify main ideas drawn from more than one paragraph and summarising these
- Use knowledge of root words and affixes as well as etymology and morphology, to read aloud and understand new words well as 'exception' words
- Learn how to use contents pages and indexes to locate information in non-fiction text.
- Recognise the conventions of different types of writing, e.g. letters, diaries, information books
- Use dictionaries to check the meaning of unfamiliar words

Grammar
- Use capital letters, full stops, question marks, exclamation marks, apostrophes for contraction and possession and commas in lists
- Use a range of adjectives
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use the correct verb inflection - was/were

- Use fronted adverbials
- Use inverted commas to indicate direct speech
- Understand the taught grammatical terms and concepts and use them accurately, e.g. determiner, pronoun, adverbial
- Spell homophones, some Year 3 and 4 words and spellings that follow taught patterns and rules so far correctly

- Write with increasing legibility, consistency and quality in cursive.
- Create settings, characters and plot in narratives
- Begin to use paragraphs to organise writing
- Use organisational devices to structure and present non-fiction writing
- Use varied and rich vocabulary, e.g. by expanding noun phrases, using adverbs, precise verbs, prepositions
- Extend the range of sentence structures by using a range of conjunctions
- Draft, re-read, edit, make additions to own writing
- Proof read own writing for punctuation and spelling
- Participate in discussions to improve own and others' writing
- Use a dictionary to check the spelling of unfamiliar words
- Write simple dictated sentences

Speaking and Listening
- Frequently listen to a wide range of stories, poems, non-fiction and other writing - extracts and whole books
- Ask questions to improve understanding
- Be guided in learning how to actively participate in discussions, taking turns and listening to others, considering and evaluating different viewpoints and making structured points
- Rehearse poems and plays for presentation and performance
- Retelling some fairy stories, myths and legends orally
- Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning
- Say and rehearse sentences aloud before writing them down

Mathematics

Number and Place Value

- I can read and write up to 1000 in numerals and words.
- I can represent numbers up to 1000 and understand its value.
- I can use a number line to identify, represent and estimate numbers up to 1000.
- I can compare numbers up to 1000.
- I can order a set of numbers.
- I can count in 6s, 8s, 11s, 50s and 100s.
- I can solve number problems involving place value.

Addition and Subtraction

- I can add numbers up to 3-digits with no exchange using a written formal method.
- I can add numbers up to 3-digits with one exchange using a written formal method.
- I can add numbers up to 3-digits with more than one exchange using a written formal method.
- I can subtract numbers up to 3-digits with no exchange using a written formal method.
- I can subtract numbers up to 3-digits with one exchange using a written formal method.
- I can subtract numbers up to 3-digits with more than one exchange using a written formal method.
- I can solve missing number problems using the inverse operation.

Multiplication and Division

- I can recall my 3, 4, 6 and 8 times tables.
- I can multiply and divide by 3, 4 and 8- using equal groups.
- I can multiply 2-digit numbers by a 1-digit number – no exchange.
- I can multiply 2-digit numbers by a 1-digit number – with exchange.
- I can divide a 2-digit number by a 1-digit number – no remainders.

Measurement

- I can convert between pounds and pence.
- I can add amounts in practical contexts.
- I can give change using subtraction in a money problem.
- I can measure length. (cm, m, mm)
- I can convert between metres and centimetres.
- I can convert between millimetres and centimetres. I can compare and order lengths.
- I can add and subtract lengths.
- I can measure and calculate the perimeter of 2D shapes.
- I can tell the time to the nearest 5 minutes on an analogue clock including Roman numerals.
- I can estimate and read the time to the nearest minute on an analogue clock.
- I can find and compare durations of time using analogue and digital clocks.
- I can find start and end times to the nearest minute using analogue and digital times.
- I can use gram and kilogram weights and scales to explore, measure and record mass.
- I can add and subtract mass.
- I can use litres and millilitres and scales to explore, measure and record capacity.
- I can add and subtract capacities.

Geometry

- I recognise angles as a description of a turn.
- I can recognise angles as a property of a shape.
- I recognise that right angles are turns.
- I can identify angles which are greater or less than a right angle in shapes (obtuse and acute).

- I can divide a 2-digit number by a 1-digit number – remainders.
- I understand scaling and can connect it to multiplication and division facts.
- I can solve multiplication and division problems involving missing numbers.
- I can solve problems involving positive integer scaling.
- I can solve problems involving correspondence.

Fractions

- I understand the value of tenths.
- I understand tenths are decimals.
- I can represent fractions on a number line – beyond a whole.
- I can find a unit fraction of an amount.
- I can find a non-unit fraction of an amount by counting parts.
- I can use pictorial representations to identify equivalent fractions on a number line.
- I can find equivalent fractions using diagrams.
- I can compare and order unit fractions or fractions with the same denominator.
- I can add and subtract fractions with the same denominator.

- I can identify and find horizontal and vertical lines in practical contexts.
- I can identify and find parallel and perpendicular lines in practical contexts.
- I can recognise, describe and draw 2D shapes accurately.
- I can recognise and describe 3D shapes in different orientations.
- I can make 3D shapes using modelling materials.

Statistics

- I can read, interpret and present data from a pictogram.
- I can read, interpret and present bar charts.
- I can interpret information from tables to solve problems.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Computing	Science	History
We are Programmers - Design, write and debug programs that accomplish specific goals. - Controlling or simulating physical systems. - Solve problems by decomposing them into smaller parts. - Use sequence, selection and repetition in programs; work with variables.	**Rocks** - I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - I can recognise that soils are made from rocks and organic matter.	**Topics** - Stone Age to Bronze Age - Romans - UK inc. Rivers and Mountains **People, Places and Events**

- Work with various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.

We are Bug Fixers
- Use logical reasoning to explain how some simple algorithms work.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.

We are Vloggers
- Select, use and combine a variety of software(including Internet services) on a range of digital devices.
- Design and create a range of programs, systems and content that accomplish given goals.
- Collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively.
- Appreciate how search results are selected and ranked.

We are Network Engineers
- Use logical reasoning to explain how some simple algorithms work.

Forces and Magnets

- I can compare how things move on different surfaces.
- I can 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.
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can observe how magnets attract or repel each other and attract some materials and not others.
- I can describe magnets as having two poles.

Animals Including Humans
- I know that animals cannot make their own food.
- I know that animals, including humans, need the right amounts and types of food.
- I know the ways in which nutrients and water are transported within animals, including humans.

- I can describe historical events in detail using information I have been given.
- I can explain how a historical figure changed life within their time.
- I can begin to use sources to describe how my local area has changed.

Organisation and Communication
- I can use labelled diagrams, recounts, stories, diaries and pictures to show my understanding of the past.

Chronological Skills
- I can create a timeline of people and events using pictures, dates and key information.
- I can use historical vocabulary to describe key features of a time period.

Interpreting History
- I can describe differences and similarities between ways of life in different periods of time.
- I can explain whether a person had a positive or negative impact.

Historical Enquiry
- I can sort artefacts and explain how and why I have sorted them in this way.

Nurture-Believe-Inspire-Achieve

- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.
- Understand how networks can provide multiple services, such as the World Wide Web.

We are Communicators
- Select, use and combine a variety of software (including Internet services) on a range of digital devices.
- Design and create a range of programs, systems and content that accomplish given goals.
- Collecting, analysing, evaluating and presenting data and information.

We are Opinion Pollsters
- Select, use and combine a variety of software (including Internet services) on a range of digital devices.
- Design and create a range of programs, systems and content that accomplish given goals.
- Collecting, analysing, evaluating and presenting data and information.

- I know that humans and some animals have skeletons and muscles for support, protection and movement.

Skeletons and Muscles
- I can name bones using everyday language.
- I can compare different bones.
- I can explain the functions of different bones.
- I know muscles act in pairs and are attached to bones.
- I know that muscles move in order to make bones move.

Light
- I can recognise that they need light in order to see things and that dark is the absence of light.
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- I can recognise that shadows are formed when the light from a light source is blocked by a solid object.
- I can find patterns in the way that the sizes of shadows change.

Plants

- I can recognise different ways to find out about the past.
- I can answer questions using sources to support me.
- I can ask questions related to sources that I have read.

- I can identify and describe the function of the roots.
- I can investigate the ways in which water is transported within plants.
- I can identify and describe the function of the stem.
- I can identify and describe the function of the leaves.
- I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil).
- I can identify and describe the function of the flower.

Working Scientifically
- I can ask relevant questions and use different types of scientific enquiries to answer them.
- I can set up simple practical enquiries, comparative and fair tests.
- I can make systematic and careful observations and where appropriate take accurate measurements, using a range of equipment.
- I can record my findings, using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- I can report on my findings, including oral explanations, display or presentations of results and conclusions.
- I can use my results to draw simple conclusions, make predictions,

	suggest improvements and raise further questions. • I can identify differences, similarities or changes related to simple scientific ideas and processes. • I can use scientific evidence to answer questions or to support my findings.	
Geography	**Physical Education**	**Art and Design**
Topics • Stone Age to Bronze Age • Romans • UK inc. Rivers and Mountains **Places** • I can identify the physical and human characteristics of a place and compare it to another, e.g. London/River Thames and Bristol/River Severn. • I can explain how places relate to their environment, e.g. cities are near water for transportation. • I can name, locate and describe the four countries within the UK as well as their capital cities. • I can identify the seven continents (by shape and position) and the oceans which surround them. • I can show I know the context of places and how they relate to one another e.g. countries, continents and poles.	**Gymnastics: Bridges** • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation Sequence completion **Invasion: Handball** • Introduce passing, receiving and creating space Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting **Dance: Wild Animals** • Responding to stimuli • Developing character dance into a motif • Developing sequences with a partner in character that show relationships	**Developing Ideas and Selecting Materials** • I can identify and sketch interesting aspects of a range of objects and observations. • I can explain the purpose of a given task and identify the ideal materials and tools for the job. **Pattern** • I can imprint a range of patterns into modelling materials. **Evaluating and Appreciating** • I can make suggestions for ways to adapt/improve my artwork. • I can use a range of artistic vocabulary to compare artworks of a particular genre or movement. **Drawing, Line and Tone** • I can use a range of drawing media to draw natural and man-made items,

Patterns
- I can explain weather conditions/patterns around the UK and parts of Europe, e.g. the north of England is colder than the south of it. From one hour to the next, the weather up mountains can vary dramatically.

Geographical Skills
- I can use fieldwork instruments (e.g. calliper, quadrat) then make sketches and diagrams of the area.
- I can make maps and plans using symbols to represent features and keys e.g. map of Danson park where trees are triangles and different tree types are coloured.
- I can use four figure grid references and appropriate vocabulary to describe location e.g. coordinates, horizontal, vertical.

Geographical Enquiry
- I can ask and use information to respond to simple questions about the environment e.g. How has it changed?
- I can use and interpret maps, globes and atlases to locate countries and key features.
- I can use appropriate geographical vocabulary (e.g. town, village, county) to compare and contrast places within the UK.

Environment

- Extending sequences with a partner in character

OAA: Problem Solving
- Benches and mats challenge
- Round the clock card challenge
- The pen challenge
- The river rope challenge
- Caving challenges

Net/Wall: Tennis
- Introduction tennis, outwitting an opponent
- Creating space to win a point
- Consolidate how to win a game introduce rackets Introduce the forehand

Athletics
- Explore running for speed
- Explore acceleration Introduce /develop relay: Running for speed in a team
- Throwing: Accuracy vs distance Standing long jump

giving attention to pattern, shape and form.
- I can explore shading, using different media.
- I can use lines to add surface detail to a drawing, print or painting.

3-D, Form and Collage
- I can use a range of modelling materials and tools, choosing the one most appropriate to a given task.
- I can create natural forms such as shells, leaves, flowers and animals, showing an awareness of different viewpoints of the same object.
- I can use a variety of materials to create a collage on a theme.

Colour, Painting and Printmaking
- I can create and use a palette of natural colours to paint from an outdoor observation.
- I can copy and create patterns and textures with a range of paints as well as mixing colours.
- I can repeat pattern prints for decorative purposes using various natural materials.

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans - I can share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose. - I can use ICT packages to create a labelled design or plan, in detail. - I can evaluate my own programme, refine and improve it. - I can make realistic plans, identifying processes, equipment and materials needed. **Tools, Repair and Maintenance, Health and Safety** - I can select the appropriate tools and explain choices. - I can follow health and safety rules for cooking and baking activities. - I can try an alternative way of fixing something if my first attempt isn't successful. **Opinion, Influence and Evaluation**	**Me and My Relationships** - Rules and their purpose - Cooperation - Friendship (including respectful relationships) - Coping with loss **Valuing Differences** - Recognising and respecting diversity - Being respectful and tolerant - My community **Keeping Myself Safe** - Managing risk - Decision-making skills - Drugs and their risks - Staying safe online	**Religions Covered** **Christianity** **Sikhism** **Christianity** **Jesus through Art - using artists impression**s - I can think about qualities that Jesus might have had and what he might have looked like. - I can think about how Jesus is portrayed in pieces of artwork and how this conveys what the artist might think about his importance. - I can see from paintings how different artists show the life of Jesus and how they create a mood in their artwork. - I can see how artists portray the Temptation, Trial and Jesus being alive again and how this can be seen from different points of view.

Above this table (continuing from a previous cell):

- I can explain my ideas to improve the wider local area e.g. I think more bikes should be used in London to reduce traffic pollution.
- I can identify how humans both damage and improve the environment and the different views people hold e.g. Some people cut down trees to build houses but other humans plant trees.
- I can list the key natural resources that are needed by humans e.g. water.

- I can compare and contrast great bridge designs, explaining why a particular design is significant in engineering history. E.g. Roman bridges compared to modern day designs
- I can investigate the design features (including identifying components or ingredients) of familiar existing products.
- I can suggest improvements to products made and describe how to implement them (taking the views of others into account).

Materials, Textiles and Card Making
- I can plan which materials will be needed for a task and explain why. E.g Stone Age tools.
- I can create a simple pattern for a design.
- I can cut slots in card and create nets.

Cutting, Joining, Structures, Mechanisms and Electricity
- I can measure and mark wood/dowel. E.g. a mast for a Roman boat.
- I can join fabrics using a running stitch.
- I can create a shell or frame structure using diagonal struts to strength.
- I can create and use simple gears, pulleys, cams, levers and linkages.
- I can build models, incorporating circuits, with buzzers and bulbs.

History and Culture
- I can explain the impact of a design or designer on design history and how this has helped to shape the world.

Rights and Responsibilities

- Skills we need to develop as we grow up
- Helping and being helped
- Looking after the environment
- Managing money

Being my Best

- Keeping myself healthy and well
- Celebrating and developing my skills
- Developing empathy

Growing and Changing

- Relationships
- Changing bodies and puberty
- Keeping safe
- Safe and unsafe secrets

Giving
- I can talk about giving and why this feels good to do.
- I know that not all gifts need to cost money.
- (Jewish Story of Hannah)
- I know that Christians view Jesus as a gift to the world from God and why they believe this.
- I know what the gifts given by the Wise Men symbolise.
- I know what invisible gifts are and why these are important. (love , respect, trust, hope, listening etc)

Churches and Easter
- I know that a church is a Christian place or worship.
- I know how a church would be used.
- I know special times that happen in a church.
- I know what a church looks like inside and how each part of it is used.
- I know what the Bible is and how this would be used by Christians.
- I know that not all Christian churches look the same.
- I know the events of the Easter story. (Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday)

Nutrition, Origins and Preparation of Food • I can describe what a balanced diet is. • I can identify food which comes from the UK and other countries in the world. • I can combine a variety of ingredients using a range of cooking techniques		• I know about the journey of St Paul, why he went and how this changed his life. **Sikhism** **Beliefs and Questions** • I know that Sikh's believe in one God (Mool Mantar). • I know that Sikh's show this in their everyday life. (selfless service (sewa) , earning a living by honest means (kirat karma), and sharing with others (vand chhakna) **Teaching and Authority** • I know the importance of Guru Nanak and his • teachings to Sikh's. • I know that there were nine other Guru's in the Sihk religion whose teachings are followed. • I know that the Guru Granth Sahib is a Sikh holy book and is treated with great respect. **Worship** • I know that Sikh's worship in a Gurdwara. • I know what the key features of a Gurdwara are and how this shows Sikh's how to live their lives.

		Symbols and Religious Expression • I know the meaning of the 5 K's and the significance of wearing these for Sikhs • I know about the festivals of Diwali and Baisakhi, how these are celebrated and why.
Music	**Modern Foreign Language**	
• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing	

	- Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally and in writing - Understand basic grammar appropriate to the language being studied.	

Year 4 Curriculum
English

Reading	**Writing**
- Read and re-read a range of fiction and non-fiction, including poems and play scripts, fairy stories, myths and legends - Recognise some different forms of poetry - Learn how to make book choices - Discuss what has been read with peers and adults with a focus on the language, vocabulary, themes, conventions, structure and presentation - Retrieve and record information from non-fiction	- Write for an identified audience and purpose, choosing the appropriate structure, language and vocabulary - Write with increasing legibility, consistency and quality in cursive. - Create settings, characters and plot in narratives - Use paragraphs to organise writing - Use organisational devices to structure and present non-fiction writing

- Draw inferences and make predictions
- Identify main ideas drawn from more than one paragraph and summarising these
- Use knowledge of root words and affixes as well as etymology and morphology, to read aloud and understand new words well as 'exception' words
- Learn how to use contents pages and indexes to locate information in non-fiction text.
- Recognise the conventions of different types of writing, e.g. letters, diaries, information books
- Use dictionaries to check the meaning of unfamiliar words

Grammar
- Use the range of punctuation taught so far mostly correctly, including apostrophes for contraction and possession and commas in lists
- Use a range of adjectives
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use the correct verb inflection - was/were
- Use fronted adverbials and remember commas after them
- Use inverted commas to indicate direct speech as well as other speech punctuation
- Understand the taught grammatical terms and concepts and use them accurately, e.g. determiner, pronoun, adverbial
- Spell homophones, Year 3 and 4 words and spellings that follow taught patterns and rules so far correctly

- Use varied and rich vocabulary, e.g. by expanding noun phrases, using adverbs, precise verbs, prepositions
- Extend the range of sentence structures by using a range of conjunctions
- Draft, re-read, edit, make additions to own writing
- Proof read own writing for punctuation and spelling
- Participate in discussions to improve own and others' writing
- Use a dictionary to check the spelling of unfamiliar words
- Write simple dictated sentences

Speaking and Listening
- Frequently listen to a wide range of stories, poems, non-fiction and other writing - extracts and whole books
- Ask questions to improve understanding
- Be guided in learning how to actively participate in discussions, taking turns and listening to others, considering and evaluating different viewpoints and making structured points
- Rehearse poems and plays for presentation and performance
- Retelling some fairy stories, myths and legends orally
- Use drama approaches to understand how to perform plays and poems to support their understanding of the meaning
- Say and rehearse sentences aloud before writing them down

Mathematics	
Number and Place Value	**Measurement**

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can round to the nearest 10, 100 and 1,000.
- I can represent numbers in the 1000s, 100s, 10s and 1s.
- I can partition numbers.
- I can compare and order numbers.
- I can count backwards through zero to include negative numbers.

Addition and Subtraction

- I can add and subtract 1s, 10s, 100s and 1000s.
- I can add two 4-digit numbers- with no exchange.
- I can add two 4-digit numbers- with one exchange.
- I can add two 4-digit numbers- with more than one exchange.
- I can subtract two 4-digit numbers- with no exchange.
- I can subtract two 4-digit numbers- one exchange.
- I can subtract two 4-digit numbers- more than one exchange.
- I can check my answers to a calculation using the inverse operation.

Multiplication and Division

- I can multiply and divide by 10 and 100.
- I can recall and use the 6, 7 and 9 times-tables and division facts.
- I can multiply and divide by 6, 7, 9 and 11.
- I can multiply by 3 numbers.
- I can multiply 2-digits by 1-digit.
- I can multiply 3-digits by 1 digit.
- I can divide 2-digits by 1-digit.
- I can solve more complex scaling patterns.
- I can use commutativity in mental calculations.
- I can recall my times tables up to 12 X 12.

- I can calculate the perimeter on a grid.
- I can calculate the perimeter of a rectangle.
- I can measure and calculate the perimeter of rectilinear shapes.
- I can find an area by counting squares and using multiplication.
- I can make shapes using a given number of squares.
- I can convert pounds and pence.
- I can order amounts of money.
- I can convert between different units of time- hours, minutes and seconds.
- I can convert between different units of time- years, months, weeks and days.
- I can read, write and convert time between analogue and digital- 12 hour and 24 hour.

Geometry

- I can identify angles.
- I can compare and order angles.
- I can compare and classify triangles.
- I can name, draw, classify and compare quadrilaterals.
- I can find and identify lines of symmetry.
- I can use symmetry to complete 2D shapes and patterns.
- I can draw on a grid using coordinates.
- I can move on a grid using coordinates.
- I can plot specific points and draw sides to complete a given polygon.

Statistics

- I can interpret charts.
- I can solve comparison, sum and difference problems.
- I can read, create and interpret a line graph.

Fractions and Decimals

- I can recognise and find equivalent fractions.
- I can recognise improper fractions and mixed numbers.
- I can count in fractions.
- I can add 2 or more fractions.
- I can subtract fractions.
- I can subtract fractions from whole amounts.
- I can calculate fractions of a quantity.
- I can recognise tenths and hundredths.
- I can recognise tenths as decimals.
- I can divide 1 and 2 digits by 10.
- I can recognise hundredths as decimals.
- I can divide 1 or 2 digits by 100.
- I can recognise and write decimals.
- I can compare and order decimals.

Computing	Science	History
We are Software Developers • Use sequence, selection and repetition in programs; work with variables. • Work with various forms of input and output. • Design, write and debug programs that accomplish specific goals. • Controlling or simulating physical systems. • Solve problems by decomposing them into smaller parts. • Use logical reasoning to explain how some simple algorithms work.	**Sound** • I can identify how sounds are made, associating some of them with something vibrating. • I can recognise that vibrations from a sound travel through a medium to the ear. • To be able to find patterns between the pitch of a sound and features of the object that produced it.	**Topics** • Anglo-Saxons and Vikings • Tudors • Tour de France **People, Places and Events** • I can describe historical events in detail using information I have collected. • I can explain the impact a historical figure has had on the United Kingdom. • I can use sources to describe how an event has changed my local area.

- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.
- Understand how networks can provide multiple services, such as the World Wide Web.

We are Toy Designers
- Use sequence, selection and repetition in programs; work with variables.
- Work with various forms of input and output.
- Design, write and debug programs that accomplish specific goals.
- Controlling or simulating physical systems.
- Solve problems by decomposing them into smaller parts.

We are HTML Editors
- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour.
- Know a range of ways to report concerns and inappropriate behaviour.
- Be discerning in evaluating digital content.
- Understand the opportunities networks offer for communication and collaboration.

We are Meteorologists

- I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I can recognise that sounds get fainter as the distance from the sound source increases.

All Living Things
- I can recognise that living things can be grouped in a variety of ways
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- To be able to recognise that environments can change and that this can sometimes pose dangers to living things.

States Of Matter
- I can compare and group materials together, according to whether they are solids, liquids or gases.
- I can 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).
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Organisation and Communication
- I can choose the best way to record a range of historical information.

Chronological Skills
- I can create a timeline of the period I am studying and describe how people and events fit onto it using dates and key information.

Interpreting History
- I can compare two periods of history and explain the similarities and differences between them.
- I can explain the impact that a significant figure had on life in the time period.

Historical Enquiry
- I can compare artefacts from two periods of history, sort them and explain why I have sorted them in this way.
- I can use a variety of sources to understand aspects of life in the past.
- I can use a range of sources to answer questions.
- I can suggest research questions.

• Select, use and combine a variety of software • (including Internet services) on a range of digital devices. • Design and create a range of programs, systems and content that accomplish given goals. • Collecting, analysing, evaluating and presenting data and information.	**Electricity** • I can identify common appliances that run on electricity. • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • I can 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. • I can recognise some common conductors and insulators, and associate metals with being good conductors. • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. **Animals Including Humans** • I can describe the simple functions of the basic parts of the digestive system in humans. • I can identify the different types of teeth in humans and their simple functions. **All Living Things**	

	- I can recognise that living things can be grouped in a variety of ways. - I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - I can recognise that environments can change and that this can sometimes pose dangers to living things. **Working Scientifically** - I can ask relevant questions and use different types of scientific enquiries to answer them. - I can set up simple practical enquiries, comparative and fair tests. - I can make systematic and careful observations and where appropriate take accurate measurements, using a range of equipment. - I can gather, record, classify and present data in a variety of ways to help in answering questions - I can record my findings, using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - I can report on my findings, including oral and explanations, display or presentations of results and conclusions.	

	• I can use my results to draw simple conclusions, make predictions, suggest improvements and raise further questions. • I can identify differences, similarities or changes related to simple scientific ideas and processes. • I can use scientific evidence to answer questions or to support my findings.	
Geography	**Physical Education**	**Art and Design**
Topics • Anglo-Saxons and Vikings • Tudors • Tour de France **Places** • I can identify the human and physical features around me, describe and compare them to others beyond the UK, e.g. London vs Paris, the UK vs France. • I can describe how the landscape affects a place's development, e.g. fields- areas to farm. • I can identify where the UK and other countries are within Europe and name some of their cities, e.g. France, Nordic countries. • I can name the world's oceans and seas and describe the different shapes of the continents they surround.	**Gymnastics: Counter Balance and Counter Tension** • Introduction to counter balance • Application of counter balance learning onto apparatus Sequence formation • Counter Tension Sequence completion **Invasion: Handball** • Refine passing and receiving • Develop passing and creating space • Develop passing, moving and shooting • Combine passing and shooting Introduce defending **Dance: Cats** • Responding to stimuli working together	**Developing Ideas and Selecting Materials** • I can select and record visual and other information to develop ideas on a theme. • I can investigate, combine and organise visual and tactile qualities of materials and processes when making something. **Pattern** • I can use bold colour and geometric shapes to create a graphic-style print. **Evaluating and Appreciating** • I can comment on similarities/differences between my own and others' work, describing what I feel about both. • I can compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres using artistic vocabulary. **Drawing, Line and Tone**

- I can describe the contexts of places and how they relate to one another, e.g. region, country, continent, poles and hemispheres.

Patterns
- I can compare and contrast weather patterns in the UK and around the world, e.g. France's climate is similar to the UK. However, the temperatures in the summer months are usually warmer.

Geographical Skills
- I can use the four points of a compass during fieldwork or a map of the local area.
- I can draw and sketch accurately measured maps using standard symbols and keys. E.g. recreate a map of Welling.
- I can use a widening range of geographical vocabulary based on human and physical features e.g. contour, valley, erosion.

Geographical Enquiry
- I can explain and provide reasons for my view on a place or environment e.g. This place would be interesting to visit because…
- I can use six figure grid references to explore features on a map
- I can plan the steps and appropriate geographical vocabulary to use when

- Extending sequences with a partner in character
- Exploring two contrasting relationships and interlinking dance moves

OAA: Problem Solving
- Benches and mats challenge
- Round the clock card challenge
- The pen challenge
- The river rope challenge
- Caving challenges

Net/Wall: Tennis
- Developing the forehand
- Creating space to win a point using a racket
- Introduce the backhand
- Applying the forehand and backhand in game situations
- Applying the forehand and backhand creating space to win a point

Athletics
- Develop running at speed
- Exploring our stride pattern
- Exploring running at pace
- Understand and apply tactics when running for distance
- Javelin
- Standing triple jump

- I can draw from close observation to capture fine details.
- I can draw familiar objects with correct proportions.

3-D, Form and Collage
- I can add embellishments and decorations to enhance a form or sculpture.
- I can use materials to sculpt a human form.
- I can create a photo montage of digital images to achieve a particular purpose.

Colour, Painting and Printmaking
- I can use complementary and contrasting colours for effect.
- I can add textural materials to paint, to create a desired effect.
- I can use a motif and stencil to create a mono or repeat print.

starting an enquiry into a place or
environment.

Environment

- I can explain how humans try to sustain
  environments in the UK e.g. national parks
  and afforestation.
- I can describe the positive and negative
  effects (on humans and nature) of
  environmental change, and use viewpoints
  to support this. E.g. building roads and
  tunnels.
- I can explain why key natural resources are
  important e.g. water.

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans • I can collect information from a number of different sources and use this information to inform design ideas in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user. • I can use ICT packages to create alternatives for an initial design. • I can create a solution to a problem using a control output device that has a sequence of events that activate it. • I can make realistic step by step plans, reflecting on designs as the product develops **Tools, Repair and Maintenance, Health and Safety** • I can analyse the potential of a range of tools and use them with accuracy.	**Me and My Relationships** • Healthy relationships • Listening to feelings • Bullying • Assertive skills **Valuing Differences** • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes **Keeping Myself Safe** • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences	**Religions Covered** Christianity Islam **Christianity** • I know what a parable is and how Jesus used these to tell Christians about God. • I know what the Bible tells Christians about the birth of Jesus. • I know signs and symbols that are used to portray Jesus and how these are used. • I know the Easter celebrations are very important in the Christian faith. **Islam** **Beliefs and Questions** • I know what Muslims believe about Allah.

- I can follow health and safety rules when working with materials and substances.
- I can describe how a product could be made better, stronger or more sustainable.

Opinion, Influence and Evaluation
- I can describe the work of a favourite fashion designer and explain why I like his/her designs.
- I can explain how an existing product is useful to the user.
- I can identify what has worked well and what could be improved, evidencing and explaining the results of research.

Materials, Textiles and Card Making
- I can choose from a range of materials, showing an understanding of their different characteristics.
- I can use a simple pattern to create a life-sized item of clothing. e.g. a Tour de France jersey.
- I can use more complex pop-ups.

Cutting, Joining, Structures, Mechanisms and Electricity
- I can cut internal shapes.
- I can use a glue gun with close supervision (one to one).
- I can create a prototype and build frame and shell structures, showing awareness of

- Online safety

Rights and Responsibilities

- Making a difference (different ways of helping others or the environment)
- Media influence
- Decisions about spending money

Being my Best
- Having choices and making decisions about my health
- Taking care of my environment
- My skills and interests

Growing and Changing

- Body changes during puberty
- Managing difficult feelings
- Relationships including marriage

- I know why Muslims do not have images or pictures of Allah.

Teachings and Authority
- I know where Muslims believe the Qur'an came from and how this has an impact on their lives.
- I know how Muslims treat the Qur'an with great respect, how it is used and why.
- I know what the stories about Muhammad teach Muslims.

Worship and Religious
- I know about the Five Pillars of Islam and how this affects the daily lives of Muslims. (Shahadah, Salah, Sawm, Zakat, Hajj)
- I know about Ramadan and Eid ul-Fitr and the importance of this to Muslims.
- I know that a mosque is a Muslims place of worship and how the key features of this help Muslims to worship.
- I know the importance of Mecca and why Mulsims to go here for Hajj.

how to strengthen, stiffen and reinforce. E.g. Viking boats.
- I can use pulleys, levers and linkages in my products.
- I can build models, incorporating motors.

History and Culture
- I can explain how fashions and fabrics have changed over time and how this has affected fashion.

Nutrition, Origins and Preparation of Food
- I can make healthy choices and explain why.
- I can explain some processes that foods go through to preserve/make them more appealing.
- I can measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.

Music	Modern Foreign Language	
• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	

• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	• Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied.	

Year 5 Curriculum
English

Reading	Writing
Reading • Read and discuss a broad range of genres • Make book recommendations to peers and give reasons • Make comparisons within and across books • Retrieve and record information from texts • Support inference with evidence • Make reasoned predictions • Summarise key points from texts • Identify how language, structure and presentation contribute to meaning	Writing • Plan writing to suit audience and purpose • Make effective notes from reading, texts, discussion and other resources • Develop fluent cursive legible handwriting • Develop character, setting and atmosphere in narratives • Integrate dialogue in narratives to convey character and advance the action • Select appropriate grammar and vocabulary to reflect purpose and level of formality required

- Discuss use of language, including figurative by writers and its impact on readers
- Distinguish between statements of fact and opinion, and identify cause and effect
- Discuss and explain reading, providing reasoned justifications for views
- Read silently and independently for sustained periods

Grammar
- Use the appropriate register and style for purpose and audience
- Use modal verbs to suggest possibility
- Use the full range of punctuation taught at KS2 correctly
- Talk about texts using taught grammatical terms and concepts accurately
- Use knowledge of morphology and etymology in spelling as well as taught spelling rules and patterns
- Use brackets, commas and dashes for parenthesis
- Use commas for clarity and to avoid ambiguity
- Recognise and use Standard English
- Choose to use a range of sentence structures for effect and variety, including relative clauses
- Use expanded noun phrases to convey complicated information concisely
- Spell homophones, confusion words, Year 5 and 6 words and spellings that follow taught patterns and rules so far correctly

- Make edits, additions, and proof read own writing for punctuation and spelling errors
- Assess and evaluate own and others' writing
- Use a wide range of devices to build cohesion within and across paragraphs
- Use organisational and presentational features appropriate to purpose
- Ensure grammatical consistency
- Précis longer passages
- Write sentences dictated by the teacher
- Use dictionaries, thesauri, and word banks to check the spelling of unfamiliar or ambitious vocabulary

Speaking and Listening
- Ask questions to improve understanding
- Discuss themes and conventions across a wide range of writing
- Discuss stylistic features in what they hear and read using the correct technical terms, such as metaphor, simile, analogy, imagery, style and effect
- Have discussions with peers and adults in all aspects of the curriculum, choosing appropriate, accurate vocabulary and registers, building on their own ideas and others' and challenging views courteously
- Participate in formal debates and presentations, maintaining focus on the topic and using notes where necessary
- Prepare plays and poems to read aloud and perform with correct intonation, tone, volume, expression

Mathematics

Number and Place Value

- I can represent numbers up to 100,000.
- I can compare and order numbers up to 100,000.
- I can compare and order numbers up to 1,000,000.

Fractions, Decimals and Percentages

- I understand the value of tenths and hundredths.
- I can represent decimals as fractions.

- I can count in powers of 10.
- I can use negative numbers in context counting in jumps forwards and backwards through 0.

Addition and Subtraction

- I can add and subtract whole numbers with more than 4-digits mentally.
- I can add whole numbers with more than 4-digits using a formal written method.
- I can subtract whole numbers with more than 4-digits using a formal written method.
- I can use inverse operations and commutative law to check my working out to ensure accuracy.
- I can solve multi-step addition and subtraction problems.

Multiplication and Division

- I can identify multiples and factors of a number.
- I can identify and calculate square and cube numbers.
- I can multiply and divide by 10, 100 and 1,000.
- I can multiply 4-digits by 1-digit.
- I can multiply 2-digits by 2-digits.
- I can multiply 3 or 4-digits by 2-digits.
- I can divide 4-digits by 1-digit.
- I can divide numbers with and interpret remainders.
- I can multiply and divide mentally drawing upon known facts.

Fractions

- I can convert improper fractions to mixed numbers.
- I can convert mixed numbers to improper fractions.
- I can compare and order fractions less than 1.
- I can compare and order fractions greater than 1.

- I can identify and use thousandths, explaining how they relate the tenths and hundredths.
- I can round decimals to the nearest whole.
- I can round decimals to the nearest tenth.
- I can compare and order decimals up to 3 decimal places.
- I can relate percentages (%) to fractions and decimals.
- I can recognise equivalence between percentages, decimals and fractions.

Decimals

- I can add and subtract decimals within 1.
- I can find complements to make 1 whole.
- I can add decimals crossing over 1 whole.
- I can add and subtract decimals with the same number of decimal places.
- I can add and subtract decimals with a different number of decimal places.
- I can add decimals to/ subtract decimals from a whole number.

Measurement

- I can find unknown lengths in composite rectilinear shapes.
- I can calculate the area of rectangles.
- I can calculate the area of compound rectilinear shapes.
- I understand that kilo means 1,000 and can use this knowledge to convert between grams and kilograms and metres and kilometres.
- I can convert from metres to millimetres and litres to millilitres and vice versa.
- I can convert between units of time.
- I can estimate the capacity of different solids or objects.
- I can estimate the volume of different solids or objects.

Geometry

- I can add and subtract fractions with the same denominator and multiples of the same number.
- I can add fractions within 1.
- I can add three or more fractions.
- I can add fractions greater than 1.
- I can multiply unit and non-unit fractions by an integer.
- I can multiply mixed numbers by integers.
- I can find a fraction of an amount.

- I can measure angles accurately using a protractor.
- I can draw angles accurately.
- I can identify missing angles on a straight line.
- I can identify angles around a point.
- I can distinguish between regular and irregular polygons (including triangles and quadrilaterals).
- I can translate shapes and record their coordinates.

Statistics

- I can read, interpret and draw line graphs.
- I can use line graphs to solve comparison, sum and difference problems.
- I can complete, read and interpret two-way tables.
- I can solve problems involving timetables.

Computing	Science	History
We are Game Developers • Design, write and debug programs that accomplish specific goals. • Controlling or simulating physical systems. • Solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables. • Work with various forms of input and output.	**Properties and Changes of Materials** • I can compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. • I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • I can use my knowledge of solids, liquids and gases to decide how	**Topics** • Victorians • Ancient Egyptians • Australia • The Wild West **People, Places and Events** • I can describe a historical event using more than one source. • I can give reasons for a historical event

- Use logical reasoning to explain how some simple algorithms work.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.
- Understand how networks can provide multiple services, such as the World Wide Web.

We are Cryptographers
- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour.
- Know a range of ways to report concerns and inappropriate behaviour.
- Be discerning in evaluating digital content.
- Understand the opportunities networks offer for communication and collaboration.

We are Artists
- Use sequence, selection and repetition in programs; work with variables.
- Work with various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work.

mixtures might be separated, including through filtering, sieving and evaporating.
- I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- I can demonstrate that dissolving, missing and changes of state are reversible changes.
- I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including the changes associated with burning and the action of acid on bicarbonate of soda.

- I can describe the changes as humans develop from birth to old age.

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- I can identify the effects of air resistance, water resistance and

- I can explain the impact a historical figure has had globally.
- I can use sources to describe how an event affected a local town/village.

Organisation and Communication
- I can select, organise and record relevant information from a range of sources to show my understanding.

Chronological Skills
- I can create a timeline across different periods of history and explain how people and events fit onto it.
- I can use historical terms and understand concepts from the period I am studying.

Interpreting History
- I can compare and contrast two periods of history and explain the connections between the two.
- I can explain why individuals acted the way they did and the consequences (positive and negative) that followed.
- I can compare sources of information.
- I can evaluate how useful a source is.
- I understand that the type of information available depends on the period of time.

Historical Enquiry
- I can compare and contrast artefacts from two periods of history and use evidence from my previous learning to explain my comparisons.

- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.
- Understand how networks can provide multiple services, such as the World Wide Web.

We are Web Developers
- Use search technologies effectively.
- Appreciate how search results are selected and ranked.
- Select, use and combine a variety of software
- (including Internet services) on a range of digital devices.
- Design and create a range of programs, systems and content that accomplish given goals.
- Collecting, analysing, evaluating and presenting data and information.

We are Bloggers
- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour.
- Know a range of ways to report concerns and inappropriate behaviour.
- Be discerning in evaluating digital content.

friction, that act between moving surfaces.
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Earth and Space
- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- I can describe the Sun, Earth and Moon as approximately spherical bodies.
- I can describe the movement of the Moon relative to the Earth.
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Living Things and their Habitats
- To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To be able to describe the life process of reproduction in some plants and animals.

- I can use a variety of resources to answer questions about periods of history.
- I can use sources of information in different ways and understand how different evidence tells us different things about the past.
- I can create a question to follow my own line of enquiry using sources given to me.

- Understand the opportunities networks offer for communication and collaboration. - Select, use and combine a variety of software - (including Internet services) on a range of digital devices. - Design and create a range of programs, systems and content that accomplish given goals. - Collecting, analysing, evaluating and presenting data and information. **We are Architects**	**Working Scientifically** - I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - I can use test results to make predictions to set up further comparative and fair tests - I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - I can identify scientific evidence that has been used to support or refute ideas or arguments	
Geography	**Physical Education**	**Art and Design**

Topics
- Victorians
- Ancient Egyptians
- Australia
- The Wild West

Places
- I can compare the human and physical similarities and differences between a region in the UK and a region of another continent, e.g. North America.
- I know the location of capital cities in the UK, the biggest European countries and the largest cities in each continent.
- I can locate the seas around the UK and other European countries.
- I can identify and describe the significance of the Greenwich Meridian and time zones.
- I can recognise the different shapes of countries in Europe e.g. France.
- I can describe the positions of countries in relation to; the Equator, Northern/Southern hemisphere, the Tropics of Cancer and Capricorn.

Patterns
- I can explain world weather patterns and can relate this to climate zones, e.g. the climate zone of North America

Health Related Exercise
- Cardio Fitness 1
- Flexibility
- Strength
- Cardio Fitness 2

Invasion: Football
- Consolidate keeping possession, develop officiating Consolidate defending
- Organise formations and manage teams
- Organise formations decide tactics, manage reams and officiate games

Dance: The Circus
- Developing character movements linked to 19th Century prejudices
- Creating movements to represent different characters and performers in a 19th Century circus
- Extending our Performance incorporating props and apparatus linked to the variety of performers

OAA: Orienteering
- Face orienteering
- Cone orienteering
- Point and return
- Point to point
- Timed course
- Orienteering competition

Developing Ideas and Selecting Materials
- I can explain and record visually how my ideas have developed over time, identifying improvements required.
- I can combine a range of media within a piece of work and explain the desired effect based on how other artists and genres have been developed in their own work.
- I can develop ideas which can be used to explain my choices for the materials and techniques used.

Pattern
- I can use rubbing techniques to create patterns and to add texture to a piece of work.

Evaluating and Appreciating
- I can compare and comment on the ideas/methods/approaches in my own and others' work. Adapting my own work based on these comparisons.
- I can describe and explain how a piece of artwork makes me feel, referencing effects (colour and pattern).

Drawing, Line and Tone
- I can use simple rules of perspective in a range of drawing work.
- I can mix colours to express mood, divide foreground from background or demonstrate tones.

Nurture-Believe-Inspire-Achieve

is divided into eight different climate types.

Geographical Skills
- I can accurately produce a scaled map with standard symbols and keys, which clearly shows the scale.
- I can use maps, atlases and computer mapping to locate and describe the key features of places including North and South America.
- I can use a technical range of geographical vocabulary about human and physical features of the world e.g. climate zones, density, development.

Geographical Enquiry
- I can choose the best method to present discussions and viewpoints about an environment e.g. case study, diagrams.
- I can select and accurately use sources to find data related to an enquiry about a place or environment e.g. photographs, rainfall records.
- I can use correct geographical terminology when referring to the range of sources used during an enquiry about a place or environment e.g. population statistics.

Environment

Striking and Fielding: Cricket
- Refine batting, understand and develop batting and bowling tactics
- Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics
- Introduce umpiring and scoring

Athletics

- Finishing a race
- Evaluating our performance
- Sprinting: My personal best
- Relay changeovers
- Shot Put
- Introducing the hurdles

- I can use a pencil and pen to cross hatch in order to add tonal detail.

3-D, Form and Collage
- I can carve and sculpt choosing appropriate materials and tools as well as finishing techniques.
- I can create cylindrical and spherical forms using a range of media and scales.
- I can create a monochromatic collage which incorporates text.

Colour, Painting and Printmaking
- I can use black and white to create subtle tints and tones, light and shade in order to convey a mood or atmosphere.
- I can use paint techniques to create mood and atmosphere.
- I can create a detailed block for printing using string, card or foam. Planning for size, shape and repetition.

- I can explain how and why humans try to sustain environments in the UK e.g. flood defences and beach erosion.
- I can compare and contrast viewpoints about the positive and negative impacts of human changes to the environment e.g. greenhouse gas emissions and pollution standards.
- I can describe how changes in the world environment are affecting key natural resources e.g. climate change/global warming.
-

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans • I can use various sources of information, clarifying/sharing ideas through discussion, labelled sketches, cross-sectional diagrams and modelling, recognising that ideas have to meet a range of needs. • I can use design software such as SketchUp precisely to create alternative design ideas and intentions. • I can monitor and control more than one output, in response to changes. • I can work from my own detailed plans, modifying them where appropriate. **Tools, Repair and Maintenance, Health and Safety**	**Me and My Relationships** • Feelings • Friendship skills, including compromise • Assertive skills • Cooperation • Recognising emotional needs **Valuing Differences** • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media **Keeping Myself Safe** • Managing risk, including online safety • Norms around use of legal drugs (tobacco, alcohol)	**Religions covered** Christianity Buddhism **Christianity** • I know that Jesus is believed to be inspirational by Christians. • I know that for Christians Jesus is a sign of peace in the world. • I know that through the events of Easter Chrisitans learn how to be forgiving themselves. • I know that Christians use the Bible in many ways. (guidance, comfort, forgiveness) **Buddhism** **Leaders and Teachers** • I know why the Buddha is so important to Buddhists.

- I can name and select appropriate tools for a task and use them with precision.
- I can select and name appropriate tools for specific jobs and demonstrate how to use them safely.
- I can recycle, repair and mend old clothes/tools and explain why this is a good idea.

Opinion, Influence and Evaluation
- I can research the work done by textile artists and say what I like about a piece, identifying the techniques and materials used in creating it and the aesthetic value.
- I can investigate the design features (including identifying components or ingredients) of a familiar existing product in the context of the culture or society in which it was designed or made.
- I can test and evaluate products against a detailed design specification and adaptations as I develop the product.

Materials, Textiles and Card Making
- I can select and combine materials with precision.
- I can create a 3-D product using a range of materials and sewing

- Decision-making skills

Rights and Responsibilities
- Rights and responsibilities
- Rights and responsibilities relating to my health
- Making a difference
- Decisions about lending, borrowing and spending

Being my Best
- Growing independence and taking responsibility
- Keeping myself healthy
- Media awareness and safety
- My community

Growing and Changing
- Managing difficult feelings
- Managing change
- How my feelings help keeping safe
- Getting help

- I know how the Buddha's teachings have influenced and changed lives.

Teachings and Authority
- I know what the four noble truths are and the importance of these.
- I know what the eightfold path is and how this has an effect on the life of Buddhists.
- I know that Buddhists live in a way to reach Enlightenment like the Buddha did.
- I know what the five moral precepts are and how these are used.

Religious Expression
- I know that meditation is used as a daily part of everyday life for Buddhists and why they do this.

Story
- I know how stories are used to explore different aspects of the Buddha's teaching.

techniques. E.g. elements of wild west
costumes.
- I can combine materials with
  temporary or fixed joints.

**Cutting, Joining, Structures, Mechanisms and
Electricity**
- I can cut safely and accurately to a
  marked line.
- I can use a glue gun with close
  supervision.
- I can build a framework using a range
  of materials (e.g. wood, card and
  corrugated plastic) to support
  mechanisms.
- I can use cams and gears in my
  products.
- I can build models, incorporating
  switches to turn on and off.

History and Culture
- I can create a timeline to sequence the
  development of a design over time and
  describe how technology has
  influenced it. E.g. comparing
  technology from the Victorian era to
  that of modern times

Nutrition, Origins and Preparation of Food
- I can evaluate meals and consider if
  they contribute towards a balanced
  diet.
- I can explain what times of year
  particular foods are in season.

	I can combine food ingredients appropriately (e.g. kneading, rubbing in and mixing.)		
Music		**Modern Foreign Language**	
	• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar	

	written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied.	

Year 6 Curriculum
English

Reading	Writing
• Read and discuss a broad range of genres • Make book recommendations to peers and give reasons • Make comparisons within and across books • Retrieve and record information from texts • Support inference with evidence • Make reasoned predictions • Summarise key points from texts • Identify how language, structure and presentation contribute to meaning	• Plan writing to suit audience and purpose • Make effective notes from reading, texts, discussion and other resources • Develop fluent cursive legible handwriting • Develop character, setting and atmosphere in narratives • Integrate dialogue in narratives to convey character and advance the action • Select appropriate grammar and vocabulary to reflect purpose and level of formality required

- Discuss use of language, including figurative by writers and its impact on readers
- Distinguish between statements of fact and opinion, and identify cause and effect
- Discuss and explain reading, providing reasoned justifications for views
- Read silently and independently for sustained periods

Grammar
- Use the appropriate register and style for purpose and audience
- Use the passive voice to affect how information is presented
- Use modal verbs to suggest possibility
- Understand the subjunctive form indicates formality
- Use the full range of punctuation taught at KS2 correctly
- Talk about texts using taught grammatical terms and concepts accurately
- Use knowledge of morphology and etymology in spelling as well as taught spelling rules and patterns
- Use brackets, commas and dashes for parenthesis
- Use commas for clarity and to avoid ambiguity
- Recognise and use Standard English
- Choose to use a range of sentence structures for effect and variety, including complex and multi-clause sentences
- Spell homophones, confusion words, Year 5 and 6 words and spellings that follow taught patterns and rules so far correctly

- Make edits, additions, and proof read own writing for punctuation and spelling errors
- Assess and evaluate own and others' writing
- Use a wide range of devices to build cohesion within and across paragraphs
- Use organisational and presentational features appropriate to purpose
- Ensure grammatical consistency
- Précis longer passages
- Write sentences dictated by the teacher
- Use dictionaries, thesauri, and word banks to check the spelling of unfamiliar or ambitious vocabulary

Speaking and Listening
- Ask questions to improve understanding
- Discuss themes and conventions across a wide range of writing
- Discuss stylistic features in what they hear and read using the correct technical terms, such as metaphor, simile, analogy, imagery, style and effect
- Have discussions with peers and adults in all aspects of the curriculum, choosing appropriate, accurate vocabulary and registers, building on their own ideas and others' and challenging views courteously
- Participate in formal debates and presentations, maintaining focus on the topic and using notes where necessary
- Prepare plays and poems to read aloud and perform with correct intonation, tone, volume, expression

Mathematics

Number and Place Value	**Algebra**
- I can read, write and represent numbers up to ten million.	- I can use simple formulae to find missing values.

Nurture-Believe-Inspire-Achieve

- I can compare and order numbers up to ten million.
- I can round numbers up to and within ten million.
- I can count forwards and backwards through zero and use negative numbers in context.
- I can solve number and practical problems that involve ordering and comparing numbers up to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.

Four Operations

- I can add and subtract integers.
- I can solve addition and subtraction multi-step problems deciding which operations and methods to use.
- I can multiply 4-digit numbers by 2-digit numbers.
- I can divide a 4-digit number by a 2-digit number.
- I can divide using my factor knowledge.
- I can divide a 3-digit number by a 2-digit number without remainders using long division.
- I can divide a 4-digit number by a 2-digit number without remainders using long division.
- I can divide a 4-digit number by a 2-digit number with remainders using long division.
- I can use long division and round appropriately to the context.
- I can find common factors of two numbers.
- I can find common multiples of numbers.
- I can work out whether or not numbers up to 100 are prime.
- I can solve problems involving square and cube numbers.
- I can explore the order of operations within a calculation.

Fractions

- I can generate and describe linear number sequences.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy an equation with 2 unknowns.
- I can enumerate possibilities of combinations of 2 variables.

Measurement

- I can read, write and recognise all metric measures for length, weight and capacity.
- I can convert metric measures.
- I can calculate metric measures.
- I can find and draw rectilinear shapes with the same area.
- I can solve the area and perimeter of rectilinear shapes.
- I can find the area of a triangle by counting.
- I can see the relationship between the area of a rectangle and area of a triangle.
- I can use the formula A= base x height / 2 to solve the area of a triangle.
- I can find the area of a parallelogram.
- I can count cubes to find the volume of a 3D shape.
- I can count cubes and use a formula to find the volume of a cuboid.
- I can recognise that shapes with the same areas can have different perimeters and vice versa.

Geometry

- I can draw shapes on a 2D grid from given coordinates and write coordinates for shapes with no grid lines.
- I can read and plot coordinates and shapes in all four quadrants.
- I can translate shapes in all four quadrants and describe translations.

- I can use common factors to simplify fractions, using common multiples to express fractions in the same denomination.
- I can compare and order fractions by finding a common numerator, including those greater than 1.
- I can add and subtract fractions when the answer is less than 1.
- I can add and subtract fractions and mixed numbers.
- I can add fractions with a total greater than 1.
- I can subtract fractions by creating new mixed numbers to complete a calculation.
- I can multiply fractions by integers and by fractions..
- I can divide fractions by integers where the numerator is directly divisible by the divisor.
- I can divide fractions by integers including mixed numbers.
- I can find a fraction of an amount.
- I can find the whole amount from the known value of a fraction.

Decimals

- I can multiply and divide numbers with up to 3 decimals places by 10, 100 and 1,000.
- I can multiply and divide decimals by integers.
- I can use division to solve problems where the answer has up to 2 decimals places.
- I understand the relationship between decimals and fractions and can convert them, or simplify the fraction to help show patterns.
- I can convert fractions to decimals.

Fractions, Decimals and Percentages

- I can convert fractions to percentages.
- I know equivalent fractions, decimals and percentages.
- I can use different representations to find percentages of amounts e.g. 50%, 10%.

- I can reflect shapes in four quadrants in both the x and y axis.
- I can draw 2D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3D shapes, including nets.
- I can measure with a protractor.
- I can make links with angles and turns in different contexts e.g. time and on a compass.
- I can calculate missing angles.
- I can recognise angles where they meet at a point, are on a straight line or are vertically opposite and find missing angles.
- I can explore internal angles in quadrilaterals.
- I can explore angles in regular polygons.

Ratio

- I can compare parts to a whole, connecting ratios and fractions.
- I can calculate ratio.
- I can use ratio to solve problems involving scale factors.
- I can calculate scale factors when given similar shapes.

Statistics

- I can read and interpret line graphs.
- I can draw line graphs.
- I can use line graphs to solve problems.
- I can illustrate and name parts of circles and recognise the relationships between them.
- I can read, interpret and construct pie charts.
- I can draw pie charts.

- I can find compound percentages of amounts e.g. 20%= 2 X 10%.
- I can use percentages of amounts to find missing values.
- I can increase and decrease an amount by a percentage.
- I can order fractions, decimals and percentages.

Computing	Science	History
We are Adventure Gamers **We are Computational Thinkers** • Design, write and debug programs that accomplish specific goals. • Controlling or simulating physical systems. • Solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables. • Work with various forms of input and output. • Use logical reasoning to explain how some simple algorithms work. • Use logical reasoning to detect and correct errors in algorithms and programs. • Understand computer networks including the Internet. • Understand how networks can provide multiple services, such as the World Wide Web. **We are Advertisers** • Use technology safely, respectfully and responsibly.	**All living things** • I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • I can give reasons for classifying plants and animals based on specific characteristics. **Electricity** • I can use recognised symbols when representing a simple circuit in a diagram. • I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • I can 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.	**Topics** • Islands/Coastal Areas • Stuarts (Shakespeare) • South Africa **People, Places and Events** • I can provide an account using more than one source to describe a historical event. • I can give reasons for important historical events and explain their significance. • I can explain how my own life has been affected by a significant individual or movement. • I can conduct a study based on a question about the history of my local area. **Organisation and Communication** • I can organise, summarise and present information using a wide range of sources to show my understanding. **Chronological Skills**

- Recognise acceptable / unacceptable behaviour.
- Know a range of ways to report concerns and inappropriate behaviour.
- Be discerning in evaluating digital content.
- Understand the opportunities networks offer for communication and collaboration.

We are Network Technicians
- Use logical reasoning to explain how some simple algorithms work.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Understand computer networks including the Internet.
- Understand how networks can provide multiple services, such as the World Wide Web.

We are Travel Writers
- Use search technologies effectively.
- Appreciate how search results are selected and ranked.

We are Publishers
- Use search technologies effectively.
- Appreciate how search results are selected and ranked.

We are App Planners
- Use search technologies effectively.

Evolution and inheritance
- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light
- I can recognise that light appears to travel in straight lines.
- I can 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.
- I can 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.
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

- I can design my own timeline across different periods of history and explain how people and key events fit onto it
- I can select and use key historical terms and concepts to describe the period I am studying.

Interpreting History
- I can compare and contrast two or more periods of history and explain the trends that can be seen over a period of time.
- I can describe the negative or positive impact of a period of history on the present day and how it has affected my own life.
- I can understand that sources can contradict each other and give reasons why
- I can evaluate and recommend a source based on how useful it is.
- I can explain how the type of information available is dependent on the period of time.

Historical Enquiry
- I can compare and contrast artefacts from two periods of history using sources of information to explain how and why I sorted them this way.
- I can answer questions about change, cause and similarity of a past event or time period.

Nurture-Believe-Inspire-Achieve

- Appreciate how search results are selected and ranked.
- Select, use and combine a variety of software (including Internet services) on a range of digital devices.
- Design and create a range of programs, systems and content that accomplish given goals.
- Collecting, analysing, evaluating and presenting data and information.

Animals including humans

- I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.
- I can describe the ways in which nutrients and water are transported within animals, including humans.

Working Scientifically
- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- I can use test results to make predictions to set up further comparative and fair tests
- I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and

- I can choose appropriate sources of information to help me understand different aspects of the past.
- I can create questions to independently investigate a historical event, change or figure.

	written forms such as displays and other presentations • I can identify scientific evidence that has been used to support or refute ideas or arguments	
Geography	**Physical Education**	**Art and Design**
Topics • Islands/Coastal Areas • Stuarts (Shakespeare) • South Africa **Places** • I can compare and explain the human and physical similarities and differences between a region in the UK and a region of another continent, e.g. South America. • I can describe the location of capital cities in the UK, the biggest European countries and the largest cities in each continent, e.g. Paris is 344km from London. • I can describe and explain the position of countries and continents in relation to; the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and the Antarctic circles. • I can locate seas and oceans around specific countries, e.g. South America-Caribbean Sea and South Atlantic Ocean.	**Health Related Exercise** • Cardio Fitness 1 • Flexibility • Strength • Cardio Fitness 2 **Invasion: Football** • Consolidate keeping possession, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage reams and officiate games **Dance: Carnival** • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery **OAA: Orienteering**	**Developing Ideas and Selecting Materials** • I can explain my intentions when developing ideas, identifying any changes and improvements made through work progresses. • I can describe how the techniques and themes used by other artists and genres have been developed in their own work . • I can select materials and techniques based on first hand observations, experience or imagination and develop these through open ended research. **Pattern** • I can use patterns to add detail, movement and interest to a piece of work. **Evaluating and Appreciating** • I can explain how studying other artists' work has influenced and developed my own. Adapt and refine my own work in light of evaluations.

- I can identify the position and explain the significance of the Greenwich Meridian time zones.
- I can begin to tell the time of countries based on their position and time zone, e.g. Brazil is 5 hours behind the UK.

Patterns
- I can analyse world weather patterns and relate them to climatic zones, e.g. In South America, Venezuela's wet and dry climate means high temperatures and heavy rainfall.
- I understand how aspects of the UK have changed over time, including topographical features and land usage, e.g. how has land usage changed in Brazil overtime.

Geographical Skills
- I can use different types of world map (e.g. political, physical) to locate and describe the features of the world's countries, including Russia.
- I can use four and six figure grid references and the eight points of a compass when exploring ordnance survey maps and apply this during fieldwork.
- I can select when to use a technical range of geographical vocabulary about human and physical features of the world e.g. urban, sustainability.

- Face orienteering
- Cone orienteering
- Point and return
- Point to point
- Timed course
- Orienteering competition

Striking and Fielding: Cricket
- Consolidate batting/ fielding/bowling
- Create, understand and apply attacking/defensive tactics in game

Athletics
- Running for speed competition
- Running for distance competition
- Throwing competition
- Jumping competition

- I can describe and explain ideas, methods and techniques used to create artwork on a particular theme or genre.

Drawing, Line and Tone
- I can use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.
- I can use techniques, colours and tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of grass, stippling to paint sand, watercolour bleeds to show clouds.
- I can use pen and ink to add line, tone and perspective using a tonal ink washer.

3-D, Form and Collage
- I can create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.
- I can use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components.
- I can embellish a 3-D form using collage techniques (decoupage) e.g. models of islands.

Colour, Painting and Printmaking

Geographical Enquiry		I can mix and use colour to reflect mood and atmosphere.

Geographical Enquiry
- I can research and present the different viewpoints and attitudes towards key environmental, physical and human features of the major countries in the world. E.g. the Galapagos Islands.
- I can use fieldwork to observe, measure, record and present on the human and physical features of my local area.
- From my enquiries, I can identify gaps in the information gathered and suggest ways of finding it.

Environment
- I can evaluate the effectiveness of environmental schemes put in place to sustain or improve the environment. E.g. flood management solutions.
- I can develop and explain my own viewpoint on how human and physical processes interact to change landscapes, environments and climate e.g. climate change/global warming.
- I can provide an argument on the positive and negative impacts of human activity on the effective functioning of natural systems e.g. farming and the use of pesticides.

- I can mix and use colour to reflect mood and atmosphere.
- I can use paint techniques characteristic of a specific genre.
- I can use digital software, create abstract prints which involve experimentation with colour, size, shape and repetition.

Design and Technology	PHSE	Religious Education
Designing, using ICT and working from Plans • I can develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-	**Me and My Relationships** • Assertiveness • Cooperation	**Religions covered** Christianity 6 major world faiths (concept unit)

sectional and exploded diagrams, prototypes and pattern pieces.
- I can use design software such as SketchUp precisely to adapt design ideas and intentions.
- I can develop, try out and refine sequences of instructions to effectively monitor, measure and control events.
- I can check work as it develops and modify my approach in the light of progress.

Tools, Repair and Maintenance, Health and Safety
- I can use more complex tools with increasing accuracy.
- I can demonstrate how my products take into account the safety of the user.
- I can paint, glue, nail and sand to rejuvenate a damaged, faulty or old object.

Opinion, Influence and Evaluation
- I can research cultural traditions and evidence their influence in my own work.
- I can explain the form and function of familiar existing products.
- I can demonstrate modifications made to a product, as a result of ongoing evaluation, by myself and with others.

Materials, Textiles and Card Making
- I can choose the best materials for a task, showing an understanding of their working characteristics.

- Safe/unsafe touches
- Positive relationships

Valuing Differences

- Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying
- Understanding Bystander behaviour
- Gender stereotyping

Keeping Myself Safe

- Understanding emotional needs
- Staying safe online
- Drugs: norms and risks (including the law)

Rights and Responsibilities

- Understanding media bias, including social media
- Caring: communities and the environment
- Earning and saving money
- Understanding democracy

Being my Best

- Aspirations and goal setting
- Managing risk
- Looking after my mental health

Christianity
- I know that people of faith hold strong beliefs that affect their everyday lives.
- I know that Christians in the past and in the present put their faith beliefs into charitable actions.
- I know about charitable organisations that are Christian faith based.
- I know about homeless charities and the work they do and why.
- I know about the community work that Christian churches do both in this country and in the world.
- (Incarnation and service to others)
- I know the work carried out by Christian charities at Christmas and at other times of the year.
- I know how the Easter events are thought by Christians to be able sacrifice and love.

Ultimate Questions
- I can think about Big Questions and ask Big Questions.
- I know that Christians believe in the Trinity. (God as Father, Son and Holy Spirit)

Concept Unit

- I can combine fabrics to create more useful properties and make a product of high quality, checking for snags and glitches.
- I can combine materials with moving parts.

Cutting, Joining, Structures, Mechanisms and Electricity
- I can use a craft knife, cutting mat and safety ruler with one to one supervision if needed.
- I can join materials, using the most appropriate method for the materials or purpose. E.g. create a model of an island
- I can select the most appropriate materials and frameworks for different structures, explaining what makes them strong. E.g. to create a sound structure – Globe theatre.
- I can select the most appropriate mechanical system for a particular purpose.
- I can design products incorporating the most appropriate electrical systems.

History and Culture
- I can describe how an individual in the field of design and technology has helped shape the world e.g. Jock Kinnear and Margaret Calvert (road signs).

Nutrition, Origins and Preparation of Food
- I can plan how I can have a healthy/affordable diet.

Growing and Changing

- Coping with changes
- Keeping safe
- Body Image
- Sex education
- Self-esteem

- I know the key concepts, beliefs, places of worship, sacred texts and symbols of the six major world religions.
- I know the impact of that faith and belief can have on a person's everyday life.

• I can explain how ingredients were grown, reared, caught or processed. • I can use the appropriate tools and equipment, weighing and measuring with scales.		
Music	**Modern Foreign Language**	
• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music.	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Present ideas and information orally to a range of audiences • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Broaden their vocabulary and develop their ability to understand new words	

| | that are introduced into familiar written material, including through using a dictionary
• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
• Describe people, places, things and actions orally and in writing
• Understand basic grammar appropriate to the language being studied. | |