



# Ash Meadow School

## Key Stage 2 Curriculum 2021 - 2022

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

Students will study a range of national curriculum subjects which include:

English

Communication including the Jolly Phonics Programme and other programmes if needed on an individual basis. Communication devices are assessed and used to support non-verbal students (e.g., Speak for Yourself Application AAC on iPad)

Mathematics

Science

Computing

PHSE (which includes British Values and protected characteristics)

Humanities (including Geography, History and Religious Education)

Art & Design

Design Technology

Modern Foreign Languages

Music

Physical Education including swimming, trampolining,

The specialist teaching team in the Key Stage 2 provision work closely with the students care teams and families to promote transferring learning from the education environment to real-life situations. All students receive speech and language and occupational therapy support at a level that is appropriate to their learning needs.

**Key Stage 2**

SUBJECT AREA		TERM 1	TERM 2	TERM 3			
ENGLISH	READING	<p><b>Aliens love underpants</b> To begin to read Y3/Y4 exception words To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p><b>Monsters love underpants</b> To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p>	<p><b>Myths &amp; Legends - Greek Myths</b> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p><b>Myths &amp; Legends – Arthurian Legends</b> To use appropriate terminology when discussing texts (plot, character, setting)</p>	<p><b>Adventure Stories</b> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p>	<p><b>Plays &amp; dialogues</b> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>
	WRITING	<p><b>Justifying an opinion</b> To spell many of the Y3 and Y4 statutory spelling words correctly.  To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p><b>Writing to recount: Letter writing</b> To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.  To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.</p>	<p><b>Writing to compare</b> To use a neat, joined handwriting style with increasing accuracy and speed.  To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left not joined.</p>	<p><b>Explanations</b> To begin to use ideas from their own reading and modelled examples to plan their writing.  To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To begin to create settings, characters, and plot in narratives.</p>	<p><b>Writing to Persuade</b> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p><b>Script writing</b> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks To make deliberate ambitious word choices to add detail.).</p>
	S&L	<p><b>Reading aloud</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p>	<p><b>Conversation etiquette</b> To ask questions that relate to what has been heard or what was presented to them.</p>	<p><b>Making comparisons</b> To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p>	<p><b>Justifying yourself</b> To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/</p>	<p><b>Presenting in different mediums</b> To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts</p>	<p><b>Performing in role</b> To engage in discussions, making relevant points or asking relevant questions to show they</p>

			To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To begin to offer support for their answers to questions with justifiable reasoning.	To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.	and narrative retellings with added details to engage listeners.	have followed a conversation. To take account of the viewpoints of others when participating in discussions.
	<b>SPAG</b>		Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Subordinate Clauses	Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto Present Tense Apostrophes	Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas	Adverbs - Time, Place & Cause Prefixes: in Suffixes: -ation Coordinating Conjunctions Organisational Devices	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating

**Key Stage 2**

<b>SUBJECT AREA</b>		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>			
<b>ENGLISH</b>	<b>READING</b>	<b>The Twits</b> To read Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	<b>The Twits</b> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes To identify themes and conventions in a wide range of books.	<b>Myths and Legends</b> To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	<b>Stories by the same author</b> Discuss vocabulary used to capture readers' interest and imagination.	<b>Humorous stories</b> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	<b>Stories from other cultures</b> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.
	<b>WRITING</b>	<b>Writing to compare</b> To increase the legibility, consistency and quality of their handwriting. To confidently use diagonal and horizontal joining strokes throughout their independent	<b>Sequencing ideas</b> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<b>Writing to reflect</b> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-	<b>Non-chronological reports</b> To create detailed settings, characters, and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole	<b>Persuasive writing</b> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	<b>Making comparisons</b> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.



			writing to increase fluency.	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion	structured and well-paced. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g., the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g., he, she, they, I,
	<b>S&amp;L</b>		<b>Performing in role</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	<b>Justifying a viewpoint</b> To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	<b>Expressing my ideas</b> To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers To begin to challenge opinions with respect.	<b>Speeches</b> To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. To engage in meaningful discussions in all areas of the curriculum.	<b>Telling jokes</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<b>Story telling</b> To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
	<b>SPAG</b>		Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause	Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Plural and Possessive '-s' Commas	Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases Editing and Evaluating	Determiners Word Families Prepositional Phrases Verb Tenses – Present inverted Commas	Verb Inflections Conjunctions to Express Time and Cause Suffixes Possessive Apostrophes Paragraphs	Verb Tenses – Past Prefixes Plural Possessive Apostrophes Subordinate Clauses Organisational Devices
	<b>READING</b>	<b>5</b>	<b>How to train n your Dragon</b> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill,	<b>How to train n your Dragon</b> To read most Y5 exception words, discussing the unusual correspondences between spelling and	<b>Spooky stories</b> <b>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and</b>	<b>Dramatic plays</b> To participate in discussions about books that are read to them and those they can read for	<b>Classic fiction</b> To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	<b>Modern fiction</b> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action

		<p>recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p>	<p>sound and where these occur in the word To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p><b>autobiographies) and differences between text types.</b> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph. To recommend texts to peers based on personal choice.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	
	<b>WRITING</b>	<p><b>Creating Imagery</b> To spell many of the Y5 and Y6 statutory spelling words correctly. To convert nouns or adjectives into verbs using the suffix -ate (e.g., activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g., criticise, advertise, capitalise).</p>	<p><b>Re-contextualise writing</b> To convert nouns or adjectives into verbs using the suffix -ify (e.g., signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g., blacken, brighten, flatten). To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g., surely, perhaps, should, might, etc.</p>	<p><b>Writing to argue</b> To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p><b>Writing to inform</b> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version.</p>	<p><b>Letter writing</b> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To regularly use dialogue to convey a character and to advance the action.</p>	<p><b>Writing to persuade</b> To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p>
	<b>S&amp;L</b>	<p><b>Expressing humour</b> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g., participate in a collaborative project where they listen to</p>	<p><b>Turn taking &amp; responding</b> To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed</p>	<p><b>Debating an issue</b> To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make</p>	<p><b>Tour guide commentary</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations</p>	<p><b>Directing others</b> To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions</p>	<p><b>Persuasive speeches</b> To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained</p>



			the ideas of others and adapt these to meet the needs of the group	answers and justification.	improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	and adding humour where appropriate.	discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
	<b>SPAG</b>		Proper Nouns Adverbs of Possibility Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify Tenses: Past & Present Progressive and Present Perfect Possessive Plural Apostrophes	Adverbs Degrees of Possibility - Modal Verbs Verb Prefixes dis-, de-, mis-, over-, re Verb Inflections & Standard English Using Inverted Commas	Prepositions More Prefixes Coordinating Conjunctions Using Inverted Commas (Changing the Position of the Reporting Clause) Parenthesis – Brackets Commas for Meaning and Clarity	Determiners More Suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials Direct & Indirect (Reported) Speech	Pronouns & Possessive Pronouns Word Families Subordinate Clauses Writing Cohesive Paragraphs Parenthesis – Commas Homophones	Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis – Dashes
	<b>READING</b>	<b>6</b>	<b>Diary of a wimpy kid</b> To read fluently with full knowledge of all Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	<b>Diary of a wimpy kid</b> To read most Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	<b>Diary of a wimpy kid Roderick Rules</b> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	<b>Diary of a wimpy kid Roderick Rules</b> To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,	<b>Diary of a wimpy kid last straw</b> To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text.	<b>Diary of a wimpy kid last straw</b> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
	<b>WRITING</b>		<b>Sensory writing</b> To spell all of the Y5 and Y6 statutory spelling words correctly. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.	<b>Writing to recount</b> To recognise when to use a non-joined style (e.g., for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g., for filling in a form). To write legibly, fluently and with increasing speed.	<b>Writing to impress</b> To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs.	<b>Writing to express</b> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language,	<b>Writing to argue</b> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To ensure the consistent and correct	<b>Writing to persuade</b> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of

				To habitually proofread for spelling and punctuation errors.	characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.	use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural	semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.	
	<b>S&amp;L</b>		<b>Giving directions</b> To make improvements based on constructive feedback on their listening skills.	<b>Commenting respectfully</b> To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.	<b>Compliment others</b> To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.	<b>Expression &amp; fluency</b> To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.	<b>Challenging others respectfully</b> To confidently explain the meaning of words and offer alternative synonyms To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence.	<b>Deliver a manifesto</b> To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To refer back to their original thoughts when their opinions have changed and give reasons for their change of focus.
	<b>SPAG</b>		<b>Noun Phrases</b> Modal Verbs and Subjunctive Mood Suffixes - Nouns and Adjectives to Verbs Relative Clauses Commas.	<b>Pronouns &amp; Possessive Pronouns</b> Adverbs to Show Frequency Prefixes Colons in Lists Subordinating Conjunctions and Clauses	<b>Synonyms and Antonyms</b> Adverbs to Show Possibility Root Words Hyphens Coordinating Conjunctions	<b>Subject and Object</b> Ambiguity Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause	<b>Direct and Reported Speech</b> Active and Passive Semi-colons, Colons and Dashes to Mark Clauses Formal and Informal Speech and Vocabulary Layout Devices	<b>Verb Tenses</b> Editing and Evaluating Parenthesis - Brackets, Commas and Dashes Formal and Informal Writing Cohesion Across Paragraphs

**Key Stage 2**

SUBJECT AREA		TERM 1	TERM 2	TERM 3
<b>MATHS</b>	<b>Number</b>	<b>Number &amp; place value:</b> Count in 4, 8, 50 and 100. Compare and order up to 1000.	<b>Subtraction:</b> One, tens and hundredths. Written, mental, check and problems.	<b>Fractions:</b> Halves and quarters.
	<b>Measure</b>	<b>Length, height &amp; Statistics</b> Measure, compare, add and subtract, units.	<b>Capacity &amp; volume Statistics:</b> Measure, compare, add and subtract, units.	<b>Money:</b> Recognise and know the value of different denominations of coins and notes
	<b>Geometry</b>	<b>Properties of 2D shapes:</b>	<b>Comparing 2D and 3D shapes:</b> Recognise	<b>Movement:</b> Quarter, half and 3 quarter turn.
		<b>Addition:</b> One, tens and hundredths. Written, mental, check and problems.	<b>Multiplication:</b> 3, 4 and 8. 2 digit and 1-digit problems.	<b>Division:</b> 3, 4 and 8. 2 digit and 1 digit mental and written problems.
	<b>3</b>	<b>Mass &amp; weight &amp; Statistics:</b> Measure, compare, add and subtract, units.	<b>Time /Statistics:</b> Tell time Roman, 12/ 24-hour, estimate, record and compare	<b>Date / Statistics:</b> Seconds in a minute, days in month, etc compare durations of events.
		<b>Properties of 3D shapes:</b> Make 3D	<b>Position:</b> Horizontal, vertical, perpendicular and parallel lines	<b>Direction:</b> Angles as a property of shape or a description of a turn.



		Draw 2D shapes, measure perimeter of 2D shapes.	shapes using modelling materials.	2D and 3D shapes in different orientations.			
<b>Key Stage 2</b>							
<b>Number</b>	<b>4</b>	<b>Number &amp; place value:</b> Count in 6, 7, 9 25 and 1000. Compare and order numbers. Round 10, 100, 1000	<b>Addition:</b> 4-digit column method. Estimate use inverse. Two step problems.	<b>Subtraction:</b> 4-digit column method. Estimate use inverse. Two step problems.	<b>Multiplication:</b> 12x table, multiply 0, 1, 2 and 3 digits.	<b>Division:</b> 12x table, Divide by 0, 1 2 and 3 digits.	<b>Fractions:</b> Round decimals, add and minus fractions. Write equivalents.
<b>Measure</b>		<b>Length, height &amp; Statistics:</b> Convert measurements, measure perimeter, area.	<b>Mass &amp; weight Statistics:</b> Convert estimate, compare calculate. Interpret, solve problems.	<b>Capacity &amp; volume Statistics:</b> Convert estimate, compare calculate. Interpret, solve problems.	<b>Time /Statistics:</b> Convert estimate, compare calculate. Interpret, solve problems.	<b>Date / Statistics:</b> Convert estimate, compare calculate. Interpret, solve problems.	<b>Money/Statistics:</b> Column addition, change and difference.
<b>Geometry</b>		<b>Properties of 2D shapes:</b> Lines of symmetry, complete a symmetric figure.	<b>Properties of 3D shapes:</b> Compare and classify shapes.	<b>Comparing 2D and 3D shapes:</b> Compare and classify shapes.	<b>Position:</b> Positions on a 2-D grid as coordinates. Plot points and draw sides to complete a polygon.	<b>Direction:</b> Compare and order angles. Acute and obtuse angles.	<b>Movement:</b> Describe movements as translations left/right up/down.
<b>Number</b>	<b>5</b>	<b>Number &amp; place value:</b> Numbers up to 1,000,000, rounding and Roman Numerals.	<b>Addition:</b> Sums with 4 digits, rounding to check, multi-step problems.	<b>Subtraction:</b> Calculations with 4 digits, rounding to check, multi-step problems.	<b>Multiplication:</b> Multiples, factors. Prime numbers up to 100. Multiply 4 digits by 2 digits. Decimals, square numbers.	<b>Division:</b> Multiples and factors. Prime numbers up to 100. Divide 4 digits by up to 2 digits. Decimals, square numbers.	<b>Fractions:</b> Order, equivalent, add and subtract, write as decimals, percentages round numbers.
<b>Measure</b>		<b>Length, height &amp; Statistics:</b> Convert metrics, use equivalent measures. Calculate area and volume., tables.	<b>Mass &amp; weight Statistics:</b> Convert metrics, use equivalent measures. Problem solves use inverse to check.	<b>Capacity &amp; volume Statistics:</b> Convert metrics, use equivalent measures. Problem solves use inverse to check. Line graph.	<b>Time /Statistics:</b> Convert metrics, use equivalent measures. Problem solves use inverse to check. Timetables.	<b>Date / Statistics:</b> Convert metrics, use equivalent measures. Problem solved use inverse to check. Read dates.	<b>Money/Statistics:</b> Column addition/subtraction. Decimal place. Compare prices.
<b>Geometry</b>		<b>Properties of 2D shapes:</b> Compare regular and irregular polygons	<b>Properties of 3D shapes:</b> Identify 3D shapes form 2D representations.	<b>Comparing 2D and 3D shapes:</b> Know acute and obtuse, right angles measure	<b>Position:</b> Identify, describe and represent translations.	<b>Direction:</b> Identify describe and represent reflections.	<b>Movement:</b> Identify angles at a point.
<b>Number</b>	<b>6</b>	<b>Algebra/ Number &amp; place value:</b> Numbers up to 10,000,000, round whole numbers, use negative numbers, problem solve	<b>Algebra/ Addition:</b> mental calculations, multi-step problems, operations order, method and why. Estimate.	<b>Algebra/Subtraction:</b> mental calculations, multi-step problems, operations order, method and why, estimate.	<b>Algebra/ Multiplication:</b> factors, multiples, prime, 4 digits by 2 digits long multiplication, estimate.	<b>Algebra/ Division:</b> divide 4 digits by 2 digits written method, divide interpreting fractions, decimals and remainders, estimate.	<b>Fractions:</b> factors to simply, compare and order, add/subtract/multiply/divide, decimal – fraction.
<b>Measure</b>		<b>Length, height &amp; Convert units</b> of measure to 3 decimal places, Miles- KM	<b>Mass &amp; Weight Statistics:</b> Convert units of measure to 3	<b>Capacity &amp; volume Statistics:</b> Convert units of measure to 3	<b>Time /Statistics:</b> Convert units of measure to 3 decimal	<b>Ratio/Proportion:</b> Relative sizes of two quantities, calculate	<b>Money/Statistics:</b> Mental strategies, decimal places.



		Statistics: interpret pie charts.	decimal places, Interpret line graphs.	<u>decimal places, construct pie charts</u>	places, construct line graphs.	percentages, scale factor.	
	<b>Geometry</b>	<b>Properties of 2D shapes:</b> Draw 2D shapes given dimensions and angles, area.	<b>Properties of 3D shapes:</b> Recognise, describe and build 3D shapes – nets, volume.	<b>Comparing 2D and 3D shapes:</b> Compare and classify shapes, illustrate parts of a circle, find angles	<b>Position:</b> Describe position as full coordinate grid (four quadrants) Translation.	<b>Direction:</b> Draw simple shapes, reflect in the axes. (4 quadrant)	<b>Movement:</b> recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

**Key Stage 2**

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
<b>SCIENCE</b>	<b>3</b>	<b>Forces and Magnets</b> Identify the forces acting on objects. Investigate how a toy car moves over different surfaces. Sort magnetic and non-magnetic materials. Investigate the strength of magnets. Explore magnetic poles. Observe how magnets attract some materials.	<b>Scientists and Inventors</b> The Plant Hunters - find out about the way new plants arrived in our country. Marie Curie - explain how Marie Curie's work on x-rays helps us identify bones. George Washington Carver - explain how George Washington Carver helped farmers to grow crops. Fossil Finders - explain how fossils can be used to find the age of rocks.	<b>Rocks</b> Types of Rocks. Grouping Rocks. explain how fossils are formed. Explain Mary Anning's contribution to palaeontology. explain how soil is formed. Soil Profiles – observe carefully and systematically. present my findings using scientific vocabulary.	<b>Light</b> Recognise that I need light to see things, and that dark is the absence of light. Investigate which surfaces reflect light. Use a mirror to reflect light and explain how mirrors work. Know that light from the sun can be dangerous and that there are ways we can protect our eyes. can investigate which materials block light to form shadows. Find patterns when investigating how shadows change size.	<b>Plants</b> name the different parts of flowering plants and explain their jobs. set up an investigation to find out what plants need to grow well. Record my observations. Present the results of my investigation using scientific language. Moving Water - investigate how water is transported in plants. Name the different parts of a flower and explain their role in pollination and fertilisation. Understand and order the stages of the life cycle of a flowering plant.	<b>Animals Including Humans</b> Nutrition - sort foods into food groups and find out about the nutrients that different foods provide. Food Labels - explore the nutritional values of different foods by gathering information from food labels. Skeletons - sort animal skeletons into groups, discussing patterns and similarities and differences. Human Skeletons - investigate an idea about how the human skeleton supports movement.
	<b>Key Stage 2</b>						
	<b>4</b>	<b>Electricity</b> Explain ways that electricity is generated. Identify electrical appliances and the types of electricity they use. Identify complete and incomplete circuits.	<b>Scientists and Inventors</b> Madagascar in Danger - explore deforestation and conservation in Madagascar. Find out about soil erosion. Alexander Graham Bell - describe Alexander Graham Bell and his	<b>Sound</b> Describe and explain sound sources. Explain how different sounds travel. Explore ways to change the pitch of a sound. Investigate ways to absorb sound.	<b>States of Matter</b> Solid, Liquid or Gas? - sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state.	<b>Living Things and Their Habitats</b> Grouping Living Things Classifying Vertebrates Invertebrate Hunt Show the characteristics of living things in a table and a key. Local Habitat Survey.	<b>Animals Including Humans</b> Identify and name parts of the human digestive system. Explain the functions of the digestive system. Identify the types and functions of teeth.

		Identify and sort materials into electrical conductors or insulators.	inventions. Present my findings about Alexander Graham Bell.	Investigate ways to absorb sound. Make a musical instrument to play different sounds.	Wonderful Water - explore how water changes state. Evaporation Investigation - investigate how water evaporates.	Environmental Changes.	Ask scientific questions and choose a scientific enquiry to answer them.
	<b>5</b>	<b>Earth and Space</b> Explain why we know the Sun, Earth and Moon are spherical. Name and describe features of the planets in our solar system. I can order the planets in our solar system. Explain how planets move in our solar system. explain day and night and the apparent movement of the sun across the sky.	<b>Scientists and Inventors</b> David Attenborough - describe the life and work of David Attenborough. CSI - describe how evidence is used to solve crimes. Mission to the Moon - describe Margaret Hamilton's life and work. Eva Crane - describe Eva Crane and her work with bees.	<b>Properties and Changes of Materials</b> Compare materials according to their properties. Investigate thermal conductors and insulators. Investigate which electrical conductors make a bulb shine brightest. Investigate materials which will dissolve. Use different processes to separate mixtures of materials.	<b>Forces</b> Identify forces acting on objects. Explore the effect gravity has on objects and how gravity was discovered. Investigate the effects of air resistance. Explore the effects of water resistance. Investigate the effects of friction. Explore and design mechanisms.	<b>Living Things and Their Habitats</b> Describe how some plants reproduce. Describe the life cycles of different mammals. explain what Jane Goodall Discovered about chimpanzees. Compare the life cycles of amphibians and insects. Compare the life cycles of plants, mammals, amphibians, insects and birds.	<b>Animals Including Humans</b> Describe the stages of human development. Explain how babies grow and develop. Describe and explain the main changes that occur during puberty. Identify the changes that take place in old age. Identify the relationship between variables.
	<b>6</b>	<b>Scientists and Inventors</b> Stephen Hawking's theories about black holes and report my findings. Libbie Hyman's work about classification. Marie Maynard Daly - how diet affects the way the body functions.	<b>Evolution and Inheritance</b> Inheritance - Explain the scientific concept of inheritance. Adaptation - demonstrate understanding of the scientific meaning of adaptation.	<b>Light</b> Explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes. Understand how mirrors reflect light, and how they can help us see objects.	<b>Electricity</b> Explain the importance of the major discoveries in electricity. Observe and explain the effects of differing volts in a circuit. Observe and explain the effects of differing volts in a circuit. Understand variations in how components function.	<b>Living Things and Their Habitats</b> Classifying animals based on similarities. Describe how living things are classified. Identify the characteristics. Investigate helpful and harmful microorganisms.	<b>Animals Including Humans</b> Identify and name the parts of the human circulatory system. Describe the functions of the main parts of the circulatory system. Explain how water and nutrients are transported within the body.
<b>Key Stage 2</b>							
<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>COMPUTING</b>	<b>3</b>	<b>Drawing and Desktop Publishing</b> Draw with different shapes and lines. Ordering and Grouping	<b>Online Safety</b> What Is Cyberbullying? To Buy or Not to Buy? Keep It to Yourself! Emailing.	<b>Internet Research and Communication</b> Identify how word order affects search results. Explain how searches return results.	<b>Presentation Skills</b> Planning a Branching Story. Creating the Slides. Theme, Transitions and Animation.	<b>Programming Turtle Logo and Scratch</b> <a href="#">Scratch - Imagine, Program, Share (mit.edu)</a>	<b>Word Processing Skills</b> Screenshots and Passwords. Change Case. Align Text.



	<p>Manipulating Objects. Make Posters. Combining Text and Images. Effective Layouts.</p>	<p>Online Communication. Knowledge about online safety to plan a party online.</p>	<p>Saving and sharing. How Do We Communicate Online? Explain how to stay safe when communicating online. Explain why I need to be responsible online.</p>	<p>Action Settings. Audio and Video. Completing the Story.</p>	<p>Create and debug an algorithm using the move, rotate and repeat commands. Pen Up and Pen Down. Regular Polygons. Drawing. Regular Polygons in Scratch. Pens.</p>	<p>Bullets and Numbering. Advanced Select and Keyboard Shortcuts. Using Text Boxes and Text Wrap.</p>
4	<p><b>Animation</b> History of Animation - describe early forms of animation before computers and how computers have made a difference. Stick Figure Animation - create a short computer animation using one or more moving stick figures. Recording Movement of Characters - create a recorded animation involving a number of moving characters on a background. Structured Timing - structure specific timing of animations using a time slider Stop Motion Animation - use a camera to create a short stop motion animation film. Evaluating Animation Techniques - analyse and evaluate software.</p>		<p><b>Online Safety</b> identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. Use a search engine accurately. Understand the term 'plagiarism' and how to avoid it. Create a safe online profile. <b>Programming Turtle Logo</b> Using Turtle Logo to create and debug a procedure. Create and debug an algorithm that uses setpos to draw shapes. Create and debug an algorithm with different colours. Create and debug an algorithm to fill areas with colour. Using Turtle Logo to create and debug an algorithm to write text. Create and debug an algorithm to draw arcs.</p>		<p><b>Scratch: Questions and Quizzes</b> Create content that accomplish given goals. Solve problems by decomposing them into smaller parts. In the context of analysing the difference between paper and online quizzes. Write and debug programs that accomplish specific goals in the context of creating a quiz question. Create visual effects as part of a quiz.</p> <p><b>Word Processing</b> Ingenious Images. Learn the Layout. Use the spellcheck tool. Insert and format a table in a word processing document. Change a page layout for a purpose. Hyperlinks within a word document.</p>	
5	<p><b>Controlling Devices: Flowol</b> What is a Flowchart? - draw and interpret a flowchart with the correct symbols. Programming Outputs - edit a flowchart to control a simulated device. Multiple Outputs - control multiple outputs at the same time.</p>	<p><b>Radio Station</b> Use software to create my own sounds by recording, editing and playing. Combine audio effects to create an original radio jingle. Research and plan digital content for a radio podcast. Use software to create and present digital content for a radio podcast.</p>	<p><b>3D Modelling: SketchUp</b> Use software to draw and manipulating simple 3D shapes. Add detail to simple 3D shapes.</p> <p>Furniture - add and manipulate 3D models. A Table - create a complex 3D model. Your Room - create a 3D model of my own design.</p>	<p><b>Online Safety</b> Spam! - identify spam emails and what to do with them. Sites to Cite - write citations for the websites used for research. Create strong passwords. False Photography - find out how photos can be altered and presented as reality online.</p>	<p><b>Scratch – Developing Games</b> Creating a Maze Game - Design a set of instructions on paper for a character game, to convert into Scratch algorithm. Designing Characters &amp; Backdrops - Design an original character or backdrop for a specific purpose within a computer game. Adding Effects Splat Game - create a new computer game, with a specific purpose or goal. Make an object move automatically and change its appearance. Changing Costumes - add further costumes and programming costume changes Scoring &amp; Levels - Complete game playability by adding scoring and levels.</p>	



	<p><b>6</b></p> <p><b>Spreadsheets</b>  Number Operations - enter data and formulae into a spreadsheet.  Ordering and Presenting Data - order and present data based on calculations.  Add, Edit and Calculate Data - create totals and averages for existing data; sort according to either column then add or edit the data by following instructions.  Solving Problems - use a spreadsheet to solve problems.  Party Plan Budget – use a list of possible items and prices, along with a maximum spending budget.  Design You Own - design a spreadsheet for a specific purpose.</p> <p><b>Kodu Programming</b>  Code Investigator – introduce introduced the Kodu software as a programming environment and evaluate its features and how it works.  When and Do Instructions - program Kodu using 'When' and 'Do' instructions.  Creating Worlds - use tools and add features to create an original landscape in Kodu.  Deconstructing Code - analyse and deconstruct code to work out its purpose.  Racetrack - program a character to be controlled around a custom track to reach a goal.</p>	<p><b>Scratch: Animated Stories</b>  Animate a Scene - create appropriate animations for a story scene.  Broadcast a Message - structure and control the timing of events.  Show and Hide - control when objects need to be visible.  Sequence a Story - sequence events to create a story narrative.  Adding Audio - add voice sounds to enhance an animated story.  Getting Interactive - interactive user features to a scene or story</p> <p><b>Online Safety</b>  Cyberbullying - find similarities and differences between inperson and cyberbullying. Identify good strategies to deal with cyberbullying.  Secure Websites - identify secure websites by identifying privacy seals of approval.  People Online - understand the benefits and pitfalls of online relationships. Identify information that I should never share.  Girls and Boys Online - Identify how the media play a powerful role in shaping ideas about girls and boys.  SMARTbots - Identifying how to behave in a range of online scenarios.  Online Safety: Let's Get Quizzical! - create an online safety quiz.</p>	<p><b>Filmmaking</b>  Writing a Script - use appropriate software and other tools effectively to write a film script.  Research and Sources - locate and check appropriate digital content and provide accurate crediting of sources.  Filming - use digital recording devices to film and import into video editing software.  Interviewing - plan, conduct and import video interviews as part of a short film.  Editing – use video editing software to combine and edit their videos into a finished film.  Publishing – add final touches to turn their videos into a finished film, saving as a movie file and presenting with a screening.  Cinema – set up a cinema show, make posters, tickets and show the film to the whole school.</p>
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**Key Stage 2**

SUBJECT AREA	TERM 1		TERM 2		TERM 3		
<b>HUMANITIES</b> (Geography, history, religious education)	<b>3</b>	<b>Geography</b>	<b>RE</b>	<b>History</b>	<b>Geography</b>	<b>RE</b>	<b>History</b>
		<p><b>The UK</b>  Countries and Cities.  Rivers and Seas.  Around the Counties.  Hills and Mountains.  How London Grew.  Our Changing Nation.</p>	<p><b>The Nativity Story</b>  Mary and Joseph - explain where Nazareth is and who Mary and Joseph were.  The Journey - explain the journey Mary and Joseph went on to Bethlehem.  A Baby Is Born - explain where Jesus was born and why he was born there.</p>	<p><b>Crime and Punishment</b>  The Roman Legacy.  Anglo-Saxon Laws and Justice.  The Torturing Tudors.  The Highway Man: Hero or Villain?  Victorian Prisons.  Through the Ages.</p>	<p><b>Rainforests</b>  Where Are the Rainforests?  The Rainforest Climate.  Layers of the Rainforest.  Life in the Rainforest.  The Amazon.  Protecting the Rainforests.</p>	<p><b>Hinduism</b>  who founded Hinduism and where?  The main beliefs in Hinduism.  Explain which places are special to Hindus.  Describe some special Hindu festivals.  Hindus have multiple holy books.  Explain the meanings of Hindu symbols.</p>	<p><b>Vikings and Anglo-Saxons</b>  Viking Raiders and Invaders.  Anglo-Saxon Kings.  Danegeld.  Viking Life.  Laws and Justice.  The Last Anglo-Saxon Kings</p>

	4	<b>All Around the World</b> The Northern Hemisphere, and the Southern Hemisphere. Identify lines of latitude and longitude. Key features of the polar regions and compare them to the UK. In the Tropics.	<b>People of Faith</b> Dalai Lama. Rabbi Jonathan Sacks. Fauja Singh. Bear Grylls. How Do My Beliefs Impact on My Life?	<b>The Railways</b> The Earliest Railways and Locomotives. The Wonder of Steam Locomotives. The Growth of Britain's Railway Lines. Railway Art. The Impact of the Railways. Locomotive Technology	<b>Somewhere to Settle</b> What Did Early Settlers Need? Where Would You Settle? What's in a Name? How Is Land Used in Settlements? How Are Settlements Linked? An Ideal Place to Settle.	<b>Food and Fasting</b> How Do We Think about Food? Religious Rules about Food. Giving Up Food. Fasting. Food for Celebration. plan a feast event.	<b>Riotous Royalty</b> William the Conqueror. King John. Henry VIII. Queen Anne Queen Victoria The Modern Royal Family
	5	<b>Marvellous Maps</b> Using Atlases. Identifying landmarks shown on an Ordnance Survey map. Compass Points. Grid References. Planning a Route. Comparing maps and photographs of places.	<b>The Meaning of Christmas for Christians</b> What Christmas means to me and to Christians. The importance of love at Christmas time in Christianity. The meaning of a popular Christmas carol. Christmas Debate - debate about whether the true meaning of Christmas is lost.	<b>World War II</b> The Outbreak of War. Evacuation. Rationing. The Role of Women. The Holocaust. Key Events.	<b>Magnificent Mountains</b> Mountain Ranges UK Mountains. Features of Mountains. How Mountains Are Made. Mountain Climates. Mountain Travel - describe how tourism affects mountain regions.	<b>Peace</b> Explain the meaning of the word 'peace'. Peace Across Religions. Comparisons Across Religions. Inner Peace. Religions focus on community. Peace Symbols.	<b>Ancient Egypt</b> Who Were the Ancient Egyptians? What Was Lifelike in Ancient Egypt? Mummies. Tutankhamun. Write Like an Egyptian. Egyptian Gods.
	6	<b>Our Changing World</b> Weathering and Erosion. Coastal Features Changing Coastlines. Changing Boundaries Weathering and Erosion. What Does the Future Hold?	<b>Creation Stories</b> Judaism and Christianity. Compare the creation stories of the Abrahamic religions. Hinduism. Sikhism. Types of Creation Stories.	<b>Leisure and Entertainment</b> At the Movies. The Beautiful Game. The Swinging Sixties. Wish You Were Here. The Gogglebox. Technology	<b>Trading and Economics</b> What Do We Trade? Who Do We Trade With? Trading with El Salvador. Fair Trade. The Global Economy. How Has Trading Changed?	<b>Humanism</b> Worldviews Influential Thinkers. Humanist Thinkers. Main Beliefs. Symbols and Meanings. Living a Good Life.	<b>Ancient Greece</b> Who Were the Ancient Greeks? Daily Life in Ancient Greece. Athens and Sparta. The Olympics. Greek Gods and Goddesses. The Trojan War.
	<b>KEY STAGE 2</b>						
		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>PHYSICAL EDUCATION</b>	3	<b>Athletics</b> The Basics - practise existing running, jumping and throwing skills	<b>Circuit Training</b> Ways to travel - learn to travel in a variety of ways.	<b>Gymnastics</b> Jumps and Leaps - perform a range of jumps accurately.	<b>Dance</b> Begin to improvise with a partner to create a simple dance. Create motifs from different	<b>Football</b> Dribbling - Keeping control of the ball Finding a space	<b>Outdoor Adventure Actives (OAA)</b> Terrific Teamwork - To work effectively with others to complete a



		<p>Super Sprinting - compare performances with previous ones and demonstrate improvement to achieve personal best.</p> <p>Heroic Hurdling - To run with fluency over hurdles.</p> <p>Jumping Animals - the standing long jump.</p>	<p>Changing travel - change direction level and speed.</p> <p>Ball skills – use a range of ball control skills.</p> <p>Balance and coordination – control movements using balance and coordination.</p> <p>The full circuit – use a range of movement skills in a circuit of activities.</p> <p>Adapt and improve – adapt and improve performance in a circuit of activities.</p>	<p>Rolls - accurately perform a forward roll from standing and a tucked backward roll.</p> <p>Handstands and Cartwheels - perform a lunge into handstand and a cartwheel accurately.</p> <p>Linking Movements - link movements together by performing a chassis step, straight jump half-turn and cat leap.</p> <p>Performance - create and perform a gymnastics sequence with a partner.</p>	<p>stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p>	<p>Keeping moving with the ball.</p> <p>Passing - Passing the ball</p> <p>Receiving the ball</p> <p>Teamwork Using the width of the field.</p> <p>Shooting - Power shots</p> <p>Finesse shots</p> <p>Balance Using arms</p> <p>Controlling the ball</p> <p>Looking ahead.</p> <p>Skills - Using 3 turns to keep possession of the ball.</p> <p>Practice – use what you have learn in a match.</p>	<p>task. To communicate effectively.</p> <p>Following Instructions - follow multi-step instructions.</p> <p>Problem Solving - solve a range of problems when working with others.</p> <p>Which Direction? - To follow a set of directions correctly. To give clear and precise directions for someone else to follow.</p> <p>Orienteering – maps.</p>
4	<p><b>Athletics</b></p> <p>practise existing running, jumping and throwing skills.</p> <p>Improve my running technique for sprinting including the sprint finish.</p> <p>practise relay running.</p> <p>Learn to jump for distance.</p> <p>Learn the pull throw technique.</p> <p>Take part in a Pentathlon.</p>	<p><b>Circuit Training</b></p> <p>Exercise Effects - To understand the effects of aerobic and anaerobic exercise on the body.</p> <p>Upper Body Exercises - To recognise the benefits of exercise on the upper body.</p> <p>Lower Body Exercises - To recognise the benefits of exercise on the lower body.</p> <p>Core Exercises - To recognise the benefits of exercise on the core muscles</p> <p>Setting Targets - To set personal targets for exercise.</p> <p>Personal Best - To improve performance in order to reach personal targets.</p>	<p><b>Gymnastics</b></p> <p>Jumps and Leaps - perform a range of jumps and leaps.</p> <p>Rolls - perform a straddle forward roll and a backward roll to straddle correctly.</p> <p>Round-Offs - perform a lunge into cartwheel correctly.</p> <p>Linking Movements - link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.</p> <p>Performance - work in a small group to create and perform a gymnastics sequence with a theme.</p>	<p><b>Dance</b></p> <p>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p><b>Tag Rugby</b></p> <p>Throwing and Catching - To throw and catch a rugby ball.</p> <p>Moving and Dodging - To execute a successful pass of a rugby ball while on the move. To move with the ball into space.</p> <p>Tagging - To know, understand and apply the rules of tagging in tag rugby.</p> <p>Intercepting - To gain possession by intercepting a pass.</p> <p>Attacking and Defending Tactics - To use my attacking and defending skills and knowledge to make tactical decisions.</p> <p>Gameplay - To apply attacking and defending skills in a game of tag rugby.</p>	<p><b>Outdoor Adventure Actives (OAA)</b></p> <p>Team Games - work together in small groups, developing problem-solving skills.</p> <p>The Masked Mass - describe how the body reacts at different times and how this affects performance whilst showing leadership skills.</p> <p>Exploration</p> <p>Experiments - To navigate around a space with growing confidence.</p> <p>Anagram Antics - Read a map with increasing accuracy and confidence and within a time limit.</p> <p>Symbol Circuits - create symbols that are effective for map-reading.</p>	



5	<p><b>Athletics</b> Practise and refine existing running, jumping and throwing skills in the context of Athletics. Use an effective technique for sprinting including the sprint start. Sustain my running pace over longer distances. Develop flexibility, strength, technique, control and balance in the context of fling throw (discus). To learn the fling throw technique. To use a variety of throwing techniques.</p>	<p><b>Striking and Fielding: Rounders</b> Batting and Bowling - To learn the correct techniques for batting and bowling in rounders Throwing and Catching - To use the correct techniques for throwing and catching when fielding in rounders. Backstop and Bases - To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively in these positions and demonstrate good skill and technique. Deep Fielding - To know the roles and responsibilities of the deep fielders in rounders.</p>	<p><b>Gymnastics</b> Jumps and Leaps - perform a stag jump and split leap. Rolls - perform pike rolls. Handstands, Cartwheels and Round-Offs - perform a round-off. Linking Movements - independently plan a sequence of gymnastics movements that are creatively linked together. Performance - perform a gymnastics sequence in a pair or group in time to music.</p>	<p><b>Dance</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p><b>Basketball</b> Expert Dribbling – learn to dribble with a basketball. Skilful Passing - To use a range of techniques to pass a basketball successfully. Footwork and Pivoting - To know how to pivot. To move effectively around the court. Keeping Possession - To use strategies to keep possession of the ball. Smart Marking - To know how to mark a player effectively. To get free from a defender Let's Play! - To apply our basketball skills when playing as part of a team in a game. To evaluate my performance.</p>	<p><b>Outdoor Adventure Actives (OAA)</b> Communicate and Collaborate - work as part of a team to complete a range of challenges. Agility and Endurance - demonstrate agility and endurance in a range of situations. Navigation Skills - To know what a compass is and how to use it. To know the eight directions on a compass. All About Maps - To read, follow and understand maps. Around the Grounds - take part in an orienteering exercise.</p>
6	<p><b>Athletics</b> Practise and refine fundamental movement skills needed for athletics. Work as a team to competitively perform a sprint relay. Control running pace over a range of distances. Refine my hurdling technique. Throw for distance using a heave throw technique.</p>	<p><b>Striking and Fielding</b> Speedy Catching - I can react quickly and catch balls thrown at different heights and angles. Attacking the Ball - I can attack the ball using effective fielding techniques. Distance Throwing - I can throw the ball accurately over a large distance Brilliant Batting - I can strike a bowled ball over a large distance into space. Bowled Over - I can bowl a ball overarm at a target.</p>	<p><b>Gymnastics</b> Jumps and Leaps - accurately perform a cat leap full turn and a stag leap. Rolls - accurately perform a dive forward roll and a pike backward roll. Cartwheels and Round-Offs - perform a hurdle step into a cartwheel and a round-off. Linking Movements - perform a series of similar movements in quick succession, linked together to form a sequence. Performance - work in a large group to</p>	<p><b>Dance</b> identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent</p>	<p><b>Netball</b> Passing and Catching - To improve and refine catching and throwing in netball. To use a range of netball passes. To know how to catch a netball in different ways. Footwork and Pivoting - To know how to pivot. To understand the footwork rule in netball. Outwit Your Defender - To know how to outwit a defender to receive a pass. Attacking and Defending - To know how to one-on-one mark an opposition player. To aim for a target.</p>	<p><b>Outdoor Adventure Actives (OAA)</b> Perfect Problem-Solving - work systematically and as part of a team to solve a range of problems. Positivity and Perseverance - demonstrate positivity, perseverance and effective teamwork when completing a range of challenges. Expert Communication - use a range of communication methods effectively during problem solving activities and challenges.</p>

		Skills Circuit - I can apply striking and fielding skills to complete a circuit of activities.	choreograph and perform a gymnastics routine in time to music.	sequence. Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs.	High 5 Netball Tournament - To play in a netball tournament with the whole school. To evaluate my own and others' performance.	Leadership and Cooperation - demonstrate effective leadership skills. To work together effectively to achieve a common goal.
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**KEY STAGE 2**

SUBJECT AREA		TERM 1	TERM 2	TERM 3
ART	3	<b>Autumn</b> Drawing Leaves in Pencil. Drawing Leaves in Colour. Printing Leaf Patterns. Making Paper Leaves. Drawing Pumpkins, learn about the artist Matisse. Painting Vegetable Skins, learn about the artist Cezanne.	<b>European Art</b> Drawing Broken Buildings - learn about great artists, architects, and designers in history in the context of Anselm Kiefer. Painting on the Ceiling - learn about great artists, architects, and designers in history in the context of Michelangelo. Shape Houses - learn about great artists, architects, and designers in history in the context of Le Corbusier. Make a shape house using 2D shapes. Drawing Portraits with a Rubber - learn about great artists, architects, and designers in history in the context of Rembrandt. Making Paper Hats - make a hat in the style of Coco Chanel. Growing a Moustache – learn about the artist Salvador Dali.	<b>Bodies</b> Drawing Outlines in Felt Tip – learn about the artist Julian Opie. Drawing Body Shapes in Charcoal – learn about the artist Henry Moore. Drawing Bodies in Pen. Making Body Maquettes. Making Figures in Clay. Making Paper Clothes in the style of Vivienne Westwood.
	4	<b>Insects</b> Drawing Insects in Pencil. Drawing Insects in Colour Designing Insect Mosaics. learn about great artists, architects and designers in history in the context of Louise Bourgeois. Making Insect Shadow Puppets. Making Insect Sculptures. Learn about great artists, architects and designers in history in the context of Jennifer Angus. Make a 3D model of an insect.	<b>British Art</b> Telling Stories in Pictures - Learn about great artists, architects, and designers in history in the context of Paula Rego. Painting Landscape in Pieces - learn about great artists, architects, and designers in history in the context of Gainsborough. Memory Postcards - learn about great artists, architects, and designers in history in the context of Sonia Boyce. Portraits In Different Effects - learn about great artists, architects, and designers in history in the context of Lucien Freud. Portraits In Different Effects - learn about great artists, architects, and designers in history in the context of Howard Hodgkin. Making sensory boxes.	<b>Fruit and Vegetables</b> Drawing Peppers in Charcoal - learn about great artists, architects, and designers in history in the context of Braque, Claesz and Kalf. Sculpting Peppers in Clay. Drawing Fruit and Vegetables in Colour - learn about great artists, architects, and designers in history in the context of Carl Warner. Painting Fruit and Vegetables - learn about great artists, architects, and designers in history in the context of Caravaggio. Designing Fruit and Vegetable 'Softies' on Fabric - learn about great artists, architects and designers in history in the context of Michael Brennand-Wood.



	<b>5</b>	<b>Wildlife</b> Drawing Birds in Pencil Drawing Feathers Printing Feathers Making Textured Clay Tiles Modelling Newspaper Birds Learn about great artists, architects and designers in history in the context of Constantin Brancusi. learn about great artists, architects and designers in history in the context of designer Richard Sweeney.	<b>Plants and Flowers</b> Drawing Plants in Pencil. Drawing Plants in Colour. learn about great artists, architects, and designers in history in the context of Henri Rousseau. Hapa-Zome: Printing Plants Using Hammers - learn about great artists, architects, and designers in history in the context of India Flint. Making Plants in Paper. Making 3D Plant Sculptures. learn about great artists, architects, and designers in history in the context of Alexander Calder and David Oliveira.	<b>Ancient Egypt</b> Drawing Faces in Pencil. Drawing Faces in Charcoal. Learn about great artists, architects, and designers in history in the context of David Hockney. Drawing Masks in Pen - Learn about great artists, architects, and designers in history in the context of Man Ray. Making Egyptians Masks in Clay. Modelling Masks in Papier Mache. learn about great artists, architects, and designers in history in the context of Fernand Leger.
	<b>6</b>	<b>The Seaside</b> Drawing Fish in Pen. Drawing Shells in Colour Learn about great artists, architects and designers in history in the context of Alfred Wallis. Printing Fish on Colour. Weaving Seaside Scenes. Making Fish Lanterns. learn about great artists, architects and designers in history in the context of Hokusai.	<b>South and Central American Art</b> Clay Monkeys - learn about great artists, architects, and designers in history in the context of Frida KHALO. Making Picture Puzzles - learn about great artists, architects, and designers in history in the context of Leonora Carrington. Catching Dreams - learn about great artists, architects, and designers in history in the context of Joaquin Torres Garcia. Mural Mash Up - Tropical Collage - learn about great artists, architects, and designers in history in the context of Beatriz Milhazes.	<b>North American</b> Drawing the Other Half - learn about great artists, architects, and designers in history in the context of John Singer Sargent. Make Your Own Landscapes - make a landscape collage. Learn about great artists, architects, and designers in history in the context of Ansel Adams. Body Abstract - learn about great artists, architects, and designers in history in the context of Helen Frankenthaler. 'Building Block' Houses - learn about great artists, architects, and designers in history in the context of Frank Lloyd Wright.

**KEY STAGE 2**

<b>SUBJECT AREA</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
	<b>Design</b> Identify the design features of their products that will appeal to intended customers. Use their knowledge of a broad range of existing products to help generate their ideas. Design innovative and appealing products that have a clear purpose and are aimed at a specific user. Explain how particular parts of their products work. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. When designing, explore different initial	<b>Make – Planning</b> Plan With growing confidence, carefully select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities. place the main stages of making in a systematic order.	<b>Make - Practical skills and techniques</b> Learn to use a range of tools and equipment safely, appropriately, and accurately and learn to follow hygiene procedures. Use a wider range of materials and components, including construction materials and kits, textiles, and mechanical and electrical components. With growing independence, measure and mark out to the nearest cm and millimeter. Cut, shape and score materials with some degree of accuracy. Assemble, join, and combine material and components with some degree of accuracy. Demonstrate how to measure, cut, shape, and join fabric with some accuracy to make a



DESIGN TECHNOLOGY		<p>ideas before coming up with a final design. When planning, start to explain their choice of materials and components including function and aesthetics. Test ideas out through using prototypes. Use computer-aided design to develop and communicate their ideas.</p>		<p>simple product. Join textiles with an appropriate sewing technique. Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p>
	4	<p><b>Evaluate</b> Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. Explore what materials/ingredients products are made from and suggest reasons for this. Consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product. Evaluate their product against their original design criteria. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p>	<p><b>Technical Knowledge</b> Understand that materials have both functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to create more useful characteristics of products. Understand and demonstrate how mechanical and electrical systems have an input and output process. Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products. explain how mechanical systems such as levers and linkages create movement. use mechanical systems in their products.</p>	<p><b>Cooking and Nutrition</b> Start to know when, where and how food is grown (such as herbs, tomatoes, and strawberries) in the UK, Europe, and the wider world. Understand how to prepare and cook a variety of predominantly savory dishes safely and hygienically. With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven. Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading, and baking. Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.</p>
	5	<p><b>Design</b> Use research to inform and develop detailed design criteria to inform the design of innovative, functional, and appealing products that are fit for purpose and aimed at a target market. Use their knowledge of a broad range of existing products to help generate their ideas. Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user. Explain how particular parts of their products work. Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas. Generate a range of design ideas and clearly communicate final designs. Consider the availability and costings of resources when planning out designs.</p>	<p><b>Make</b> Planning Independently plan by suggesting what to do next. With growing confidence, select from a wide range of tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities. Create step-by-step plans as a guide to making.</p>	<p><b>Make - Practical skills and techniques</b> Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures. Independently take exact measurements and mark out, to within 1 millimeter. Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components. Cut a range of materials with precision and accuracy. Shape and score materials with precision and accuracy. Assemble, join, and combine materials and components with accuracy. Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product. Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch.</p>

		Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry, and the wider environment.		Refine the finish using techniques to improve the appearance of their product, such as sanding, or a more precise scissor cut after roughly cutting out a shape.
	<b>6</b>	<p><b>Evaluate</b></p> <p>Complete detailed competitor analysis of other products on the market.</p> <p>Critically evaluate the quality of design, manufacture, and fitness for purpose of products as they design and make.</p> <p>Evaluate their ideas and products against the original design criteria, making changes as needed.</p>	<p><b>Technical Knowledge</b></p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to create more useful characteristics of products.</p> <p>Understand and demonstrate that mechanical and electrical systems have an input, process, and output.</p> <p>Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products.</p> <p>Apply their understanding of computing to program, monitor and control a product.</p>	<p><b>Cooking and Nutrition</b></p> <p>Know, explain, and give examples of food that is grown (such as pears, wheat, and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe, and the wider world.</p> <p>Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality.</p> <p>Understand that food is processed into ingredients that can be eaten or used in cooking.</p> <p>Demonstrate how to prepare and cook a variety of predominantly savory dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying, and boiling.</p>

**KEY STAGE 2**

<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>PSHE/ BRITISH VALUES</b>	<b>3</b>	<p><b>Living in the Wider World - Aiming High</b></p> <p>Discuss their personal achievements and skills.</p> <p>Identify what a positive learning attitude is.</p> <p>Talk about a range of jobs that people do.</p> <p>Discuss what skills and interests are needed for different jobs.</p> <p>Talk about jobs they might like to do in the future.</p>	<p><b>Health and Wellbeing - Safety First</b></p> <p>Identify and discuss some school rules for staying safe and healthy.</p> <p>List some of the dangers we face when we are using roads, water or railways.</p> <p>Describe drugs, cigarettes and alcohol in basic terms. Identify some common injuries and know they can be treated with first aid.</p> <p>Recognise hazards and dangers in an emergency situation.</p>	<p><b>Relationships – TEAM</b></p> <p>use pictures to express their thoughts, feelings and worries.</p> <p>Plan and create a role play about a team scenario.</p> <p>With support, read clues and work as a team to solve a crime.</p> <p>With support, identify a feeling and how it is being expressed.</p> <p>Show the resolution to a dispute through pictures and with the key words given.</p>	<p><b>Health and Wellbeing - Think Positive</b></p> <p>understand that it is important to look after our mental health.</p> <p>Recognise and describe a range of positive and negative emotions.</p> <p>Discuss changes people may experience in their lives and how they might make them feel.</p> <p>Talk about things that make them happy and help them to stay calm.</p> <p>Identify uncomfortable emotions and what can cause them.</p>	<p><b>Living in the Wider World - Diverse Britain</b></p> <p>Describe what it is like to live in Britain.</p> <p>Talk about what democracy is.</p> <p>Talk about what rules and laws are.</p> <p>Talk about what liberty means.</p> <p>describe a diverse society.</p> <p>Describe what being British means to them.</p>	<p><b>Relationships – VIPs</b></p> <p>With support, discuss how the impact of our attitudes affects us when trying to make new friendships.</p> <p>With support, plan out how they will be an anonymous friend over the week.</p> <p>Use a support sheet to discuss the dares within a story.</p> <p>Use a support sheet to create a role play about positive resolution techniques.</p> <p>Create a poster with ideas to help someone</p>



		Discuss what skills they might need to do certain jobs.	state 999 as the number to call to seek help in an emergency.	Use a word mat to create a list of good deeds they can contribute.	Discuss the characteristics of a good learner.		who is being bullied, with a support sheet of ideas.
<b>PHSE/ BRITISH VALUES</b>	<b>4</b>	<b>Relationships- be yourself</b> List some of their achievements and say why they are proud of them. Identify facial expressions associated with different feelings. Describe some strategies that they could use to help them cope with uncomfortable feelings. Suggest assertive solutions to scenarios. Explain that the messages they receive from the media about how they should look, think and behave are not always realistic.	<b>Health and Wellbeing - It's My Body</b> Understand the importance of sleep, exercise and healthy eating. Discuss what happens to muscles when we exercise them. Understand they can choose what happens to their body and know when a 'secret' should be shared. Explain that too much sugar is bad for health. Know the difference between medicine and harmful drugs and chemicals. Explain how germs travel and spread disease. Identify ways to protect their bodies from ill health.	<b>Living in the Wider World - One World</b> Describe similarities and differences between people's lives. Identify opinions that are different from their own. Express their own opinions. Recognise that their actions impact on people in different countries. Know what climate change is. Know there are organisations working to help people in challenging situations in other communities.	<b>Living in the Wider World - Money Matters</b> Discuss where money comes from. Talk about reasons people go to work. Discuss payment resources we can use to spend money. Consider why and how people might borrow money. Discuss the choices we have about how to spend our money. Explain ways we can keep track of what we spend.	<b>Relationships - Digital Wellbeing</b> Identify some positives and negatives of the Internet. Explain what to do if they experience or see bullying online. Explain ways to communicate safely online and identify ways to get support if they do not feel safe. Assess the reliability of online information. Explain what personal information includes. Know why we shouldn't share passwords and private information. explain why we have rules and restrictions around the technology we use.	<b>Health and Wellbeing - Growing Up Our Bodies</b> Name the main male and female body parts needed for reproduction. Describe some of the changes boys go through during puberty. Describe some of the changes girls go through during puberty. Describe some feelings young people might experience as they grow up. Talk about their own family and the relationships within it. Understand that there are many different types of family. Identify similarities and differences in different loving relationships.
		<b>Living in the Wider World – Aiming High</b> Discuss their personal achievements and skills. Discuss different learning styles. Identify what a helpful learning attitude is. Talk about the range of jobs that people do. Understand what a stereotype is. Talk about skills employers look for in employees. Work with others in a team.	<b>Health and Wellbeing - Safety First</b> Describe what a dare is and identify situations involving peer pressure. Know when to seek help in risky or dangerous situations. Identify and discuss some school rules for staying safe and healthy. Recall the number to dial in an emergency. List some of the hazards they might find at home.	<b>Relationships – TEAM</b> Understand what successful teamwork skills are. Express opinions respectfully. Explain what collaborative working is. Discuss what a compromise is. Discuss different types of unkind behaviour. Identify ways of showing care to others in their team.	<b>Health and Wellbeing – Think Positive</b> Talk about their thoughts, feelings and behaviours. Identify unhelpful and helpful thoughts. Suggest outcomes linked to certain thoughts, feelings and actions. Discuss ways in which positive thinking can be beneficial. Identify and discuss uncomfortable emotions.	<b>Living in the Wider World – Diverse Britain</b> Talk about the range of faiths and ethnicities in Britain. Explain how and why laws are made. Explain what a community is. Discuss some roles of local government. Describe the basic structure of national government. Talk about the role of charities and voluntary groups in the community.	<b>Relationships – VIPs</b> Share ideas for ways we can care for our VIPs. Create a poster to show a calming technique with support. Discuss how a disagreement could be handled with support. Explain ways to resist pressure with support. Identify which secrets are OK to keep and which need to be shared with support. Identify some aspects of healthy and

		Discuss the skills everyone needs to succeed.	Understand some substances at home can be dangerous.	List shared responsibilities within the class team.			unhealthy relationships. Identify different types of relationships.
	<b>6</b>	<b>Relationships - Be Yourself</b> Discuss scenarios where children are torn between 'fitting in' and being true to themselves. Explain how to communicate their feelings in different situations. Create a role play to show different ways to manage uncomfortable feelings. Discuss which situations would make people fight or flee and why.	<b>Health and Wellbeing – It's My Body</b> Understand that they can choose what happens to their own bodies. Know where and how to get help if they are worried. Understand the importance of sleep, exercise and healthy eating. Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies.	<b>Living in the Wider World - One World</b> Explain what a global citizen is. Say what global warming is. Understand that human energy use can harm the environment. Understand the importance of not wasting water. Understand what biodiversity is. Understand that their choices can have far reaching consequences.	<b>Living in the Wider World – Money Matters</b> Talk about what financial risk is. Discuss the ways advertisers try to influence consumers. Identify what it means to be a 'critical consumer'. Describe what 'value for money' means. Talk about what it means to budget. Discuss how money can affect people's emotions. Talk about ethical spending. Talk about what tax is.	<b>Relationships – Digital Wellbeing</b> Identify the benefits and risks of the Internet. Understand it is important to look after their digital wellbeing. Recognise the signs of inappropriate and harmful online relationships. Identify the benefits and risks of social media. Understand that online bullying is wrong and what to do to get help to make it stop. Explain that not all online information is true.	<b>Health and Wellbeing - Growing Up</b> Name physical changes young people will experience during puberty. Appreciate that there is no such thing as a perfect body. List things that all loving relationships have in common. Explain what a sexual relationship is. Explain how babies are conceived and how they are born. Identify someone they could talk to about their changing body, should they need to.

**KEY STAGE 2**

<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>MUSIC</b>	<b>3</b>	<b>Singing</b> Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	<b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	<b>Composing- Improve</b> To become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and	<b>Composing- Compose</b> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.	<b>Performing - Instrumental Performance</b> Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to	<b>Performing - Reading Notation</b> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.



		Perform as a choir in school assemblies.		end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources.		question-and-answer phrases	
	4	<p><b>Singing</b> Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps.</p>	<p><b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Composing-Improvise</b> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.</p>	<p><b>Composing- Compose</b> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) Explore developing knowledge of musical components by composing music to create a specific mood. Introduce major and minor chords.</p>	<p><b>Performing - Instrumental Performance</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).</p>	<p><b>Performing - Reading Notation</b> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g., C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
	5	<p><b>Singing</b> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and a chorus. Perform a range of songs in school assemblies and in</p>	<p><b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Composing-Improvise</b> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud</p>	<p><b>Composing- Compose</b> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm</p>	<p><b>Performing - Instrumental Performance</b> Play melodies on tuned percussion, melodic instruments or keyboards, understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic</p>	<p><b>Performing - Reading Notation</b> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4-, 3/4- and 4/4-time signatures. Read and perform pitch notation within an octave (e.g., C–C'/do–do). Read and play short rhythmic phrases at sight from prepared</p>

		school performance opportunities.		(mezzo forte), and moderately quiet (mezzo piano).	notation and time signatures, staff notation or technology.	instruments to form mixed ensembles, including a school orchestra.	cards, using conventional symbols for known rhythms and note durations.
	<b>6</b>	<b>Singing</b> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs.	<b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	<b>Composing-Improvise</b> Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	<b>Composing- Compose</b> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	<b>Performing - Instrumental Performance</b> Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.	<b>Performing - Reading Notation</b> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g., C-C/ do-do). Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.

**Key stage 2**

		<b>French</b>	<b>Spanish</b>
<b>Languages</b>	<b>3</b>	Getting to know you All about me Food Family	Meet and greet My body Time to eat Colours
	<b>4</b>	All around town On the move Going shopping	My town Let's go Shopping The wider world
	<b>5</b>	Getting to know you All about ourselves Families and friends	All about me The way I look Eating out
	<b>6</b>	Visit a French town Let's go shopping All about France	People around me All about school