Bright Futures

Bright Futures School
Stage Two Curriculum 2023 - 2027

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

At Bright Futures School, our Stage Two students have the opportunity to study learning programmes.

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

English including the Read Write Inc Programme and Fresh Start.
Communication; communication devices are assessed and used to support non-verbal students (e.g., 'Speak for Yourself' Application AAC on iPad)
Mathematics
Science
Computing
PSHE/RSE (which includes British Values and SMSC)
Humanities (including Geography, History and Religious Education)
Art & Design Technology
Music
Food Technology
Modern Foreign Languages
Physical Education including swimming
Forest School and Horticulture

The specialist teaching team in the Stage Two provision work closely with the student's 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	3	**Fiction stories** Students will read y3 common exception words. Students will learn to read aloud books closely matched to their phonic knowledge. Students will identify how language, structure and	**Non-fiction books** Students will learn to summarise what they have read from multiple paragraphs. Students will use dictionaries to find the meaning of words. Students will learn the following prefixes-in, im-, il-	**Myths & Legends - Greek Myths** Students will ask questions to develop their understanding of the text. Students will discuss and identify words and phrases that capture the reader's interest and imagination.	**Myths & Legends – Arthurian Legends** Students will learn the appropriate terminology when discussing texts ('plot', 'character', 'setting') Students will learn to spot different themes and conventions in fiction stories e.g. good vs evil	**Adventure Stories** Students will learn to predict what might happen from the details previously shared. Students will check the text makes sense to them by discussing and sharing their understanding and explaining the meaning of the words in context.	**Plays & dialogues** Students will identify different types of poetry e.g. free verse, and narrative. Students will prepare and perform poetry and play scripts and begin to show awareness of the audience by using appropriate

			presentation contribute to meaning.	, ir-, di-s, mis-, -un-, re-, sub-, inter-, super- anti- and auto- Students will read and retrieve information from the text and use contents pages to locate information.	Students will learn to spot different themes and conventions in fiction stories		Students will discuss authors' choice of words and phrases for effect Students will learn to spot different themes and conventions in fiction stories e.g. 'the hero is facing an impossible task'.	intonation and volume when reading aloud.
			Phonics: The Read Write Inc programme is accessed by students on a needs basis to offer further support in their reading skills.					
	WRITING (SPAG)		**Justifying an opinion** Students will spell many of the y3 statutory spelling words correctly. Students will maintain the correct tense (including the present perfect tense) throughout their writing. Students will use 'a' and 'an' correctly in their writing. Students will correctly identify and use the following grammatical and spelling devices in their writing. • Nouns and Pronouns for clarity • Consonants and Vowels • Suffixes: -ly • Subordinate Clauses	**Explanations** Students will learn to use ideas from their own reading and modelled work to plan their writing. Students will organise their writing into paragraphs with a specific theme. Students will compose and rehearse sentences orally. Students will use simple organisational devices e.g. headings and sub-headings Students will correctly identify and use the following grammatical and spelling devices in their writing. • Adjectives • 'A' or 'An'? • Prefixes: super-, anti-, auto • Present Tense • Apostrophes	**Writing to compare** Students will learn to use a neat and joined-up handwriting style with increasing accuracy and speed, joining up letters appropriately. Students will learn how to create settings, characters and plots in narratives. Students will proofread their own and others' work from errors and make improvements. Students will use speech marks to punctuate direct speech. Students will correctly identify and use the following grammatical and spelling devices in their writing. • Verbs • Compound Nouns • Prefixes: dis-, mis-, un • Subordinating Conjunctions • Inverted Commas	**Writing to recount: Letter writing** Students will learn to use fronted adverbials in their work. Students will extend their sentences using the conjunctions -when, -if, -because and, -although. Students will learn to spell more complex homophones and near homophones e.g. 'here/hear', 'break/break' and 'mail/male'. Students will learn to choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. Students will correctly identify and use the following grammatical and spelling devices in their writing. • Adverbs - Time, Place & Cause • Prefixes: in • Suffixes: -ation • Coordinating Conjunctions • Organisational Devices	**Writing to Persuade** Students will understand and identify the purpose and audience in a piece of writing and discuss with peers features of structure, vocabulary and grammar to use in their writing. Students will identify and use a wider range of text types (including the use of simple layout devices in non-fiction). Students will correctly identify and use the following grammatical and spelling devices in their writing. • Prepositions • Prefixes: re-, sub-, inter- • Suffixes beginning with Vowels • Time Conjunctions • Paragraphs	**Script writing** Students will recognise and use the terms 'preposition', 'conjunction', 'word family', 'prefix', 'clause', 'subordinate clause', 'direct speech', 'consonant', 'consonant letter', 'vowel', 'vowel letter' and 'inverted commas/speech marks'. Students will make deliberate ambitious word choices to add details. Students will correctly identify and use the following grammatical and spelling devices in their writing. • Homophones • Suffixes: -ous • Word Families • Place and Cause Conjunctions • Editing and Evaluating

	S&L		**Reading aloud** Students will learn to - listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. -follow instructions in a range of unfamiliar situations. -recognise when it is needed and ask for specific additional information to clarify instructions.	**Conversation etiquette** Students will learn to -ask questions that relate to what has been heard or what was presented to them. -begin to offer support for their answers to questions with justifiable reasoning.	**Making comparisons** Students will learn to -rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. -speak regularly in front of large and small audiences. - demonstrate their understanding of characters' emotions by selecting appropriate words and phrases to reflect different emotional states in role-play scenarios.	**Justifying yourself** Students will - use vocabulary that is appropriate to the topic and/or the audience. - recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. - discuss topics that are unfamiliar to their own direct experience	**Presenting in different mediums** Students will -organise what they want to say so that it has a clear purpose. -begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	**Performing in role** Students will -engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. - take account of the viewpoints of others when participating in discussions.

Key Stage 2

SUBJECT AREA			TERM 1		TERM 2		TERM 3	
ENGLISH	READING	4	**Fiction stories** Students will learn to read y4 exception words and identify unusual correspondences between spelling and these occurring in the word. Students will read most words fluently and use their phonic skills to decode unfamiliar words. Students will apply the knowledge of root words, prefixes and suffixes to read fluently. Students will identify key themes within the books they read and be able to discuss why the author would use them.	**Non-fiction books** Students will identify the different purposes they can read for e.g. pleasure, to find information. Students will learn to use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	**Autobiographies** Students will be able to identify main ideas drawn from more than one paragraph and summarise these. Students will discuss and compare texts from a wide range of genres and writers.	**Stories by the same author** Students will discuss similar themes and literary devices e.g. rhyming, and onomatopoeia, in stories by the same author. Students will identify vocabulary used to capture readers' interest and imagination.	**Humorous stories** Students will learn to draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. Students will learn to justify predictions from details stated and implied.	**Stories from other cultures** Students will identify how language, structure and presentation contribute to meaning. Students will identify themes and conventions in a wide range of books.

			Phonics: The Read Write Inc programme is accessed by students on a needs basis to offer further support in their reading skills.					
	WRITING (SPAG)		**Writing to compare** Students will learn to increase the legibility, consistency and quality of their handwriting and confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. Students will identify and use the appropriate vocabulary to compare two stories. Students will write about key themes identified in the stories and link them to knowledge of previous stories they have read. Students will correctly identify and use the following grammatical and spelling devices in their writing: - Singular and Plural Nouns - Pronouns - Standard English - Compound Words - Adverbs To Express Time and Cause	**Sequencing ideas** Students will compose and rehearse sentences orally (including dialogue), using a varied and rich vocabulary, with an increasing range of sentence structures. Students will consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Students will learn to proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. Students will correctly identify and use the following grammatical and spelling devices in their writing: - Possessive Pronouns - Fronted Adverbials - Prepositions To Express Time and Cause - Plural and Possessive '-s' - Commas	**Writing to reflect** Students will write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). Students will write a range of narratives that are well-structured and well-paced. Students will identify and use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Students will consistently use apostrophes for singular and plural possession. Students will correctly identify and use the following grammatical and spelling devices in their writing: - Verb Tenses – Past - Prefixes - Plural Possessive Apostrophes - Subordinate Clauses - Organisational Devices	**Making comparisons** Students will identify 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. Students will learn to expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. 'the heroic soldier with an unbreakable spirit'. Students will consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. 'he', 'she', 'they', 'I', Students will correctly identify and use the following grammatical and spelling devices in their writing. - Adjectives - Homophones - Commas after Fronted Adverbials - Expanded Noun Phrases - Editing and Evaluating	**Non-chronological reports** Students will create detailed settings, characters, and plot in narratives to engage the reader and to add atmosphere. Students will develop their skills in reading aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Determiners - Word Families - Prepositional Phrases - Verb Tenses – Present - Inverted Commas	**Persuasive writing** Students will write and maintain an accurate tense throughout a piece of writing. Students will use standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. Students will recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Verb Inflections - Conjunctions to Express Time and Cause - Suffixes - Possessive Apostrophes - Paragraphs

	S&L		**Performing in role** Students will listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	**Justifying a viewpoint** Students will generate relevant questions to ask a specific speaker/audience in response to what has been said. Students will regularly offer answers that are supported with justifiable reasoning.	**Expressing my ideas** Students will use intonation when reading aloud to emphasise punctuation. Students will rehearse sentences and stories, gaining feedback on their performance from teachers and peers Students will develop their skills to challenge opinions with respect.	**Speeches** Students will take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. Students will discuss the language choices of other speakers and how this may vary in different situations. Students will engage in meaningful discussions in all areas of the curriculum.	**Telling jokes** Students will regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Students will know and use language that is acceptable in formal and informal situations with increasing confidence. Students will 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.	**Story telling** Students will give descriptions, recounts and narrative retellings with specific details to actively engage listeners. Students will debate issues and make their opinions on topics clear. Students will adapt their ideas in response to new information.
	READING	5	**Fiction stories** Students will read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Students will 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	**Spooky stories** Students will read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and the differences between text types. Students will use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts	**Non-fiction books** Students will read most Y5 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. Students will discuss vocabulary used by the author to create effect including figurative language. Students will evaluate the use of authors' language and explain how it has created an impact on the reader	**Dramatic plays/ poetry** Students will participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Students will identify the main ideas drawn from more than one paragraph. Students will recommend texts to peers based on personal choice.	**Modern fiction** Students continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	**Classic fiction** Students will make predictions based on details stated and implied, justifying them in detail with evidence from the text. Students will draw inferences from characters' feelings, thoughts and motives.
			Fresh Start: The programme is accessed by students on a needs basis to offer further support in their reading skills.					

	WRITING (SPAG)		**Re-contextualise writing** Students will be able to re-write a piece of writing in another style e.g. story to a diary entry. Students will spell many of the Y5 and Y6 statutory spelling words correctly. Students will convert nouns or adjectives into verbs using the suffix -ate (e.g. 'activate', 'motivate' 'communicate'). Students will convert nouns or adjectives into verbs using the suffix -ise (e.g. 'criticise', 'advertise', 'capitalise'). Students will correctly identify and use the following grammatical and spelling devices in their writing. - 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	**Creating Imagery** Students will describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Students will use a range of writing devices in their writing to create imagery e.g. metaphors and adjectives. Students will convert nouns or adjectives into verbs using the suffix -ify (e.g. 'signify', 'falsify', 'glorify'). Students will convert nouns or adjectives into verbs using the suffix -en (e.g. 'blacken', 'brighten', 'flatten'). Students will use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. 'surely', 'perhaps', 'should', 'might', etc. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Adverbs - Degrees of Possibility - Modal Verbs - Verb Prefixes dis-, de-, mis-, over-, re - Verb Inflections & Standard English - Using Inverted Commas	**Writing to argue** Students will use appropriate vocabulary when completing their writing and write and present their arguments using the appropriate structure. Students will spell complex homophones and near-homophones, including 'who's/whose' and 'stationary/stationery'. Students will use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Prepositions - More Prefixes - Coordinating Conjunctions - Using Inverted Commas (Changing the Position of the Reporting Clause) - Parenthesis – Brackets - Commas for Meaning and Clarity	**Writing to persuade** Students will use the appropriate persuasive vocabulary in their writing. Students will proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Students will proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. - Determiners - More Suffixes - Subordinating Conjunctions - Linking Paragraphs with Adverbials - Direct & Indirect (Reported) Speech	**Letter writing** Students will 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. Students will consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. Students will regularly use dialogue to convey a character and to advance the action. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Pronouns & Possessive Pronouns - Word Families - Subordinate Clauses - Writing Cohesive Paragraphs - Parenthesis – Commas - Homophones	**Writing to inform** Students will consistently link ideas across paragraphs. Students will 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. Students will be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Adverbials/Fronted Adverbials - Dictionary Work - Relative Clauses - Editing & Evaluating - Parenthesis – Dashes

	S&L		**Expressing humour** Students will participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate.	**Turn-taking & responding** Students will ask questions which deepen conversations and/or further their knowledge. Students will understand how to answer questions that require more detailed answers and justification.	**Debating an issue** Students will narrate stories with intonation and expression to add detail and excitement for the listener. Students will use feedback from peers and teachers (and from observing other speakers) to make improvements to their performance. Students will combine vocabulary choices, gestures and body movements to take on and maintain the role of a character.	**Tour guide commentary** Students will regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Students will identify and use language that is acceptable in formal and informal situations with increasing confidence. Students will recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their talk in an appropriate way.	**Directing others** Students will plan and present information clearly with ambitious added detail and description for the listener. Students will 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 the ideas of others and adapt these to meet the needs of the group	**Persuasive speeches** Students will develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. Students will engage in longer and sustained discussions about a range of topics. Students will ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
	READING	6	**Fiction stories** Students will 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.	**Non-fiction books** Students will read most Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	**Diary's** Students will 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.	**Poetry** Students will recognise more complex themes in what they read (such as loss or heroism). Students will explain and discuss their understanding of what they have read, including through formal presentations and debates,	**Read different stories from different Authors and compare the differences** Students will listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions. Students will draw out key information and to summarise the main ideas in a text.	**Fairy and folk tales** Students will 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'.
			Fresh Start: The programme is accessed by students on a needs basis to offer further support in their reading skills.					

	WRITING (SPAG)		**Sensory writing** Students will spell all of the Y5 and Y6 statutory spelling words correctly. Students will use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Noun Phrases - Modal Verbs and Subjunctive Mood - Suffixes - Nouns and Adjectives to Verbs - Relative Clauses - Commas.	**Writing to recount** Students will use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Students will 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). Students will correctly identify and use the following grammatical and spelling devices in their writing. - Pronouns & Possessive Pronouns - Adverbs to Show Frequency - Prefixes - Colons in Lists - Subordinating Conjunctions and Clauses	**Writing to impress** Students will use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. Students will write legibly, fluently and with increasing speed. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Synonyms and Antonyms - Adverbs to Show Possibility - Root Words - Hyphens - Coordinating - Conjunctions	**Writing to express** Students will 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, characterisation, structure, etc). Students will distinguish between the language of speech and writing and to choose the appropriate level of formality. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Subject and Object - Ambiguity - Hyphenated Compound Words - Bullet Points - Perfect Form of Verbs to Mark Relationships of Time and Cause	**Writing to argue** Students will use the subjunctive form in formal writing. Students will use the perfect form of verbs to mark relationships of time and cause. Students will use the passive voice. Students will use question tags in informal writing. Students will ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Direct and Reported Speech - Active and Passive - Semi-colons, Colons and Dashes to Mark Clauses - Formal and Informal Speech and Vocabulary - Layout Devices	**Writing to persuade** Students will recognise and use the terms 'subject', 'object', 'active', 'passive', 'synonym', 'antonym', 'ellipsis', 'hyphen', 'colon', 'semi-colon' and 'bullet points'. Students will use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. Students will correctly identify and use the following grammatical and spelling devices in their writing. - Verb Tenses - Editing and Evaluating - Parenthesis - Brackets, Commas and Dashes - Formal and Informal Writing - Cohesion Across Paragraphs
	S&L		**Giving directions** Students will make improvements based on constructive feedback on their listening skills.	**Commenting respectfully** Students will regularly ask relevant questions to extend their understanding and knowledge. Students will articulate and justify answers with confidence in a range of situations.	**Compliment others** Students will participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Students will gain, maintain and monitor the interest of the listener(s).	**Expression & fluency** Students will use relevant strategies to build their vocabulary. Students will use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.	**Challenging others respectfully** Students will confidently explain the meaning of words and offer alternative synonyms Students will communicate confidently across a range of contexts and to a range of audiences.	**Deliver a manifesto** Students will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Students will refer back to their original thoughts when their opinions have changed and give reasons for their change of focus.

					Students will select and use appropriate registers for effective communication.		Students will articulate and justify arguments and opinions with confidence.		

Stage 2									
SUBJECT AREA		TERM 1			TERM 2		TERM 3		
MATHS	3	<u>Number</u> <u>- Place Value</u> Represent numbers up to 100 and partition them accordingly. Extend this to representing numbers up to 1,000 and flexibly partitioning them into hundreds, tens, and ones. Practice finding 1, 10, or 100 more or less and utilising a number line up to 1,000 for estimation. Compare and order numbers up to 1,000, and develop counting skills in increments of 50. **Block Assessment** <u>Number</u> <u>- Addition and Subtraction</u> Apply number bonds within 10 and perform addition and subtraction of 2-digit and 3-digit numbers with exchanges. Practice adding and subtracting 1s, 10s, and 100s, and identify patterns. Make connections between addition and subtraction, and solve calculations involving two numbers without exchange.	<u>Number</u> <u>- Addition and Subtraction cont.</u> Explore adding and subtracting two numbers across a 10 or 100, as well as adding 2-digit and 3-digit numbers. Develop skills in subtracting a 2-digit number from a 3-digit number, identifying complements to 100, estimating answers, understanding inverse operations, and making decisions. **Block Assessment** <u>Number</u> <u>- Multiplication and Division A</u> Explore multiplication through equal groups and arrays, focusing on multiples of 2s, 5s, and 10s. Practice sharing and grouping, and learn the multiplication and division facts for the 3, 4, and 8 times-tables. Develop fluency in multiplication and division within the 2, 4, and 8 times-tables. **Block Assessment**	<u>Number</u> <u>- Multiplication and Division B</u> Explore multiples of 10, related calculations, and reasoning about multiplications. Practice multiplying a 2-digit number by a 1-digit number without exchange, and with exchange. Make connections between multiplication and division. Learn to divide a 2-digit number by a 1-digit number without exchange, with flexible partitioning, and with remainders. Investigate scaling and analyse 'how many ways' problems. **Block Assessment** <u>Measurement</u> <u>- Length and Perimeter</u> Explore measurements in centimetres, millimetres, meters and centimetre. Learn about equivalent lengths in meters and centimetres, and centimetres and millimetres. Compare lengths, add and subtract lengths, and understand what a perimeter is. Practice measuring and calculating perimeter.	<u>Number</u> <u>- Fractions A</u> Learn about unit fractions and their denominators. Compare and order unit fractions. Understand the numerators of non-unit fractions and grasp the concept of the whole. Compare and order non-unit fractions. Explore fractions on a number line, counting and identifying equivalents. Additionally, represent equivalent fractions using bar models. **Block Assessment** <u>Measurement</u> <u>- Mass and Capacity</u> Utilise scales and measure mass in grams and kilograms. Explore equivalent masses in kilograms and grams and compare masses. Practice adding and subtracting masses. Additionally, measure capacity and volume in millilitres and litres. Understand equivalent capacities and volumes in litres and millilitres and perform addition and subtraction with capacity and volume measurements.	<u>Number</u> <u>Fractions B</u> Perform addition and subtraction with fractions. Explore partitioning the whole and understanding unit and non-unit fractions within sets of objects. Develop reasoning skills with fractions when dealing with amounts. **Block Assessment** <u>Measurement</u> <u>-Money</u> Work with pounds and pence, including converting between them. Practice adding and subtracting money and learn how to find change. **Block Assessment**	<u>Measurement</u> <u>- Time</u> Learn Roman numerals up to 12 and tell time to the nearest 5 minutes, including reading digital clocks and using a.m. and p.m. Understand units of time such as years, months, days, hours, minutes, and seconds. Practice solving time-related problems involving durations, start and end times, and conversions between units of time. **Block Assessment** <u>Geometry</u> <u>- Shape</u> Explore turns and angles, including right angles. Compare angles and learn to measure and draw them accurately. Identify horizontal and vertical lines, as well as parallel and perpendicular lines. Recognise and describe 2-D shapes and create 3-D shapes. **Block Assessment** <u>Statistics</u>

				Block Assessment	Block Assessment		Interpret and draw pictograms, as well as interpret bar charts. Practice collecting and representing data, including using two-way tables. Block Assessment
	4	<u>Number</u> <u>- Place Value</u> Represent and partition numbers up to 1,000, using number lines. Extend this to numbers up to 10,000, employing flexible partitioning. Practice finding 1, 10, 100, and 1,000 more or less on a number line. Also, estimate and compare numbers up to 10,000. Learn Roman numerals and rounding techniques to the nearest 10, 100, and 1,000. Block Assessment <u>Number</u> <u>- Addition and Subtraction</u> Practice addition and subtraction of 1s, 10s, 100s, and 1,000s. Add up to two 4-digit numbers without exchange, with one exchange, or with more than one exchange. Similarly, subtract two 4-digit numbers with one exchange or more. Develop efficient subtraction techniques and learn to estimate answers. Implement checking strategies to ensure accuracy. <u>Block Assessment</u>	<u>Measurement</u> <u>- Area</u> Learn area is the measure of the surface covered by a shape. Counting in squares to help determine the area, and creating shapes for practical understanding. Comparing areas to understand differences in surface coverage. Block Assessment <u>Number</u> <u>- Multiplication and Division A</u> Learn multiples of 3 and practice multiplication and division by 6, 9, 7, 11, and 12. Master the corresponding times-tables and division facts. Additionally, focus on multiplying and dividing by 1 and 10, as well as understanding the concept of division by 1 and itself. <u>Block Assessment</u>	<u>Number</u> <u>-Multiplication and Division Part B</u> Learn and apply factor pairs, and understand their use. Practice multiplying and dividing by 10 and 100, and recognise related facts in multiplication and division. Explore informal written methods for multiplication and practice multiplying 2-digit and 3-digit numbers by 1-digit numbers. Additionally, develop skills in dividing 2-digit and 3-digit numbers by 1-digit numbers. Work on correspondence problems and aim for efficient multiplication techniques. Block Assessment <u>Measurement</u> <u>- Length and Perimeter</u> Measure in kilometres and metres, equivalent lengths (kilometres and metres), perimeter of a grid, perimeter of a rectangle, perimeter of rectilinear shapes, find missing lengths in rectilinear shapes, calculate the perimeter of rectilinear shapes, perimeter of polygons. Block Assessment	<u>Number</u> <u>- Fractions</u> Understand the whole, count beyond 1, partition a mixed number, number lines with mixed numbers, compare and order mixed numbers, understand improper fractions, convert improper fractions to mixed numbers, equivalent fractions on a number line, equivalent fraction families, add two or more fractions, add fractions and mixed numbers, subtract two fractions, subtract from whole amounts. Block Assessment <u>Number</u> <u>- Decimals A</u> Understand tenths as fractions and decimals, represent tenths on a place value chart and number line, and divide 1- or 2-digit numbers by 10. Learn about hundredths as fractions and decimals, represent hundredths on a place value chart, and divide 1- or 2-digit numbers by 100. Block Assessment	<u>Number</u> <u>- Decimals B</u> Create a whole with tenths and hundredths, partition decimals, and flexibly partition them. Compare and order decimals, round to the nearest whole number, and represent halves and quarters as decimals. Block Assessment <u>Measurement</u> <u>- Money</u> Write money amounts using decimals, convert between pounds and pence, compare money amounts, estimate and perform calculations with money, and solve problems involving money. Block Assessment <u>Measurement</u> - Time Recap the relationships between a year, a month, a week, and a day. Review the number of seconds in a minute and minutes in an hour. Use multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes, and seconds. Practice	<u>Geometry</u> <u>- Shape</u> Understand angles in turns, identify and compare angles, including those in triangles, equilaterals, and polygons. Learn about lines of symmetry and complete symmetric figures. Block Assessment <u>Statistics</u> Interpret charts for comparison, sum, and difference. Learn to interpret and draw line graphs. Block Assessment <u>Geometry</u> <u>- Position and Direction</u> Describe positions using coordinates, plot coordinates, and draw 2-D shapes on a grid. Practice translating shapes on a grid and describing translations. Block Assessment

						converting between analogue and digital clocks, and between the 12-hour and 24-hour clock formats. **Block Assessment**	
	5	**Number** **- Place Value** Learn Roman numerals up to 1,000, 10,000, and 100,000. Practice reading and writing numbers up to 1,000,000, understanding powers of 10, and comparing numbers using increments of 10, 100, 1,000, 10,000, and 100,000. Partition numbers up to 1,000,000 and use number lines for visualization. Develop skills in comparing and ordering numbers up to 100,000 and 1,000,000, and rounding to the nearest 10, 100, or 1,000. Additionally, learn to round numbers within 100,000 and 1,000,000. **Block Assessment** **Number** **- Addition and Subtraction** Mental strategies for adding and subtracting whole numbers with more than four digits. Use rounding to check answers and apply inverse operations for addition and subtraction. Solve multi-step addition and subtraction problems, compare calculations, and find missing numbers. **Block Assessment**	**Number** **- Multiplication and Division A** Learn about multiples, common multiples, factors, common factors, prime numbers, square numbers, and cube numbers. Practice multiplying and dividing by 10, 100, and 1,000, and identify multiples of 10, 100, and 1,000. **Block Assessment** **Number** **- Fractions A** Develop fraction concepts, including finding equivalent fractions, recognising them, and converting between improper fractions and mixed numbers. Practice comparing and ordering fractions, both less than and greater than 1. Learn addition and subtraction of fractions, including mixed numbers, and develop proficiency in subtracting fractions from mixed numbers. **Block Assessment**	**Number** **- Multiplication and Division B** Develop multiplication skills, including multiplying up to a 4-digit number by a 1-digit number, using area models for multiplying 2-digit numbers, and multiplying 2-digit and 3-digit numbers by 2-digit numbers. Practice short division and efficient division, including dividing a 4-digit number by a 1-digit number and handling remainders. Apply these skills to solve multiplication and division problems. **Block Assessment** **Number** **- Fractions B** Learn to multiply a unit fraction and a non-unit fraction by an integer, as well as multiply a mixed number by an integer. Practice calculating fractions of quantities and using fractions as operators to find wholes. **Block Assessment**	**Number** **- Decimals and Percentages** Explore decimals up to 2 decimal places, equivalent fractions and decimals (tenths, hundredths), and thousandths as decimals. Understand the place value of thousandths on a place value chart. Practice ordering and comparing decimals with the same number of decimal places, as well as any decimal with up to 3 decimal places. Learn to round decimals to the nearest whole number and to 1 decimal place. Additionally, understand percentages and their representation as decimals, and explore the relationship between equivalent fractions, decimals, and percentages. **Block Assessment** **Measurement** **- Perimeter and Area** Learn to calculate the perimeter of rectangles, rectilinear shapes, and polygons. Explore how to find the area of rectangles and compound shapes, and practice estimating area. **Block Assessment** **Statistics**	**Geometry** **- Shape** Develop understanding and use of degrees, including estimating and measuring angles up to 180 degrees. Learn to draw lines and angles accurately and calculate angles around a point and on a straight line. Explore lengths and angles in shapes, including regular and irregular polygons, as well as 3-D shapes. **Block Assessment** **Geometry** **- Position and Direction- Incorporating Numicon** Practice reading and plotting coordinates, and use them for problem solving. Learn about translation and translation coordinates, as well as lines of symmetry and reflection in horizontal and vertical lines. **Block Assessment** **Number** **- Decimals** Utilise known facts to add and subtract decimals within 1, including finding complements to 1. Practice adding and subtracting decimals across 1, and with the same or different numbers of decimal places.	**Number** **- Decimals cont.** Develop efficient strategies for these operations and learn decimal sequences. Additionally, master multiplication and division of decimals, including missing values, by 10, 100, and 1,000.. **Block Assessment.** **Number** **- Negative Numbers** Understand negative numbers, count through zero in 1's, count through zero in multiples, compare and order negative numbers, find the difference. **Block Assessment** **Measurement** **- Converting Units** Units of measurement including kilograms, kilometres, and millimetres. Practice converting between units of length, both metric and imperial, as well as units of time. Use these skills to calculate timetables effectively. **Block Assessment** **Measurement – Volume** Learn to measure volume using cubes and find the volume of various shapes by counting cubes.

					Learn to draw and interpret line graphs, as well as read and interpret tables and two-way tables. Practice reading and interpreting timetables. **Block Assessment**		Compare volumes of different shapes and estimate volumes of objects using 1 cm^3 cubes to build similar shapes. Additionally, practice estimating capacity.
	6	**<u>Number</u>** **<u>- Place Value</u>** Explore numbers up to 100,000,000 and their powers of 10. Use number lines to visualise numbers up to 10,000,000 and practice comparing and ordering integers. Learn to round any integer, including negative numbers. **Block Assessment** **<u>Number</u>** **<u>- Addition, Subtraction.</u>** Practice adding and subtracting integers, identifying common factors and multiples, and recognising prime, square, and cube numbers. Master multiplication up to a 4-digit number by a 2-digit number, and solve problems using multiplication. Develop skills in short division, division using factors, and introduction to long division, including dealing with remainders. Solve multi-step problems and practice mental calculations and estimations, reasoning from known facts. **Block Assessment**	**<u>Number</u>** **<u>- Fractions A</u>** Explore equivalent fractions and simplifying techniques, including their representation on a number line. Practice comparing and ordering fractions based on their denominators and numerators. Learn to add and subtract simple fractions, as well as any two fractions, including mixed numbers. Solve multi-step problems involving fractions. **Block Assessment** **<u>Number</u>** **<u>Fractions B</u>** Multiplying fractions by integers and fractions, as well as dividing fractions by integers. Solve mixed questions involving fractions, including finding fractions of amounts and determining the whole from a fraction of an amount. **Block Assessment** **<u>Measurement</u>** **<u>- Covering Units</u>** Master metric measurements and their conversions, including calculations with metric measures. Additionally, learn about miles,	**<u>Number</u>** **<u>- Ratio</u>** Practice adding or multiplying ratios and learn ratio language along with the introduction to the ratio symbol. Explore the relationship between ratios and fractions and apply them in scale drawing using scale factors. Solve ratio and proportion problems, including those related to recipes. **Block Assessment** **<u>Number</u>** **<u>- Algebra</u>** Explore step function machines and solve both 1-step and 2-step equations. Learn to form expressions and equations from given situations and find pairs of values to solve problems with two unknowns. **Block Assessment** **<u>Number</u>** **<u>- Decimals</u>** Master place value within 1, including integers and decimals, and learn to round decimals. Practice adding, subtracting, multiplying, and dividing decimals, including operations with integers. Additionally, explore	**<u>Number- Fractions, Decimals and Percentages</u>** Decimal and fraction equivalents, understanding fractions as division, and the concept of percentages. Practice converting fractions to percentages and vice versa, as well as finding percentages of amounts through one-step and multi-step problems. Additionally, solve problems involving missing percentage values. **Block Assessment** **<u>Measurement</u>** **<u>- Area, Perimeter and Volume</u>** Explore shapes with the same area and understand the relationship between area and perimeter. Practice finding the area of triangles, including angled triangles, using both counting squares and formulas. Learn to calculate the area of any triangle and parallelogram. In terms of volume, practice counting cubes and calculating the volume of a cuboid. **Block Assessment** **<u>Statistics</u>** Create and interpret line graphs and dual bar charts. Practice reading and	**<u>Geometry</u>** **<u>- Shape</u>** Explore angle measurement and classification, including vertically opposite angles and special cases in triangles. Practice finding missing angles in various shapes such as quadrilaterals and polygons. Learn about angles in circles and develop skills in drawing shapes accurately. Additionally, study nets of 3-D shapes for deeper understanding. **Block Assessment** **<u>Geometry</u>** **<u>- Position and Direction</u>** Master plotting points in the first quadrant and extend to all four quadrants. Solve problems involving coordinates, translations, and reflections to develop proficiency in geometric transformations. **Block assessment**	**<u>Themed projects, consolidation and problem solving</u>** **<u>Explore themed projects and scenarios to practice problem-solving skills.</u>** **Baker-** Profit and loss, packaging, cooking problems. **Tours-** Distance conversion graphs, conversion, Airport, accommodation, budget, time problems. **Futures-** Annual salary, hourly rates, bills, mortgages, house.

			kilometres, and imperial measures. **Block Assessment**	multiplying and dividing decimals in various contexts. **Block Assessment**	interpreting pie charts, including those with percentages, and drawing pie charts. Additionally, understand how to calculate the mean from data sets. **Block Assessment**		
Stage 2							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
SCIENCE	3	**The Human Body (5 weeks)** Students will: Label and explain the function of different teeth. Explore each food group and the benefits it has for the human body. Describe the process of food digestion and functions of the main parts of the digestive system.	**Everyday Materials (5 weeks)** Students will: Recognise how some materials are obtained (quarrying, forestry). Compares the suitability of materials for different uses. Discuss how to improve a material. Suggests how uses for different materials may change in the future.	**Light & Sound (6 weeks)** Students will: Group and sort man made and natural light sources. Identify that light is reflected off different objects and shiny objects need a light source to shine. Describe changes in a shadow throughout the day. Group and sort materials as transparent, translucent and opaque. Explain that light travels from light sources in straight lines to our eyes. Predict which instrument from a group with make a low or high-pitched sound. Recognise that sound can travel through air and objects. Explain how sounds are made and heard through vibrations.	**Rocks (4 weeks)** Students will: Describe what might happen to a local building over time. Describe how soil is made. List and describe forces that effect landscapes (including cliffs and mountains). Describe how sedimentary rock is formed. Describe, compare and group rocks based upon their properties.	**Earth & Space (6 weeks)** Students will: Identify that the Earth travels around the Sun once a year. Explore the rotation of Earth over 24 hours and why day and night occur. Identify hot and cold places on the globe. Describe the orbit and phases of the moon. State the order of the planets in the solar system.	**Living Things & Their Habitats (5 weeks)** Students will: Describe how a habitat helps animals and plants to survive (food and shelter). Identify ways in which an environment can be damaged and how this effects the number of living things. Create and interpret simple classification keys to identify and group living things.
		Seasonal Changes (1 week) Autumn Students will: Name a month that falls within each season. Recognise that sunrise and sunset times differ through the seasons.	**Seasonal Changes (1 week)** Winter Students will: Compare climates in different countries in the same month (e.g. December in the UK and Australia). Explain the difference between weather and climate.		**Planting (2 weeks)** **Students will:** Explore the requirements for life and growth for different types of plants. Predict how different conditions may affect seed growth.		**Planting (1 week)** Students will: Explore plants in different habitats, including plants that do not need soil to grow.
	4	**Animals including Humans (6 weeks)** Students will:	**Properties of Materials (6 weeks)** Students will:	**Electricity (5 weeks)** **Students will:** Name components in a circuit.	**States of Matter (4 weeks)** Students will:	**Forces & Magnets (5 weeks)** Students will:	**Inheritance & Evolution (4 weeks)** Students will:

		Label parts of the human skeleton and the organs they protect. Describe the role of the skeleton in animals and humans. Describe the basic needs of young animals.	Identify ways to dissolve and separate mixtures. Recognise that some changes are permanent and some are not. Describe what has happened to a range of materials to produce a change (e.g. heated, mixed). Carry out simple experiments to test the properties of different materials.	Explain the function of a switch in a circuit using the terms 'conductor' and 'insulator'. Draw a circuit using pictorial representation of each component. Suggest why having a mobile source of power is important (e.g. torch, batteries).	Explain why a matter is classified as a gas, liquid or solid. Suggest how to change the state of a material. Carry out a simple experiment recording the temperature of a material after changing state (e.g. heating/cooling chocolate, butter). Use knowledge of heating and cooling to explain the water cycle.	Explain how a mechanism works and group them by lever, pulley etc. Demonstrate how a force can change the direction, speed or shape of an object and show the direction of forces using arrows. Recognise the term 'balanced forces'. Describe forces using the terms 'friction', 'water resistance' and 'air resistance'. Describe gravity as a downward force and explore how it affects everything on earth.	Create and interpret a simple family tree. Suggest how features of animals help them survive. Define the term 'evolution'. Explore hibernation and migration. Explore dinosaur fossils, how they were formed and what they can tell us.
				Seasonal Changes (1 week) Students will: Identify different forms of precipitation.	**Planting (2 weeks)** Students will: Describe the function of different parts of a flowering plant. Explore how plants reproduce and seed dispersal. Describe the life cycle of a plant including pollination.	**Seasonal Changes (1 week)** Students will: Explain the importance of different types of weather for crops. Explain what happens if there is too much/not enough of a weather type.	**Planting (1 week)** Students will: Investigate how plants transport water.
	5	**The Human Body (5 weeks)** Students will: Name and describe the function of the main parts of the circulatory system including heart, blood and blood vessels. Describe the effects of diet and exercise on the way a body functions. Explain how water and nutrients are transported in the body.	**Everyday Materials (5 weeks)** Students will: Use their knowledge of materials and their properties to design and make eco-friendly take away food packaging. Is your food product solid or liquid? How will this affect your packaging? Can it be recycled? Does the food need to be kept hot or cold?	**Light & Sound (6 weeks)** Students will: List materials that reflect light into the eyes. Explain how light travels from light sources to our eyes or from light sources to objects and then to our eyes. Explore the way that periscopes work. Explain why shadows have the same shape as	**Rocks (4 weeks)** Students will: Identify some of the elements that soil contains (e.g. rock, water, air, humus). Suggest uses for rocks now and through history. Suggest why not all living things become fossilised. Describe the difference between sedimentary and igneous rock.	**Earth & Space (6 weeks)** Students will: Explain that the moon reflects the Sun's light. Describe the effects of the earth spinning on its axis. Predict the length of shadows throughout the day. Describe the shapes and relative movements of the Earth and other planets in relation to the Sun.	**Living Things & Their Habitats (5 weeks)** Students will: Describe and classify different plants and animals based upon observable characteristics. Describe the types of animals found in a biome and how they are adapted to their environment. Describe and compare the different life cycles in mammals, amphibians, insect, and birds.

			Will it be expensive to make? Carry out a fair test to test the reliability and functionality of your product.	the objects that cast them. Discuss how sound is produced by different musical instruments in an orchestra.			Describe the reproductive process in plants and animals.
		Seasonal Changes (1 week) Autumn Students will: Design and create a way to monitor rainfall.	**Seasonal Changes (1 week)** Winter Students will: Describe the correlation between the position of a country on the globe to which months different seasons fall.		**Planting (2 weeks)** Students will: Suggest how environmental changes could affect plant life. Demonstrate a basic understanding of the relationship between plants using carbon dioxide and creating oxygen.		**Planting (1 week)** Students will: Name, locate and describe the functions of the main parts of a plant, including the reproductive system.
	6	**Animals including Humans (6 weeks)** Students will: Recognise how human bodies change in old age. Identify that puberty occurs so that reproductive organs can become functional. Compare the life cycle and reproductive processes in animals. Compare gestation periods for different animals.	**Properties of Materials (6 weeks)** Students will: Design and carry out simple experiments to test the properties of materials. Sort and group materials based upon their properties (e.g. thermal conductors, electrical insulators). Identify and explain if and why a change is reversible or irreversible. Use the terms 'soluble', 'insoluble' and 'solution' appropriately. Use knowledge of solids, liquids and gases to decide how to separate a mixture (e.g. filtering, sieving and evaporating).	**Electricity (5 weeks)** **Students will:** Make connections between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Trial and describe the effect of changing components in a circuit. Use recognised symbols when representing a simple circuit.	**States of Matter (3 weeks)** Students will: Compare the properties of solids, liquids and gases. Use the correct terms when describing the water cycle ('accumulation', 'infiltration' and 'precipitation'.	**Forces & Magnets (5 weeks)** Students will: Identify simple mechanisms that allow a small force to have a greater effect (levers, pulleys) Recognise that forces act in one direction. Suggest that multiple forces can act on an object. Carry out simple experiments to test the effects of water resistance, friction and air resistance. Recognise that equal forces may cause an object to be static (e.g. floating objects balance water resistance and gravity).	**Inheritance & Evolution (4 weeks)** Students will: Identify and give examples of adaptations in animals and identify this as evolution. Suggest why an animal has adapted and evolved. Explain how fossils are a record of evolution. Suggest why something becomes extinct.
					Planting (3 weeks) Students will: Give examples and explain the importance of seed dispersal.	**Seasonal Changes (1 week)** Students will: Explore why countries on the equator experience long hours of daylight.	**Planting (1 week)** Students will: Identify that photosynthesis occurs in every plant.

					Explain how the size, shape or colour etc of a seed affects how it is dispersed.		
Stage 2							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		Online safety is a key focus throughout our Computing curriculum and is taught throughout the units of work. We also reinforce these principles year-round through themed events such as Internet Safety Week and Safeguarding Week. Online safety is also integrated into all technology-based lessons in other subjects and links heavily to our PSHE curriculum, ensuring students consistently practice safe and responsible digital behaviour.					
COMPUTING	3	Connecting computers Students will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Students will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Students will also discover the benefits of connecting devices in a network.	**Stop-frame animation** Students will use a range of techniques to create a stop-frame animation using tablets. They will apply those skills to create a story-based animation. Students will develop their ability to add other types of media to animations, such as music and text.	**Sequencing sounds** Students will explore the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Students will also apply stages of program design throughout.	**Branching databases** Students will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Students will create physical and on-screen branching databases. Thery will be able to create an identification tool using a branching database, which they will test by using it.	**Desktop publishing** Students will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Students will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can be used when using publisher. Students will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	**Events and actions in programs** Students will explore the links between events and actions, whilst consolidating prior learning relating to sequencing. Students will learn to move a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze. Students will be introduced to programming extensions, through the use of pen blocks. Students will be able to design and code their own program.
	4	**The Internet** Students will apply their knowledge and understanding of networks, to appreciate the internet as a network of further networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who	**Audio production** Students will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Students will learn about the ownership of digital audio and the copyright implications of duplicating the work of others. Students will learn to use Audacity to produce a podcast,	**Repetition in shapes** Students will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. (This unit is the first of the two programming units in Year 4 and looks at	**Data logging** Students will consider how and why data is collected over time. Students will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Students will collect data as well as access data captured over	**Photo editing** Students will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.	**Repetition in games** Students will explore the concept of repetition in programming using the Scratch environment. Students will explore similarities between two environments. Students will look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and

		owns content and what they can access, add, and create. They will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	including editing their work, adding multiple tracks, and opening and saving the audio files. Students will evaluate their work and give feedback to their peers.	repetition and loops within programming.)	long periods of time. They will look at data points, data sets, and logging intervals. Students will spend time using a computer to review and analyse data.		games using repetition. They will create a game which uses repetition, applying stages of programming design throughout.
	5	**Systems and searching** Students will develop their understanding of computer systems and how information is transferred between systems and devices. Students will learn about small-scale systems as well as large-scale systems. They will be able to explain the input, output, and process aspects of a variety of different real-world systems. Students will know how information is found on the World Wide Web, learning how search engines work and what influences searching.	**Video production** Students will learn how to create short videos, learn topic-based language and develop the skills of capturing, editing, and manipulating video. Students will be able to follow step-by-step guides to take their idea from conception to completion. Students will reflect on and assess their progress in creating a video.	**Selection in physical computing** Students will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Students will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components. Students will be introduced to conditions as a means of controlling the flow of actions in a program. Students will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. Throughout this unit, students will apply the stages of programming design.	**Flat-file databases** Students will learn how a flat-file database can be used to organise data in records. Students will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.	**Introduction to vector graphics** Students will start to create vector drawings and learn how to use different drawing tools to help them create images. Students recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Students will learn to layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.	**Selection in quizzes** Students will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They will represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment. They will learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They will use this knowledge to design a quiz in response to a given task and implement it as a program.
	6	**Communication and collaboration** Students will explore how data is transferred over the internet. Students will focus on addressing, before they move on to the makeup and structure of data packets. Students will	**Web page creation** Students will be introduced to creating websites for a chosen purpose. Students will be able to identify what makes a good web page and use this information to design and evaluate their own website using Google	**Variables in games** This unit explores the concept of variables in programming through games in Scratch. Students will learn what variables are and relate them to real-world examples of values that	**Introduction to Spreadsheets** Students will be organising data into columns and rows to create their own data set. Students will be taught the importance of formatting data to support calculations, while also	**3D Modelling** Students will develop their knowledge and understanding of using a computer to produce 3D models. Students will initially familiarise themselves with working in a 3D space, moving, resiing,	Sensing movement This final programming unit brings together elements of programming constructs previously taught in KS2 and it offers students the opportunity to use all of these constructs in a different, but still familiar

		look at how the internet facilitates online communication and collaboration. They will learn how to communicate responsibly by considering what should and should not be shared on the internet, and how to report concerns about inappropriate content online.	Sites. Students will pay specific attention to copyright, fair use of media and creative commons, the aesthetics of the site, and navigation paths. This will enable the students to understand how to be a respectful and responsible user of technology online.	can be set and changed. Then they use variables to create a simulation of a scoreboard. Students will experiment with variables in an existing project, then modify them, before they create their own project. Students will apply their knowledge of variables and design to improve their games in Scratch.	being introduced to formulas and will begin to understand how they can be used to produce calculated data. Students will be taught how to apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them. Students will use spreadsheets to plan an event and answer questions. Students will create charts, and evaluate their results in comparison to questions asked.	and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Students will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	environment, while also utilising a physical device – the micro:bit. Students will use a simple program to build in and test within, before transferring it to their micro:bit.
Stage 2							
SUBJECT AREA	TERM 1			TERM 2		TERM 3	
HUMANITIES (Geography, history, religious education)	3	Geography **Locational** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	RE **Beliefs** Students will articulate the key teachings and beliefs of various religions, while also beginning to compare them. They will analyse and discuss the main festivals observed in different world religions, gaining insights into their cultural and religious significance. Additionally, students will explore the roles of religious figures and the importance of holy books within each tradition. Through this study, students will enhance their critical thinking abilities, cultural literacy, and respect for diverse religious perspectives.	History **Changes in Time** Students will learn about changes in Britain from the Stone Age to the Iron Age. Students will learn the chronological order of these periods and significant milestones that mark their transitions, such as the introduction of farming in the Neolithic period and the use of metal tools in the Bronze and Iron Ages.	Geography **Maps** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.	RE **Rituals and Lifestyles** Students will explore and identify religious artifacts used in daily practices and rituals, discussing their significance within different religious traditions. They will describe various types of religious buildings and their roles in community worship and spiritual life. Additionally, students will explain the ceremonies and rituals observed in different religions, emphasising their importance in fostering a sense of belonging and identity among practitioners. Students will develop the ability to engage thoughtfully with their own and others' perspectives on religious beliefs and practices.	History **Vikings and Anglo-Saxons** Students will learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Students will learn about the Viking invasions, the establishment of Danelaw, and the subsequent conflicts and alliances with the Anglo-Saxons. They will analyse the changes in governance, military strategies, and cultural influences brought by these interactions.

	4	**All Around the World** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**Expression** Students will analyse religious symbolism present in art and other forms of communication, identifying how these symbols convey meaning and values. They will study holy texts and religious stories, interpreting their significance and the wisdom they impart from the traditions they originate. Additionally, students will learn to articulate their own beliefs and understand those of others, fostering respect and empathy for diverse religious perspectives. They will compare beliefs across different religions, recognizing similarities and differences in how beliefs are expressed and understood.	**The Roman Empire** Students will learn about the Roman Empire and its impact on Britain. Students will learn about the expansion of the Roman Empire, the Roman invasion of Britain, and the establishment of Roman governance and infrastructure. They will analyse the changes in British society, including the introduction of Roman laws, architecture, roads, and urban planning.	**Human and Physical** Describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Values** Students will examine how religion contributes to identity and belonging, both individually and within communities they may belong to. They will sensitively respond to diverse views and perspectives on religious beliefs and practices. Students will explore ethical questions and concepts of right and wrong, considering their own and others' viewpoints. They will reflect on the influence of personal experiences and feelings on attitudes and actions, developing empathy and respect for differences. Additionally, students will analyse religious stories to understand actions and consequences, applying these insights to their own lives and choices.	**Anglo-Saxons and Scots** Students will learn about Britain's settlement by Anglo-Saxons and Scots. Students will learn about the migration and settlement patterns of these groups, their interactions with existing populations, and the establishment of kingdoms and communities. They will analyse the changes in British society, including the introduction of new governance structures, cultural practices, and linguistic influences.
	5	**Location** Students expand their geographical knowledge beyond local areas to encompass the United Kingdom, Europe, North and South America, while exploring the concept of tourism and its impacts. They develop contextual awareness of globally significant terrestrial and marine locations. They utilise maps to locate countries, focusing on Eastern Europe and South America, and study environmental regions, key physical and human characteristics, countries, and major cities. They also	**Beliefs** Students will compare key beliefs and teachings across various religions, using appropriate language and vocabulary to demonstrate respect and tolerance. They will recognise and explain shared teachings and beliefs between religions, identifying common themes and values that promote understanding and unity. Students will explain how religious beliefs influence individuals' lives, shaping their values, behaviours, and contributions to society. Through this study, students will develop empathy and appreciation for diverse	**World War II / Wars around the world** Students will learn to find and analyse a wide range of historical evidence, using it to provide reasons for different interpretations of events while grounding their understanding in factual knowledge. They will explore methods for verifying the accuracy of historical interpretations and begin to distinguish between primary and secondary sources, questioning their reliability. Students will develop awareness of propaganda and recognise how people in	**Place** Students develop an understanding of geographical similarities and differences by studying both human and physical geography across regions of the United Kingdom, Eastern Europe, and South America. They analyse human geography aspects such as land use, settlement patterns, economy, and natural resources in these regions. Additionally, they examine physical geography elements including physical features like mountains and rivers, as well as climate patterns. Through	**Rituals and Lifestyles** Students will examine how specific features of religion impact individuals and communities, considering practices and lifestyles associated with belonging to a faith community. They will also explore non-religious ways of life, comparing and contrasting these with religious communities. Students will analyse rituals and ceremonies that mark significant life events within various faith traditions, understanding their cultural and spiritual significance. Building on previous learning, students	**Ancient Egypt** Students will learn to sequentially order significant events, movements, and dates on a timeline with increasing accuracy, demonstrating their understanding of historical progression. They will accurately use dates and historical terms to describe key events and developments, enhancing their historical vocabulary and precision in historical discussions. Students will also explore how some historical events and periods occurred concurrently in different locations, such as the Indus

		name and locate counties and cities within the United Kingdom, identifying physical features like mountains and rivers, and analysing land-use patterns and changes. Additionally, students learn about latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere.	religious perspectives, fostering respect for the role of religion in shaping personal identity and community cohesion.	the past represented events or ideas to influence others. They will continue to build their understanding of how historians and others investigate the past, developing critical thinking skills to evaluate historical narratives and perspectives. Students will recognise when they are using primary and secondary sources of information to investigate the past.	this exploration, students utilise key vocabulary such as 'latitude', 'Arctic Circle', and demonstrate their understanding of geographical concepts related to both human and physical geography.	will investigate differences in lifestyles among individuals within the same faith, offering reasons for these variations. Additionally, they will gain an understanding of the role of spiritual leaders within religious communities.	Valley Civilization and Ancient Egypt, fostering an understanding of global historical interconnectedness.
	6	**Human and Physical** Students will develop a thorough understanding of the world's major human and physical features, learning about their formation, significance, and how they change over time. They will explore the interdependence between physical and human processes, deepening their understanding of landscapes and environments. Key aspects include physical geography such as climate zones, biomes, mountains, and the water cycle, and human geography covering settlement types, land use, economic activities, trade links, and natural resource distribution. They will use key vocabulary related to environmental disasters, resources, energy types, geological features, tourism impacts, and the economic, social, and environmental effects of human activities.	**Expression** Students will delve into religious symbolism in literature and the arts, analysing how these symbols convey deeper meanings and values. They will explore a range of beliefs, symbols, and actions across different faith traditions to understand diverse ways of life and expressions of meaning. Additionally, students will explain the significance of religious stories, sources of wisdom, and the cultural traditions from which they originate. They will engage in respectful discussions, sharing their own beliefs and opinions while demonstrating tolerance and respect for the beliefs of others.	**People in the Past** Students will identify elements in the everyday lives of people, exploring how culture, religion, social structures, economic activities, and political developments have evolved and interacted. They will use appropriate historical terminology when describing these connections and trends, demonstrating their understanding of historical contexts and developments. Additionally, students will describe key features of the past, including attitudes, beliefs, and the daily lives of men, women, and children, fostering a comprehensive understanding of historical perspectives and societal changes.	**Skills and Fieldwork** Students will gain proficiency in collecting, analysing, and communicating diverse data sets, understanding how Earth's features across different scales are shaped, interconnected, and evolve over time. They will utilise maps, atlases, globes, and digital mapping tools to locate countries and describe geographical features. Mastery of the eight points of a compass, four and six-figure grid references, symbols, and map keys, including Ordnance Survey maps, will deepen their knowledge of the United Kingdom and the global landscape. They will demonstrate their understanding using key vocabulary including 'atlas', 'index', 'coordinates', 'latitude', 'longitude', 'legend', 'borders', 'fieldwork', 'measurement', 'observation', 'mapping', 'sketching', and 'graphing'.	**Values** Students will deepen their understanding of how religion shapes identity, belonging, and personal growth, fostering respect for diverse perspectives and ethical reasoning. Students explore the roles of religious and non-religious beliefs in shaping attitudes and actions, discussing complex ethical questions with sensitivity and empathy. They will analyse the impact of values on individuals and communities, using religious stories to understand consequences and choices. Students will appreciate shared values in promoting responsibility and citizenship, discussing moral concepts and making informed decisions while respecting differing viewpoints.	**Presenting** Students further deepen their chronologically secure knowledge of British, local, and world history, constructing clear narratives and presenting ideas with increasing complexity. They progress from basic written narratives to independently researched projects, engaging in detailed discussions and debates. Additionally, they refine their use of historical terms, gaining a nuanced understanding of abstract concepts such as empire, civilisation, parliament, and peasantry, and expanding their historical vocabulary to effectively communicate insights about different historical periods.

		TERM 1		TERM 2		TERM 3	
PHYSICAL EDUCATION	3	**Athletics** The Basics - practise existing running, jumping and throwing skills Super Sprinting - compare performances with previous ones and demonstrate improvement to achieve personal best. Heroic Hurdling - To run with fluency over hurdles. Jumping Animals - the standing long jump.	**Circuit Training** Ways to travel - learn to travel in a variety of ways. Changing travel - change direction level and speed. Ball skills – use a range of ball control skills. Balance and coordination – control movements using balance and coordination. The full circuit – use a range of movement skills in a circuit of activities. Adapt and improve – adapt and improve performance in a circuit of activities.	**Gymnastics** Jumps and Leaps - perform a range of jumps accurately. Rolls - accurately perform a forward roll from standing and a tucked backward roll. Handstands and Cartwheels - perform a lunge into handstand and a cartwheel accurately. Linking Movements - link movements together by performing a chassis step, straight jump half-turn and cat leap. Performance - create and perform a gymnastics sequence with a partner.	**Dance** Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	**Football** Dribbling - Keeping control of the ball. Finding a space. Keeping moving with the ball. Passing - Passing the ball. Receiving the ball. Teamwork. Using the width of the field. Shooting - Power shots, finesse shots. Balance. Using arms. Controlling the ball. Looking ahead. Skills - Using 3 turns to keep possession of the ball. Practice – use what you have learn in a match.	**Outdoor Adventure Actives (OAA)** Terrific Teamwork - To work effectively with others to complete a task. To communicate effectively. Following Instructions - follow multi-step instructions. Problem Solving - solve a range of problems when working with others. Which Direction? - To follow a set of directions correctly. To give clear and precise directions for someone else to follow. Orienteering – maps.
	4	**Athletics** practise existing running, jumping and throwing skills. Improve running techniques for sprinting including the sprint finish. Practise relay running. Learn to jump for distance. Learn the pull throw technique. Take part in a Pentathlon.	**Circuit Training** Exercise Effects - To understand the effects of aerobic and anaerobic exercise on the body. Upper Body Exercises - To recognise the benefits of exercise on the upper body. Lower Body Exercises - To recognise the benefits of exercise on the lower body. Core Exercises - To recognise the benefits of exercise on the core muscles Setting Targets - To set personal targets for exercise. Personal Best - To improve performance in order to reach personal targets.	**Gymnastics** Jumps and Leaps - perform a range of jumps and leaps. Rolls - perform a straddle forward roll and a backward roll to straddle correctly. Round-Offs - perform a lunge into cartwheel correctly. Linking Movements - link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. Performance - work in a small group to create and perform a gymnastics sequence with a theme.	**Dance** Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. 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. Use simple dance vocabulary when comparing and improving work.	**Tag Rugby** Throwing and Catching - To throw and catch a rugby ball. Moving and Dodging - To execute a successful pass of a rugby ball while on the move. To move with the ball into space. Tagging - To know, understand and apply the rules of tagging in tag rugby. Intercepting - To gain possession by intercepting a pass. Attacking and Defending Tactics - To use attacking and defending skills and knowledge to make tactical decisions. Gameplay - To apply attacking and defending skills in a game of tag rugby.	**Outdoor Adventure Actives (OAA)** Team Games - work together in small groups, developing problem-solving skills. The Masked Mass - describe how the body reacts at different times and how this affects performance whilst showing leadership skills. Exploration Experiments - To navigate around a space with growing confidence. Anagram Antics - Read a map with increasing accuracy and confidence and within a time limit. Symbol Circuits - create symbols that are effective for map-reading.
	5	**Athletics**	**Striking and Fielding: Rounders**	**Gymnastics**	**Dance**	**Basketball**	**Outdoor Adventure Actives (OAA)**

		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.	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.	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.	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.	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 performance.	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.
	6	**Athletics** 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 hurdling technique. Throw for distance using a heave throw technique.	**Striking and Fielding** Speedy Catching - Reacting quickly and catching balls thrown at different heights and angles. Attacking the Ball - Attacking the ball using effective fielding techniques. Distance Throwing - Throwing the ball accurately over a large distance Brilliant Batting - Striking a bowled ball over a large distance into space. Bowled Over - Bowling a ball overarm at a target. Skills Circuit - Applying striking and fielding skills to complete a circuit of activities.	**Gymnastics** 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 choreograph and perform a gymnastics routine in time to music.	**Dance** 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 sequence. Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs.	**Netball** 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. High 5 Netball Tournament - To play in a netball tournament with the whole school. To evaluate my own and others' performance.	**Outdoor Adventure Actives (OAA)** 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. Leadership and Cooperation - demonstrate effective leadership skills. To work together effectively to achieve a common goal.
STAGE 2							

SUBJECT AREA		TERM 1	TERM 2	TERM 3
ART AND DESIGN TECHNOLOGY	3	**Autumn: Nature and Artists** Students will use sketchbooks to record observations and experiment with various pencil techniques, exploring coloured pencils, pastels, and watercolours. They will practice printmaking techniques, research and design functional paper decorations, and discuss the aesthetic and functional properties of materials. Additionally, they will study Henri Matisse's use of shapes and colours, and Paul Cézanne's still life paintings to focus on texture and light.	**European Art** Students will learn about Anselm Kiefer, Michelangelo, Le Corbusier, Rembrandt, Coco Chanel, and Salvador Dalí. They will develop skills in expressive drawing, study architectural concepts, create charcoal portraits using erasers for highlights and textures, and explore surrealist portrait techniques..	**Bodies** Students will explore Julian Opie's simplified style, Henry Moore's sculptural forms, and various pen techniques for detailed body drawings. They will create small 3D models, sculpt human figures in clay, and design figures considering balance and structural integrity. Additionally, they will study Vivienne Westwood's fashion, and design paper outfits inspired by her work.
	4	**Insects** Students will observe and record insect details in sketchbooks, drawing insects in pencil and experimenting with colouring techniques to capture features in colour. They will create insect mosaics inspired by Louise Bourgeois, design and construct insect shadow puppets exploring light and shadow, and integrate design and technology by researching and developing criteria for functional shadow puppets. Students will study Jennifer Angus's installations, create insect sculptures using mixed media, and construct detailed 3D insect models focusing on anatomy and structure.	**British Art** Students will study Paula Rego's narrative art and create story-driven illustrations. They will learn about Gainsborough and create fragmented landscape paintings. Students will create memory postcards inspired by Sonia Boyce's work capturing personal memories. They will experiment with different materials to create varied portrait styles influenced by Lucien Freud and explore Howard Hodgkin's expressive use of colour in portraits emphasising emotional impact. Additionally, students will study Anish Kapoor's installations and design sensory boxes engaging multiple senses, integrating design and technology through specific sensory outputs using cross-sectional diagrams and prototypes.	**Fruit and Vegetables** Students will practice charcoal techniques to capture still life, drawing peppers inspired by Braque, Claesz, and Kalf. They will create clay sculptures focusing on texture and form, drawing colourful compositions of fruit and vegetables influenced by Carl Warner's work. Students will practice painting techniques emphasising light and shadow based on Caravaggio's dramatic lighting, and design and create fabric soft sculptures inspired by fruit and vegetables following Michael Brennand-Wood's style.
	5	**Wildlife:** Students will capture bird anatomy and details in sketchbooks through pencil drawings. They will experiment with various textures and techniques to render realistic feathers and create feather prints using diverse printmaking methods. Students will design and produce clay tiles featuring textured bird patterns and sculpt bird sculptures from recycled newspaper, exploring form and abstraction inspired by Constantin Brancusi and Richard Sweeney's sculptures.	**Plants and Flowers** Students will observe and depict plant details in sketchbooks through pencil drawings and experiment with colouring techniques to portray plant colours and textures. They will create plant drawings inspired by Henri Rousseau's jungle paintings and practice Hapa-Zome by printing plants with hammers, using India Flint's natural dyeing techniques. Students will construct paper plant sculptures to explore texture and form, developing design criteria for these sculptures, evaluating their aesthetic and functional properties using prototypes. Additionally, they will create 3D plant sculptures inspired by Alexander Calder and David Oliveira's work.	**Ancient Egypt** Students will use sketchbooks to practice drawing Egyptian-style faces in pencil and experiment with charcoal techniques to create dramatic portraits. They will create drawings inspired by David Hockney's work and detailed mask drawings using pen, along with sculpting clay masks inspired by ancient Egyptian art. Students will design and create papier-mâché masks focusing on Egyptian themes, applying structural reinforcement principles and refining designs based on feedback. Additionally, they will create mask designs inspired by Fernand Léger's style.
	6	**Seaside:** Students will use sketchbooks to create detailed fish studies in pen and explore various colouring techniques to depict shell textures in colour. They will draw inspiration from Alfred Wallis to create seaside-themed artworks. Students will experiment with printmaking techniques to	**South and Central American Art** Students will study Frida Kahlo and create clay sculptures inspired by her work. They will explore the surreal world of Leonora Carrington by crafting surreal picture puzzles and create dreamcatchers inspired by Joaquin Torres Garcia's art. Additionally, students will	**North American Art:** Students will learn about John Singer Sargent and create detailed half-portraits focusing on symmetry and detail. They will study Ansel Adams's photography and produce landscape collages inspired by his works. Exploring Helen Frankenthaler's abstract art, students

		produce colourful fish prints and design woven artworks inspired by seaside landscapes. They will integrate design and technology by creating functional woven pieces, utilising cross-sectional diagrams for design planning and evaluation. Additionally, students will study Hokusai's art and craft lanterns inspired by his style.	create colourful tropical collages in a mural mash-up inspired by Beatriz Milhazes.	will create abstract body art focusing on form and colour. Additionally, students will design and construct houses using building blocks inspired by Frank Lloyd Wright's architecture, applying knowledge of structural reinforcement and evaluating designs for both structural integrity and aesthetic appeal.

STAGE 2

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
FOOD TECHNOLOGY	3	**Healthy eating The Eatwell Guide around the world.** Students understanding that food choices worldwide depend on factors like availability, preference, culture, and religion. They will recognise that meals in different countries, though varied in appearance, typically include foods from the same Eatwell Guide groups.	**Cooking Equipment and Skills** Introduction to new equipment such as baking trays, muffin trays, garlic presses, peelers, vegetable knives, whisks, measuring spoons, blenders, colanders, and sieves. Students will learn the function and use of each tool.	**Understanding Food Storage and Hygiene** Students will learn about basic food storage and practice hygiene measures before cooking. Identifying examples of foods that should be kept in the fridge, cupboard, or freezer to ensure safety and freshness. Practicing hygiene and safety steps to get ready for cooking	**Precision in Cooking Techniques** Students will refine their cooking techniques and apply them to more complex recipes. **Cooking Techniques:** Focus on advanced techniques like peeling with a peeler, mixing thoroughly, spreading evenly, measuring accurately, and cutting with precision using a vegetable knife.	Identifying Common Ingredients Students will learn to identify the sources of common ingredients found in different dishes and meals. Understanding the origins of ingredients used in everyday meals. Learning specific examples of foods and their sources.	UK Food Production Students will identify and understand various foods produced in different regions of the UK. Using maps to connect regions with their food products. Students will understand the concept of regional food production.
	4	**Healthy eating The Eatwell Guide proportions.** Students will learn to follow the Eatwell Guide's proportions for a healthy diet, incorporating a variety of foods from each group. They will identify and classify ingredients in dishes according to the Eatwell Guide and use it to plan balanced meals. Students will understand how factors like availability, cost, advertising, and pressure can influence food choices.	**Exploring Cooking Equipment** Students will explore and use more specialised cooking equipment and techniques. **Advanced Equipment:** Introduction to specialised tools such as palette knives, fish slices, woks, pastry brushes, icing pipes/bags, and bread makers. Students will learn how these tools are designed for specific cooking tasks.	**Advanced Food Storage and Hygiene Practices** Students will deepen their understanding of food storage and apply personal hygiene practices with increased independence. Understanding more detailed food storage practices, including how different storage methods affect food safety and quality. Reinforcing personal hygiene steps and ensuring they are consistently followed before starting to cook.	**Cooking Techniques and Presentation** Students will develop cooking techniques and focus on presenting their dishes attractively. **Cooking Techniques:** Emphasis on mastering techniques such as threading food onto skewers, cracking eggs, cutting with precision, and using various grips (fork secure, claw grip, bridge hold).	**Parts of Plants and Animal Food Sources** Students will learn about the parts of plants that different foods come from and identify various foods derived from animals.	**Seasonal Foods in the UK** Students will be able to identify foods that grow in each season in the UK. Students will understand the concept of seasonality in food production and why it affects what is available to eat throughout the year.

	5	**Healthy Eating Energy from Food and Drink.** Students will learn that food and some drinks provide energy necessary for activity and health. They will understand that different foods provide varying amounts of energy, measured in kilojoules or kilocalories. Students will recognise that portion sizes affect energy intake and that different activities require different amounts of energy. They will also understand that individual energy needs vary.	**Equipment and Cooking Techniques** Students will learn to choose the most suitable equipment for different cooking tasks and recipes, such as using a peeler for creating vegetable ribbons and selecting appropriate knives for different foods.	**Food Storage and Recipe Adaptation** **Food Storage and Handling:** Understanding storage instructions on food packaging, correct handling of leftovers, and how to use date marks like 'use by' and 'best before' to ensure food safety. **Recipe Modification:** Learning how to adjust recipes to make them healthier based on The Eatwell Guide, suggesting healthier cooking techniques, and making recipes suitable for different dietary needs and occasions.	**Measurement and Preparation** Students will enhance their skills in measuring and preparing ingredients with accuracy and confidence. **Measurement and Preparation:** Focus on accurate measuring using digital and analogue scales, mixing techniques like folding and grating with skill (e.g. zesting lemons or grating nutmeg).	**Tracing Ingredients in Dishes** Students will learn to identify the ingredients used in different dishes, understand where those ingredients come from, and how they are produced. Exploring common dishes and identifying the source of each ingredient.	**International Food Sources** Students will be able to name several foods that are produced outside of the UK. Students will understand where these foods come from and how they are linked to different global regions.
	6	**Healthy eating Nutrients, water and fibre.** Students will learn that a variety of foods provide essential nutrients, water, and fibre. They will understand the roles of carbohydrates, proteins, fats, vitamins, and minerals, and how fibre supports digestion. Students will recognise that all foods contain nutrients and that portion sizes affect energy and nutrient intake. They will be able to explain nutrient functions, identify key nutrients in Eatwell Guide groups, and use nutrition labels to make informed choices.	**Techniques in Cooking and Presentation** Emphasis on skills such as threading firmer foods onto skewers, cutting with precision using various grips, and creating appealing presentations. **Practical/Cooking Session:** Students will prepare dishes like kebabs or a layered casserole, practicing threading ingredients, cutting with different grips, and presenting their food attractively.	**Food Safety and Recipe Enhancement** Students will apply knowledge of food storage locations in the fridge to prevent cross-contamination and maintaining cleanliness. **Advanced Recipe Modification:** Enhancing recipes to make them healthier, suitable for various dietary requirements, and appropriate for different occasions.	**Creating and Presenting Dishes** Students will apply their skills to create complex dishes and focus on the presentation and finishing touches. **Complex Dishes and Presentation:** Students will use their skills to prepare a complex dish that includes multiple techniques and tools, such as a gourmet salad or a decorated cake, producing a professional result.	**Animal and Plant Food Sources Across Cultures** Students will understand how different cultures obtain and use various parts of animals and plants in their cuisine, and how this differs from traditional UK food practices. Understand the use of diverse plant parts like stems (e.g. lemongrass in Southeast Asian dishes), roots (e.g. yams in African cuisine), and leaves (e.g. kale in Southern US cooking). Understanding how these practices differ from traditional UK food sources and uses.	**Climate and Food Production** Students will be able to identify foods that are produced in specific climates and understand the reasons behind their growing conditions. Students will grasp how environmental factors such as temperature and precipitation affect where different foods are cultivated.
STAGE 2							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	

PSHE/ BRITISH VALUES	3	**Health and Wellbeing – It's My Body** Students will develop strategies to take care of themselves effectively. They will explore topics such as cleanliness, sleep, exercise, diet, and substances, maintaining a central focus on consent and respect. Students will learn to make informed decisions about their bodies and seek support from trusted adults when needed. They will develop knowledge about maintaining personal hygiene, understanding the importance of sufficient sleep, and knowing how to manage illness. Additionally, students will learn about safe medication practices and how to make healthy choices to promote overall well-being.	**Relationships – TEAM** Students will explore the impact of change on their emotions and develop the ability to articulate these feelings. They will understand the importance of teamwork, explaining its benefits and their role in contributing positively to a team. Students will learn to assess how their actions influence team dynamics and practice responding thoughtfully to others. They will identify common reasons for disputes within teams and learn strategies to resolve conflicts constructively. Additionally, students will discuss their responsibilities towards their team, fostering a sense of accountability and cooperation.	**Living in the Wider World – Aiming High** Students will learn about resilience and strategies to set and achieve short, medium, and long-term goals. They will identify personal achievements and articulate how their actions contribute to their success. Students will develop skills in setting personal goals and outlining actionable steps to achieve them. They will understand the impact of a positive learning attitude on acquiring new knowledge and skills. Additionally, students will explore various careers, identifying the skills and attributes necessary for different jobs, and discuss equal opportunities in pursuing career ambitions.	**Health and Wellbeing – Safety First** Students will explore strategies for making informed decisions to stay safe and healthy, including handling peer pressure and identifying risky situations. Students will learn about hazards related to rail, water, road safety, and substances, and develop skills to navigate these environments safely. Additionally, they will gain knowledge of basic first aid and emergency response protocols. Students will acquire practical skills in risk management, peer interaction, and emergency preparedness, ensuring they can confidently handle various safety challenges they may encounter as they grow up.	**Relationships – Be Yourself** Students will foster a positive self-concept and develop essential skills. Students will explore strategies for managing uncomfortable situations and practicing assertiveness while maintaining respectful relationships. They will critically analyse media messages to discern their impact and validity. Students will identify personal strengths, articulate emotions, and learn coping mechanisms for uncomfortable feelings. They will also develop assertiveness skills and explore strategies for self-correction and learning from mistakes. Students will enhance their self-awareness, emotional intelligence, assertiveness, and media literacy skills, preparing them to navigate social interactions and media influences confidently and responsibly.	Living in the Wider World – One World Students will cultivate skills and knowledge to become active global citizens, addressing issues such as stereotypes, inequality, climate change, and fair trade. Students will explore global diversity by discussing similarities and differences in people's lives worldwide, analysing differing opinions, and evaluating fairness. They will develop empathy and informed decision-making skills by considering the perspectives of individuals in different global contexts and proposing actions to promote fairness globally. Students will also learn about climate change impacts and identify personal strategies to mitigate its effects, while recognising organisations supporting individuals in challenging global situations and understanding their roles in global welfare. Students will emerge with a deeper understanding of their role as global citizens and the importance of taking responsible actions to address global challenges.
PHSE/ BRITISH VALUES	4	**Health and Wellbeing – Growing Up** Students will acquire comprehensive skills and knowledge about human development, relationships, and reproductive processes. Students will learn about different parts of the male and female bodies,	**Relationships – VIPs** Students will explore the significance of special people in their lives known as friends, understanding how friendships form and are maintained, and identifying important qualities in a friend. They will learn to respect their VIPs	**Living in the Wider World – Money Matters** Students will learn essential skills and knowledge related to jobs and income, exploring why people work and the skills required for various professions. They will examine different methods of payment and	**Health and Wellbeing – Think Positive** Students will learn strategies to understand and manage their feelings effectively, including coping with difficult emotions and promoting feelings of calm through mindfulness techniques. They will develop a growth	**Relationships – Digital Wellbeing** Students will evaluate the advantages and disadvantages of being online, learning to promote kindness and safety in digital interactions. They will understand how to maintain online safety, including recognising and	**Living in the Wider World – Diverse Britain** Students will develop respect for diversity and promoting understanding of British values such as rules, law, liberty, and democracy. Students will explore what it means to live in the British Isles, understanding the cultural

		understanding their roles in reproduction. They will explore physical and emotional changes during puberty for both boys and girls, describing these changes with clarity. Students will discuss the range of feelings experienced during growth and understand the diversity in relationships and family structures. Additionally, they will learn about conception, pregnancy, and childbirth, gaining a thorough understanding of how babies are made and born.	(Very Important People) and establish their own support networks. Students will develop strategies for resolving conflicts effectively, recognising the difference between disputes and bullying. They will understand what constitutes bullying and learn appropriate responses if they or others encounter bullying behaviour. Students will acquire skills in empathy, communication, conflict resolution, and supporting peers.	discuss financial risks associated with borrowing, understanding the consequences of debt. Students will analyse decision-making processes in spending, considering the influence of advertisements on consumer behaviour. They will learn practical strategies for budgeting and tracking expenses, recognising the importance of financial planning and management. Students will develop critical thinking skills in financial literacy, learning to make informed financial decisions, manage money responsibly, and navigate economic challenges effectively.	mindset, understanding the benefits of a positive attitude for mental health and learning. Students will practice recognising and managing both positive and negative thoughts, applying mindfulness to maintain emotional balance. They will learn to take responsibility for their decisions and embrace challenges with a positive outlook. Students will acquire essential skills in emotional regulation, mindfulness, decision-making, and cultivating a resilient and positive mindset conducive to personal and academic growth.	responding to potential risks such as cyberbullying and stranger danger. Students will develop critical thinking skills to assess the reliability of online information and practice responsible sharing of content. They will identify sensitive information that should not be shared online and understand the implications of sharing such information. Additionally, students will explore the impact of technology on mental and emotional well-being. Students will acquire skills in digital citizenship, online safety, critical thinking, and responsible digital behaviour, ensuring they can navigate the online world securely and ethically.	and geographical diversity within this context. They will learn about democracy and its significance in ensuring fairness and representation in decision-making processes. Students will discuss the importance of rules and laws in maintaining order and protecting rights, identifying their roles in society. They will define liberty and recognise the fundamental rights of British citizens. Students will explore the benefits of a diverse society and articulate reasons for its importance. They will reflect on personal and collective identities, explaining what being British means to them and others. Students will develop critical thinking skills, cultural awareness, and a sense of civic responsibility, preparing them to contribute positively to society and uphold democratic principles.
	5	**Health and Wellbeing – Its My Body** Student will focus on developing skills and knowledge related to body care, consent, and resisting external pressures. Students will learn about body ownership and autonomy, understanding their right to control what happens to their bodies. They will explore the importance of adequate exercise and sleep for physical and mental well-being. Students will gain knowledge about harmful	**Relationships – TEAM** Students will learn about the positive qualities that contribute to successful teams, identifying attributes such as collaboration, compromise, and respect for diverse opinions. They will practice respectful disagreement and effective communication, understanding the value of sharing perspectives while maintaining team cohesion. Students will develop skills in collaboration and compromise to achieve	**Living in the Wider World – Aiming High** Students will have the opportunity to identify their preferred learning styles and recognise factors that contribute to success in learning and life. They will develop a positive attitude towards learning, understanding its role in achieving personal goals. Students will identify current and future opportunities available to them, learning strategies to maximise these	**Health and Wellbeing – Safety First** Students will learn to identify and manage risks associated with rail, road, water, fireworks, dangerous substances, and medicines. They will develop skills to assess risks in various situations and confidently resist pressures to engage in risky behaviours. Students will understand the importance of acting sensibly and responsibly during emergencies, learning practical	**Relationships – Be Yourself** Students will acquire skills and knowledge to make positive choices and manage emotions effectively. Students will explore and appreciate their unique qualities, understanding the importance of celebrating and respecting individual differences. They will learn to articulate their thoughts and feelings confidently, promoting open communication and self-expression. Students will	Living in the Wider World – One World Students will explore concepts of sustainability, biodiversity, global warming, and responsible use of natural resources. They will understand their role as responsible global citizens, discussing and applying actions to contribute positively to the environment and society. Students will explain the causes and effects of global warming, identifying measures to mitigate its impact. They will analyse

		substances like drugs, alcohol, and tobacco, understanding their effects on the body. They will discuss body image, recognising what constitutes a positive body image and strategies to promote self-acceptance. Students will develop skills to make informed choices for maintaining their physical and mental health.	common goals, recognising the importance of caring for individual team members. They will also learn to identify and address hurtful behaviours, promoting a supportive and inclusive team environment. Students will understand the significance of shared responsibilities in fostering team success and cohesion.	opportunities effectively. They will critically analyse, and challenge stereotypes related to gender, race, and social class in the context of career choices, understanding that these factors do not limit career options. Students will explore diverse pathways to various careers aligned with their skills and interests. Students will articulate their goals for the future and outline actionable steps to achieve them, fostering skills in goal-setting and strategic planning.	strategies for emergency response. They will identify hazards at home and implement measures to reduce risks for themselves and others. Additionally, students will learn safety protocols for different outdoor environments, ensuring they can navigate outdoor settings safely. Students will acquire critical thinking skills, resilience, and practical safety measures to promote personal safety and well-being in diverse settings.	develop strategies to manage uncomfortable feelings such as shyness or nervousness, fostering emotional resilience. They will recognise situations where they may need to make different choices from their peers, learning to make decisions aligned with their values and beliefs. Students will explore the concept of making mistakes, understanding the importance of taking responsibility and making amends. Students will acquire skills in self-awareness, emotional regulation, assertiveness, and ethical decision-making.	the environmental consequences of energy use and propose strategies for sustainable energy practices. Additionally, students will explore responsible water usage, recognizing its significance for environmental conservation. They will understand the concept of biodiversity and its importance, advocating for efforts to preserve and promote biodiversity. Students will develop critical thinking skills, environmental awareness, and a sense of global responsibility.
	6	**Health and Wellbeing – Growing Up** Students will explore the physical changes that occur during puberty and learn how to care for their changing bodies effectively. They will identify common thoughts and emotions experienced during puberty and develop strategies to manage these feelings positively. Students will critically assess societal influences on body image, understanding that diverse body types are natural and valuable. They will explore the concept of loving relationships, recognising the diversity of relationship types and understanding the components of healthy relationships. Students will comprehend sexual relationships and the individuals involved,	**Relationships – VIP's** Students will explore the dynamics of conflicts and resolutions, learning effective strategies to manage and resolve disagreements respectfully. They will discuss the concepts of secrets and dares, understanding when it is appropriate to keep secrets and whom to trust with sensitive information. Students will identify healthy ways to cope with anger and other strong emotions, fostering emotional regulation skills. They will develop empathy and respect for diverse opinions, learning to navigate differences in a constructive manner. Students will critically assess negative influences on behaviour and develop strategies to resist peer	**Living in the Wider World – Money Matters** Students will explore the implications of financial decisions, including borrowing and saving, and the potential risks involved. They will critically analyse how retailers influence consumer behaviour and discuss strategies to make informed spending choices. They will understand the importance of budgeting as a tool for financial planning and discuss its benefits. Students will explore the emotional impact of financial decisions on individuals and communities, fostering empathy and responsible consumer behaviour. They will also investigate the environmental impact of	**Health and Wellbeing – Think Positive** Students will explore the interconnectedness of thoughts, emotions, and actions. They will analyse how different thoughts can influence feelings and behaviours, developing insights into emotional regulation and self-awareness. Students will explore strategies to manage uncomfortable feelings effectively, fostering resilience and emotional well-being. They will understand the impact of positive thinking on personal growth and relationships, applying strategies to cultivate optimism and problem-solving skills. Additionally, students will practice mindfulness techniques to enhance their daily lives, promoting focus and	**Relationships – Digital Wellbeing** Students will explore the benefits and potential risks of the Internet, emphasising strategies for maintaining digital health and safety. They will learn to identify and mitigate risks associated with online activities, including cyberbullying and exposure to inappropriate content. The curriculum will emphasise the importance of responsible online communication, teaching students how to cultivate positive relationships and recognise signs of unhealthy interactions. Students will develop skills to navigate social media responsibly, understanding its impact on mental health and rights. They will also learn critical thinking skills to assess the reliability of	**Living in the Wider World – Diverse Britain** The students will explore the diversity of faiths and ethnicities within Britain, emphasising respect and inclusion. Students will learn about different communities and what it means to belong to one, fostering a sense of belonging and understanding. They will gain insight into the functions of local and national governments, including the processes of lawmaking and consequences of breaking laws. The curriculum will also cover concepts of democracy and human rights, examining their relevance to both local and national governance structures. Students will investigate the roles and impact of charities and

		discussing the importance of consent and respect in all relationships. They will describe the journey of human reproduction, from conception to birth, gaining knowledge about reproductive processes.	pressure and unhealthy influences. They will distinguish between healthy and unhealthy relationships, recognising signs of supportive versus harmful dynamics.	spending choices, considering sustainability and ethical considerations.	emotional balance. They will adopt a growth mindset, embracing challenges and learning opportunities with perseverance and adaptability.	online information, distinguishing between credible sources and misinformation.	voluntary groups in supporting communities, promoting civic engagement and active citizenship.
KY STAGE 2							
SUBJECT AREA	TERM 1			TERM 2		TERM 3	
MUSIC	3	**Writing Music Down** Students will learn notes, crotchets and minims within the music they listen to. They will explore how these notes can fit on the lines and spaces of a stave. Students will learn how long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names.	**Playing in a Band** Students read the notation of one of the easy instrumental parts when playing. They will also learn time signatures of the music they are playing. They will learn further about beats in a bar, pitch and harmony.	**Compose Using Your Imagination** Students will create a melody or find sounds that represent a story they want to tell. Students will be using their imagination when creating a composition, thinking about what they see when they close their eyes.	**More Musical Styles** Students will discover that when music changes from loud to quiet or quiet to loud, these changes are called 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Students will explore these changes in dynamics within the music in this unit.	**Enjoying Improvisation** Students will learn how to improvise over a section of a song. They will work out where they will improvise in the songs and identify sections of the music that change or repeat. They will explore the structure of songs, i.e. introduction, verse, and chorus etc.	**Opening Night** Students will create and present a performance with an understanding of the songs they are singing and where they fit in the world. They will be encouraged to use a range of instruments and present what has been learnt in Music with confidence.
	4	**Musical Structures** Students will explore structure, or form, of a piece of music or a song. They will look for patterns in the sections of music and songs. They will learn that verses and choruses can repeat or alternate and these provide structure in music.	**Exploring Feelings When You Play** Students will look at importance of lyrics. They will also investigate how special effects in the music can be put on a particular song lyric to make that word stand out. Students will explore how special effects in music can make the words more meaningful. The sounds that are heard in music can also help to communicate specific moods.	**Compose with Your Friends** Students will learn that music is often written based on various key signatures that guide melodies used in the music. They will learn that there is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final Students will practice listening, singing, and playing instruments to	**Feelings Through Music** Students will explore that music can be loud or quiet, fast or slow, smooth and connected or short and detached. Students will use instruments with different sounds to help communicate different emotions. They will be encouraged to connect their feelings with what they hear.	**Expression and Improvisation** Students will continue learning about 'improvisation'. Exploring how improvisation can express their feelings and understand that music comes from the individual. Students will be learning to make their improvisation more expressive, by adding 'dynamics'.	**The Show Must Go On!** Students will create and present a performance with an understanding of the songs they are singing and where they fit in the world. They will be encouraged to use a range of instruments and present what has been learnt in Music with confidence.

				explore this important note in music.			
	5	**Melody and Harmony in Music** Students will learn that 'melody' contrasts with 'harmony' and that harmony means notes which are played at the same time, like chords. A melody (or a tune) is a group of notes played one after another). Students will explore that composers often think of a melody and then add harmony to it. They will explore the voices that sing the melodies and the instruments used within the music.	**Sing and Play in Different Styles** Students will learn that singing and playing in different styles with different grooves is part of being in a band or an ensemble. They will learn about music from all around the world. Students learn that 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. They will explore different tempos and understand that sometimes tempos stay the same throughout a song, and sometimes they change.	**Composing and Chords** Students will learn, in this unit, that chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. Students will learn that if we play three or more pitches together, we can create chords in music. Students will create an accompaniment and the composition extension activities will help them to learn about chords.	**Enjoying Musical Styles** Students will learn about 'texture' and that it refers to the layers of sound heard in a piece of music. They will learn texture can be the number of voices and instruments heard at once and that tyles of music have different textures. Students will explore how voices and instruments combine to create texture in music.	**Freedom to Improvise** Students will be introduced to 'intervals' and that in music, this refers to the distance between two pitches. Students will explore that some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	**Battle of the Bands!** Students will create and present a performance with an understanding of the songs they are performing. Students will learn to perform in small groups and as a whole class. Students will introduce their music professionally, and think about the audience and what they would like to see and hear.
	6	**Music and Technology** Students will explore if they can you tell the difference between live sounds and digital sounds? Students will be introduced to the notion that music and songs are often created and composed using a DAW (Digital Audio Workstation). They will explore The projects in the YuStudio app learn skills in music production to enrich and enhance their creativity.	**Developing Ensemble Skills** Students will use dynamics and expression, reading some notated instrumental parts. They will develop their ability to listen to one another and follow a leader if there is one. Students will learn that changing the dynamics of music will make their music more interesting. They will learn that sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('decrescendo') can help make music more exciting.	**Creative Composition** Students will learn to create music that is more harmonically interesting using chords in compositions. They will learn to create accompaniment for a melody using chords. Students will explore how chords are used within the music by listening and responding to songs and looking at composition.	**Musical Styles Connect Us** Students will explore how music can be developed from different social themes. Students will understand that music is powerful and brings people from different backgrounds and parts of the world together. Students will explore how when we dance, sing and play, we can all share ideas and it helps us to come together.	**Improvising with Confidence** Students will improvise concentring concentrate on phrasing and dynamics; understanding that a 'phrase' is like a 'musical sentence' and that sometimes, a melody is made up of many phrases. Students will explore how phrases fit together to make a melody. Sometimes, by changing the dynamics of music, they can make the music more interesting.	**Farewell Tour** Students will apply their skills and knowledge to plan a performance and include their own songs and music. Students will perform in small groups or bands and as a whole class.
stage 2							

		French	Spanish
Languages	3	**Skills Focus:** Basic greetings, recognising and repeating key vocabulary, forming simple phrases. **Topics:** • **Getting to Know You:** Practice greetings, introduce name, age, and emotions using flashcards and role-play. • **All About Me:** Use visual aids for body parts and personal descriptions, with activities like "Simon says." • **Food:** Engage students in identifying French foods through sensory activities (e.g., smelling, touching). • **Family:** Role-play family introductions using dolls or images, ensuring repetition of terms like "mère" (mother) and "père" (father).	**Skills Focus**: Introduction to basic greetings, numbers, and colors through interactive activities. **Topics**: • **Meet and Greet**: Use hand gestures and picture cards for greetings like "Hola" and "Adiós." • **My Body**: Tactile learning with body part images and movement-based activities. • **Time to Eat**: Identify foods through sensory exploration; practice asking for basic foods. • **Colours**: Use colour matching games, pairing Spanish colour names with objects
	4	**Skills Focus**: Building simple sentence structures, enhancing memory through repetition. **Topics**: • **All Around Town**: Use maps and visual timetables to practice navigating a town, focusing on vocabulary like "la bibliothèque" (library) and "le parc" (park). • **On the Move**: Incorporate action-based games to learn transportation methods (e.g., cars, buses). • **Going Shopping**: Create a classroom market where students practice asking for items, using pictures and real objects for reinforcement.	**Skills Focus**: Expanding vocabulary and building short sentences. **Topics**: • **My Town**: Create a visual town map where students navigate and identify places like "la escuela" (school) and "la tienda" (shop). • **Let's Go**: Introduce transport vocabulary with action games and visual prompts. • **Shopping**: Role-play shopping for familiar items, using simple exchange phrases. • **The Wider World**: Explore key elements of Spanish-speaking countries, reinforcing knowledge with interactive activities.
	5	**Skills Focus**: Introduction to more complex vocabulary, simple conversational practice. **Topics**: • **Getting to Know You (Reinforcement)**: Continue with expanded self-introductions and more varied questions/answers. • **All About Ourselves**: Focus on adjectives and personal descriptions, pairing vocabulary with emotions and visuals. • **Families and Friends**: Strengthen relational vocabulary and use social stories to practice social interactions.	**Skills Focus**: Enhanced conversational skills and vocabulary for describing oneself and others. **Topics**: ◦ **All About Me**: Practice describing personal likes/dislikes and basic facts using structured visual supports. ◦ **The Way I Look**: Practice describing appearance using adjectives and visuals of clothing and features. ◦ **Eating Out**: Role-play restaurant scenarios, using menus with simple Spanish terms.
	6	**Skills Focus**: Consolidating prior knowledge and expanding cultural awareness. **Topics**: • **Visiting a French Town**: Virtual tours or video materials to practice navigating and asking for directions. • **Let's Go Shopping**: Role-play with expanded vocabulary for clothes, food, and everyday items. • **All About France**: Use multimedia (pictures, short videos) to introduce key facts about French culture, geography, and traditions.	**Skills Focus**: Consolidating language skills, cultural awareness, and practical use. **Topics**: • **People Around Me**: Social stories and role-play focused on describing friends and family. • **All About School**: Discussing routines, school subjects, and schedules, supported by visual timetables.