

# Ash Meadow School Key Stage 2 Curriculum

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

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

English

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

Mathematics- White Rose

Science

Computing

PSHE (which includes British Values and SMSC) adapted from the PSHE Association planning framework for children with SEND.

Humanities (including Geography, History and Religious Education)

Art & Design

Design Technology

Modern Foreign Languages

Music

Physical Education

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

The Key Stage 2 curriculum is aimed at students who are developing at Key Stage 2 level and not necessarily at Key Stage 2 in age, Students could have progressed from the Engagement curriculums to this curriculum and once all knowledge and skills are embedded students will progress to the next Key Stage and/or AQA units depending on age and individual student needs.

Engagement for key stage	Key stage 1	Key stage 2	AQA units	AQA entry level	Living at home. Supported living. Volunteering. Work. SEN college. college
			Work experience with support in the local community.		
Key stage 1	Key stage 2	Key stage 3	AQA units AQA entry level	AQA level 1 or 2	Supported living. Independent living. College Volunteering Work.
			Work experience placements.		
Key stage 1	Key stage 2	Key stage 3	AQA level 1	AQA level 2	College Future education



						Work experience placements.		Independent living work	
Key Stage 2									
SUBJECT AREA			TERM 1		TERM 2		TERM 3		
ENGLISH-  Read Write Programm e will be followed if needed, then progress onto Fresh Start (year 4-6)	READING	3	<b>Fiction stories</b> To begin to read Y3/Y4 exception words To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation  <u>Ideas for books: Protected Characteristics</u> - Red: A Crayons story	<b>Non-fiction books</b> To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.	<b>Myths &amp; Legends - Greek Myths</b> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  <u>Ideas for books: Protected Characteristics</u> - Hercules	<b>Myths &amp; Legends – Arthurian Legends</b> To use appropriate terminology when discussing texts (plot, character, setting)	<b>Adventure Stories</b> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors’ choice of words and phrases for effect  <u>Ideas for books: Protected Characteristics</u> - Falmer Falgu goes on a trip	<b>Plays &amp; dialogues</b> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	
	WRITING (students will take part in SHINE handwriting scheme pathway 3)		<b>Justifying an opinion</b> To spell many of the Y3 and Y4 statutory spelling words correctly.  To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	<b>Writing to recount: Letter writing</b> To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	<b>Writing to compare</b> To use a neat, joined handwriting style with increasing accuracy and speed.  To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left not joined.	<b>Explanations</b> To begin to use ideas from their own reading and modelled examples to plan their writing.  To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around	<b>Writing to Persuade</b> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of	<b>Script writing</b> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks To make deliberate ambitious word choices to add detail.).	



			To use 'a' or 'an' correctly throughout a piece of writing.			a theme. To compose and rehearse sentences orally (including dialogue). To begin to create settings, characters, and plot in narratives.	simple layout devices in non-fiction).	
	S&L		<b>Reading aloud</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions	<b>Conversation etiquette</b> To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	<b>Making comparisons</b> To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions	<b>Justifying yourself</b> To use vocabulary that is appropriate to the topic and/or the audience. To 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. To discuss topics that are unfamiliar to their own direct experience	<b>Presenting in different mediums</b> To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners	<b>Performing in role</b> To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.
	SPAG		Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Subordinate Clauses	Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto Present Tense Apostrophes	Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas	Adverbs - Time, Place & Cause Prefixes: in Suffixes: -ation Coordinating Conjunctions Organisational Devices	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating
Key Stage 2								
SUBJECT AREA			TERM 1		TERM 2		TERM 3	
ENGLISH Read Write Programm	READING	4	<b>Fiction stories</b> To read Y4 exception words*, discussing the	<b>Non-fiction books</b> To discuss and compare texts from a	<b>Myths and Legends</b> To identify how language, structure and presentation	<b>Stories by the same author</b> Discuss vocabulary used to capture	<b>Humorous stories</b> To draw inferences from characters' feelings, thoughts and	<b>Stories from other cultures</b> To use all of the organisational





<p>e will be followed if needed, then progress onto Fresh Start (year 4-6)</p>			<p>unusual correspondences between spelling and these occur in the word. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>wide variety of genres and writers. To read for a range of purposes To identify themes and conventions in a wide range of books.</p> <p><u>Ideas for books: Protected Characteristics</u> - We are all born free</p>	<p>contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.</p> <p><u>Ideas for books: Protected Characteristics</u> - Persephone</p>	<p>readers' interest and imagination.</p>	<p>motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.</p>	<p>devices available within a non- fiction text to retrieve, record and discuss information.</p> <p><u>Ideas for books: Protected Characteristics</u> - The name jar</p>
	<p><b>WRITING</b> (students will take part in SHINE handwriting scheme pathway 3)</p>		<p><b>Writing to compare</b> To increase the legibility, consistency and quality of their handwriting. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p><b>Sequencing ideas</b> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in</p>	<p><b>Writing to reflect</b> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced.  To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p>	<p><b>Non-chronological reports</b> To create detailed settings, characters, and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p><b>Persuasive writing</b> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p><b>Making comparisons</b> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g., the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid</p>





				grammar, punctuation and spelling and adding nouns/ pronouns for cohesion	To consistently use apostrophes for singular and plural possession.			cohesion and avoid repetition, e.g., he, she, they, I,
	S&L		<b>Performing in role</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	<b>Justifying a viewpoint</b> To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	<b>Expressing my ideas</b> To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers To begin to challenge opinions with respect.	<b>Speeches</b> To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations. To engage in meaningful discussions in all areas of the curriculum.	<b>Telling jokes</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<b>Story telling</b> To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.
	SPAG		Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause	Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Plural and Possessive '-s' Commas	Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases Editing and Evaluating	Determiners Word Families Prepositional Phrases Verb Tenses – Present inverted Commas	Verb Inflections Conjunctions to Express Time and Cause Suffixes Possessive Apostrophes Paragraphs	Verb Tenses – Past Prefixes Plural Possessive Apostrophes Subordinate Clauses Organisational Devices
Read Write Programme will be followed if needed,	READING	5	<b>Fiction stories</b> To read most words fluently and attempt to decode any unfamiliar	<b>Non-fiction books</b> To read most Y5 exception words,	<b>Spooky stories</b> To read a wide range of genres, identifying the characteristics of text types (such as	<b>Dramatic plays</b> To participate in discussions about books that are read	<b>Classic fiction</b> To make predictions based on details stated and implied, justifying them in	<b>Modern fiction</b> To continually show an awareness of audience when reading out loud



<p>then progress onto Fresh Start (year 4-6)</p>		<p>words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p> <p><u>Ideas for books: Protected Characteristics</u> - Who's in my family?</p>	<p>discussing the unusual correspondences between spelling and sound and where these occur in the word To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p><b>the use of the first person in writing diaries and autobiographies) and differences between text types.</b> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts</p>	<p>to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph. To recommend texts to peers based on personal choice.</p>	<p>detail with evidence from the text. To draw inferences from characters' feelings, thoughts and motives.</p>	<p>using intonation, tone, volume and action</p> <p><u>Ideas for books: Protected Characteristics</u> - The other side</p>
	<p><b>WRITING</b> (students will take part in SHINE handwriting scheme pathway 3)</p>	<p><b>Creating Imagery</b> To spell many of the Y5 and Y6 statutory spelling words correctly. To convert nouns or adjectives into verbs using the suffix -ate (e.g., activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g., criticise, advertise, capitalise).</p>	<p><b>Re-contextualise writing</b> To convert nouns or adjectives into verbs using the suffix -ify (e.g., signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g., blacken, brighten, flatten). To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g.,</p>	<p><b>Writing to argue</b> To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p><b>Writing to inform</b> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version.</p>	<p><b>Letter writing</b> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read,</p>	<p><b>Writing to persuade</b> To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make</p>



				surely, perhaps, should, might, etc.			listened to or seen performed. To regularly use dialogue to convey a character and to advance the action.	necessary corrections and improvements. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace
	S&L		<b>Expressing humour</b> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g., participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group	<b>Turn taking &amp; responding</b> To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	<b>Debating an issue</b> To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.	<b>Tour guide commentary</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	<b>Directing others</b> To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	<b>Persuasive speeches</b> To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
	SPAG		Proper Nouns Adverbs of Possibility Converting Nouns and Adjectives into Verbs - Suffixes - ate, -ise, -ify	Adverbs Degrees of Possibility - Modal Verbs Verb Prefixes dis-, de-, mis-, over-, re Verb Inflections & Standard English	Prepositions More Prefixes Coordinating Conjunctions Using Inverted Commas (Changing the Position of the Reporting Clause)	Determiners More Suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials Direct & Indirect (Reported) Speech	Pronouns & Possessive Pronouns Word Families Subordinate Clauses Writing Cohesive Paragraphs Parenthesis - Commas	Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis - Dashes





			Tenses: Past & Present Progressive and Present Perfect Possessive Plural Apostrophes	Using Inverted Commas	Parenthesis – Brackets Commas for Meaning and Clarity		Homophones	
	READING	6	<b>Fiction stories</b> To read fluently with full knowledge of all Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	<b>Non-fiction books</b> To read most Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	<b>Diary's</b> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	<b>Poetry</b> To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,	<b>Read different stories from different Authors and compare the differences</b> To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text.	<b>Fairy and folk tales</b> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
	WRITING (students will take part in SHINE handwriting scheme pathway 3)	6	<b>Sensory writing</b> To spell all of the Y5 and Y6 statutory spelling words correctly. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.	<b>Writing to recount</b> To recognise when to use a non-joined style (e.g., for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g., for filling in a form). To write legibly, fluently and with increasing speed.	<b>Writing to impress</b> To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors.	<b>Writing to express</b> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech	<b>Writing to argue</b> To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement	<b>Writing to persuade</b> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to



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



Key Stage 2								
SUBJECT AREA			TERM 1		TERM 2		TERM 3	
MATHS	White Rose Maths		<u>Number - Place Value</u>  Represent numbers to 100, partition numbers to 100, hundreds, represent numbers to 1,000, partition numbers to 1,000, flexible partitioning of numbers to 1,000, hundreds, tens and ones, find 1,10 or 100 more or less, number line to 1,000, estimate on a number line to 1,000, compare numbers to 1,000, order numbers to 1,000, count in 50's.	<u>Number - Multiplication and Division A</u>  Multiplication- equal groups, use arrays, multiples of 2's, 5's and 10's sharing and grouping, multiply by 3, divide by 3, the 3 times-table, multiply by 4, divide by 4, the 4 times-table, multiply by 8, divide by 8, the 8 times-table, the 2,4 and 8 times-tables.  Block Assessment	<u>Number - Multiplication and Division B</u>  Multiples of 10, related calculations, reasoning about multiplications, multiply a 2-digit number by a 1-digit number – no exchange, multiply a 2-digit number by a 1 digit number – with exchange, link multiplications and division, divide a 2-digit number by a 1-digit number- no exchange, divide a 2-digit number by a 1-digit number – flexible partitioning, divide a 2-digit number by a 1-digit number- with remainders, scaling, how many ways?  Block Assessment <u>Measurement - Length and Perimeter</u>	<u>Number - Fractions A - Incorporating Numicon</u>  Understand the denominators of unit fractions, compare and order unit fractions, understand the numerators of non- unit fractions, understand the whole, compare and order non-unit fractions, fractions and scales, fractions of a number line, count in fractions on a number line, equivalent fractions on a number line, equivalent fractions as bar models.  Block Assessment <u>Measurement - Mass and Capacity</u>	<u>Number Fractions B</u>  Add fractions, subtract fractions, partition the whole, unit fractions of a set of objects, non-unit fractions of a set of objects, reasoning with fractions of an amount.  Block Assessment <u>Measurement -Money</u>  Pounds and pence, convert pounds and pence, add money, subtract money, find change.  Block Assessment	<u>Measurement - Time</u>  Roman numerals to 12, tell the time to 5 minutes, to the minute, read the time on a digital clock, use a.m. and p.m., years, months and days, days and hours, hours and minutes- use start and end times, hours and minutes- use durations, minutes and seconds, units of time, solve problems with time.  Block Assessment <u>Geometry - Shape</u>  Turns and angles, right angles, compare angles, measure and draw accurately, horizontal and vertically, parallel and perpendicular, recognise and describe 2-D shapes, make 3-D shapes.  Block Assessment <u>Statistics</u>  Interpret pictograms, draw pictograms, interpret bar charts, collect and represent data, two-way tables.  Block Assessment
		3	Block Assessment <u>Number - Addition and Subtraction</u>  Apply number bonds within 10, add and subtract 1's, 10's and 100's, spot the pattern, add 1's across a 10, add 10's across a 100, subtract 1's across a 10, subtract 10's across a 100, make connections, add two numbers (no exchange), subtract two numbers (no exchange), add two numbers (across a 10, 100), subtract two		Measure in metres and centimetres, millimetres, measure in centimetres and millimetres, metres, centimetres and millimetres, equivalent lengths (metres and centimetres), equivalent lengths) centimetres and millimetres), compare lengths, add lengths, subtract lengths, what is a perimeter, measure	Use scales, measure mass in grams, measure mass in kilograms and grams, equivalent masses (kilograms and grams), compare mass, add and subtract mass, measure capacity and volume in millimetres, measure capacity and volume in litres and millimetres, equivalent capacities and volumes (litres and millimetres),		



			<p>numbers (across a 10, 100), add 2-digit and 3-digit numbers, subtract a 2-digit number from a 3-digit number, complements to 100, estimate answers, inverse operations, make decisions.</p> <p>Block Assessment</p>		<p>perimeter, calculate perimeter.</p> <p>Block Assessment</p>	<p>add and subtract capacity and volume.</p> <p>Block Assessment</p>		
	Key Stage 2							



	White Rose Maths	4	<p><b><u>Number</u></b> <b><u>- Place Value</u></b></p> <p>Represent numbers to 1,000, partition numbers to 1,000, number line to 1,000, thousands, represent numbers to 10,000, partition numbers to 10,000, flexible partitioning of numbers to 10,000, find 1, 10, 100, 1,000 more or less, number line to 10,000, estimate on a number line to 10,000, compare numbers to 10,000, order numbers to 10,000, Roman numerals, round to the nearest 10, 100, 1,000, round to the nearest 10,100 or 1,000.</p> <p><b>Block Assessment</b></p> <p><b><u>Number</u></b> <b><u>- Addition and Subtraction</u></b></p> <p>Add and subtract 1's, 10's, 100's and 1,000's, add up to two 4-digit numbers-no exchange, add two 4-digit numbers – one exchange, add two 4-digit numbers – more than one exchange, subtract two 4-digit numbers – one exchange, subtract two 4-digit numbers- more than one exchange, efficient subtraction, estimate answers, checking strategies,</p>	<p><b><u>Measurement</u></b> <b><u>- Area</u></b></p> <p>What is area?, count in squares, makes shapes, compare areas.</p> <p><b>Block Assessment</b></p> <p><b><u>Number</u></b> <b><u>- Multiplication and Division A</u></b></p> <p>Multiples of 3, multiply and divide by 6, 6 times-tables and division facts, multiply and divide by 9, 9 times-tables and division facts, the 3, 6 and 9 times-tables, multiply and divide by 7, 7 times-tables and division facts, 11 times-tables and division facts, 12 times-tables and division facts, multiply by 1 and 10, divide a number by 1 and itself.</p> <p><b>Block Assessment</b></p>	<p><b><u>Number</u></b> <b><u>-Multiplication and Division Part B</u></b></p> <p>Factor pairs, use factor pairs, multiply by 10, 100, divide by 10, 100, related facts- multiplication and division, informal written methods for multiplication, multiply by a 2-digit by a 1-digit number, multiply by a 3-digit number by a 1-digit number, divide a 2-digit number by a 1-digit number (1), divide a 2-digit number (2), divide a 3-digit number by a 1-digit number, correspondence problems, efficient multiplication.</p> <p><b>Block Assessment</b></p> <p><b><u>Measurement</u></b> <b><u>- Length and Perimeter</u></b></p> <p>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.</p> <p><b>Block Assessment</b></p>	<p><b><u>Number</u></b> <b><u>- Fractions</u></b></p> <p>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.</p> <p><b>Block Assessment</b></p> <p><b><u>Number</u></b> <b><u>- Decimals A</u></b></p> <p>Tenths as fractions, tenths as decimals, tenths on place value chart, tenths on a number line, divide a 1-digit number by 10, divide a 2-digit number by 10, hundredths as fractions, hundredths as decimals, hundredths on a place value chart, divide a 1- or-2-digit number by 100.</p> <p><b>Block Assessment</b></p>	<p><b><u>Number</u></b> <b><u>- Decimals B</u></b></p> <p>Make a whole with tenths, make a whole with hundredths, partition decimals, flexibly partition decimals, compare decimals, order decimals, round to the nearest whole number, halves and quarters as decimals.</p> <p><b>Block Assessment</b></p> <p><b><u>Measurement</u></b> <b><u>- Money</u></b></p> <p>Write money using decimals, convert between pounds and pence, compare amounts of money, estimate with money, calculate with money, solve problems with money.</p> <p><b>Block Assessment</b></p> <p><b><u>Measurement</u></b> <b><u>- Time</u></b></p> <p>Years, months, weeks and days, hours, minutes and seconds, convert between analogue and digital clocks, convert to the 24 hour clock, convert from the 24 hour clock.</p> <p><b>Block Assessment</b></p>	<p><b><u>Geometry</u></b> <b><u>- Shape</u></b></p> <p>Understand angles in turns, identify angles, compare and order angles, triangles, equilaterals, polygons, lines of symmetry, complete a symmetric figure.</p> <p><b>Block Assessment</b></p> <p><b><u>Statistics</u></b></p> <p>Interpret charts, comparison, sum and difference, interpret line graphs, draw lines graphs.</p> <p><b>Block Assessment</b></p> <p><b><u>Geometry</u></b> <b><u>- Position and Direction</u></b></p> <p>Describe position using coordinates, plot coordinates, draw 2-D shapes on a grid, translate from a grid, describe translation on a grid.</p> <p><b>Block Assessment</b></p>



			<u>Block Assessment</u>					
	White Rose Maths		<u>Number - Place Value</u>  Roman Numerals to 1,000, 10,000 and 100,00, read and write numbers to 1,000,000, powers of 10, 10/100/1,000/10,000/1 00,000 more or less, partition numbers to 1,000,000, number line to 1,000,000, compare and order numbers to 100,000, 1,000,000, round to the nearest 10,100 or 1,000, round within 100,000, 1,000,000.  <u>Block Assessment</u>  <u>Number - Addition and Subtraction</u>  Mental strategies, add whole numbers with more than four digits, subtract whole numbers with more than four digits, round to check answers, inverse operations (addition and subtraction), multi-step addition and subtraction problems, compare calculations, find missing numbers.  <u>Block Assessment</u>	<u>Number - Multiplication and Division A</u>  Multiples, common multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiple by 10, 100 and 1,000, divide by 10, 100 and 1,000, multiples of 10, 100 and 1,000.  <u>Block Assessment</u>  <u>Number - Fractions A</u>  Find fractions equivalent to a unit fraction, find fractions equivalent to a non-unit fraction, recognise equivalent fractions, convert improper fractions to mixed numbers, convert mixed numbers to improper fractions, compare fractions less than 1, order fractions less than 1, compare and order fractions greater than 1, add and subtract fractions greater than 1, add and subtract fractions with the same denominator, add fractions within 1, add fractions greater than 1, add mixed numbers, add two mixed numbers,	<u>Number - Multiplication and Division B</u>  Multiply up to a 4-digit by 1 -digit number, Multiply a 2-digit number by a 2-digit number ( area model), multiple a 2-digit number by a 2-digit number, multiply a 3 - digit number by a 2-digit number, multiply a 4-digit number by a 2-digit number, solve problems within multiplication, short division, divide a 4-digit number by a 1 -digit number, divide remainders, efficient division, solve problems with multiplication and division.  <u>Block Assessment</u>  <u>Number - Fractions B</u>  Multiply a unit fraction by an integer, Multiply a non- unit fraction by an integer, multiply a mixed number by an integer, calculate a fraction of a quantity, fraction of an amount, find a whole, use fractions as operators.  <u>Block Assessment</u>	<u>Number - Decimals and Percentages</u>  Decimals up to 2 decimals places, equivalent fractions and decimal (tenths, hundredths), equivalent fractions and decimals, thousandths as decimals, thousandths on a place value chart, order and compare decimals (same number of decimal places), order and compare any decimal with up to 3 decimal places, round to the nearest whole number, round to 1 decimal place, understand percentages, percentages as decimals, equivalent fractions, decimals and percentages.  <u>Block Assessment</u>  <u>Measurement - Perimeter and Area</u>  Perimeter of rectangles, perimeter of retinular shapes, perimeter of polygons, area of rectangles. Area of compound shapes, estimate area.  <u>Block Assessment</u>	<u>Geometry - Shape</u>  Understand and use degree, estimate angles, measure angles up to 180, draw lines and angles accurately, calculate angles around a point, calculate angles on a straight line, lengths and angles in shapes, regular and irregular polygons, 3-D shapes.  <u>Block Assessment</u>  <u>Geometry - Position and Direction-Incorporating Numicon</u>  Read and plot coordinates, problem solving with co-ordinates, translation, translation coordinates, lines of symmetry, reflection in horizontal and vertical lines.  <u>Block Assessment</u>	<u>Number - Decimals</u>  Use known facts to add and subtract decimals within 1, complements to 1, add and subtract decimals across 1, add decimals with the same decimal places, subtract decimals with te same number of decimal places, add decimals with different numbers of decimal places, subtract decimals with different numbers of decimal places, efficient strategies for adding and subtracting decimals, decimal sequences, multiply by 10, 100, 1,000,divide by 10, 100, 1,000, multiply and divide decimals- missing values.  <u>Block Assessment.</u>  <u>Number - Negative Numbers</u>  Understand negative numbers, count through zero in 1's, count through zero in multiples, compare and order negative numbers, find the difference.  <u>Block Assessment</u>  <u>Measurement</u>
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				<p>subtract fractions, subtract from a mixed number, subtract from a mixed number- breaking the whole, subtract two mixed numbers.</p> <p><b>Block Assessment</b></p>		<p><u>Statistics</u></p> <p>Draw line graphs, read and interpret line graphs, read and interpret tables, two way tables, read and interpret timetables.</p> <p><b>Block Assessment</b></p>		<p><u>- Converting Units</u></p> <p>Kilograms and kilometres, millimetres, convert units of length, convert between metric and imperial units, convert units of time, calculate timetables.</p> <p><b>Block Assessment</b></p>
	White Rose Maths		<p><u>Number - Place Value</u></p> <p>Numbers to 1,000,000, 10,000,000 and 100,000,000, powers of 10, number line to 10,000,000, compare and order integers, round any integer and negative numbers.</p> <p><b>Block Assessment</b></p> <p><u>Number - Addition, Subtraction.</u></p> <p>* Add and subtract integers, common factors, common multiples, primes to 100, square and cube numbers, multiply up to a 4-digit number by a 2-digit number, solve problems with multiplication, short division, division using factors, introduction to long division, long division with reminders, solve problems with division, solve multi-step problems, mental calculations and</p>	<p><u>Number - Fractions A - Incorporating Numicon</u></p> <p>Equivalent fractions and simplifying, equivalent fractions on a number line, compare and order (denominator), compare and order (numerator), add and subtract simple fractions, add and subtract any two fractions, add mixed numbers, subtract mixed numbers, multi-step problems.</p> <p><b>Block Assessment</b></p> <p><u>Number Fractions B</u></p> <p><u>Multiply fractions by integers, multiply fractions by fractions, divide fractions by an integer, mixed questions with fractions, fraction of an amount, fraction of an amount - find the whole.</u></p> <p><b>Block Assessment</b></p> <p><u>Measurement</u></p>	<p><u>Number - Ratio</u></p> <p>Add or multiply?, use ratio language, introduction to the ratio symbol, ratio and fractions, scale drawing, use scale factors, similar factors, ratio problems, proportion problems, recipes.</p> <p><b>Block Assessment</b></p> <p><u>Number - Algebra</u></p> <p>1- Step function machines, 2- step function machines, form expressions, formulate, form equations, solves 1-step equations, solve 2-step equations, find pair values, solves problems with 2 unknowns.</p> <p><b>Block Assessment</b></p> <p><u>Number - Decimals</u></p>	<p><u>Number - Fractions, Decimals and Percentages</u></p> <p>Decimal and fraction equivalents, fraction as division, understand percentages, fractions to percentages, equivalent fractions, decimals and percentages, percentage of an amount- one step and multi-step, percentages - missing values.</p> <p><b>Block Assessment</b></p> <p><u>Measurement - Area, Perimeter and Volume</u></p> <p>Shapes- same area, area and perimeter, area of triangle- counting squares, area of triangle -angled triangle, area of any triangle, area of parallelogram, volume- counting cubes, volume of a cuboid.</p> <p><b>Block Assessment</b></p> <p><u>Statistics</u></p>	<p><u>Geometry - Shape</u></p> <p>Measure and classify angles, vertically opposite angles, angles in triangles- special cases, missing angles, angles in quadrilaterals, angles in polygons, circles, draw shapes accurately, nets of 3-D shapes.</p> <p><b>Block Assessment</b></p> <p><u>Geometry - Position and Direction</u></p> <p>The first quadrant, read and plot points of four quadrants, solve problems with coordinates, translations, reflections.</p> <p><b>Block Assessment</b></p>	<p><u>Themed projects, consolidation and problem solving</u></p> <p><b>White Rose Baker-</b> Profit and loss, packaging, cooking problems.</p> <p><b>White Rose Tours-</b> Distance conversion graphs, conversion, Airport, accommodation, budget, time problems.</p> <p><b>White Rose Futures-</b> Annual salary, hourly rates, bills, mortgages, house.</p>



			<p>estimations, reason from known facts.</p> <p><b>Block Assessment</b></p>	<p><b>- Covering Units</b></p> <p>Metric measurements, convert metric measurements, calculate with metric measures, miles and kilometres, imperial measures.</p> <p><b>Block Assessment</b></p>	<p>Place value within 1, place value – integers and decimals, round decimals, add and subtract decimals, multiply by 10, 100 and 1,000, divide by 1, 10, 100 and 1,000, multiply decimals by integers, divide decimals by integers, multiply and divide decimals in context.</p> <p><b>Block Assessment</b></p>	<p>Line graphs, dual bar charts, read and interpret pie charts, pie charts with percentages, draw pie charts, the mean.</p> <p><b>Block Assessment</b></p>		
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## Key Stage 2

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
SCIENCE		<p><b>Forces and Magnets</b></p> <p>Identify the forces acting on objects. Investigate how a toy car moves over different surfaces. Sort magnetic and non-magnetic materials. Investigate the strength of magnets. Explore magnetic poles. Observe how magnets attract some materials.</p>	<p><b>Scientists and Inventors</b></p> <p>The Plant Hunters - find out about the way new plants arrived in our country. Marie Curie - explain how Marie Curie's work on x-rays helps us identify bones. George Washington Carver - explain how George Washington Carver helped farmers to grow crops. Fossil Finders - explain how fossils can be used to find the age of rocks.</p>	<p><b>Rocks</b></p> <p>Types of Rocks. Grouping Rocks. explain how fossils are formed. Explain Mary Anning's contribution to palaeontology. explain how soil is formed. Soil Profiles - observe carefully and systematically. present my findings using scientific vocabulary.</p>	<p><b>Light</b></p> <p>Recognise that I need light to see things, and that dark is the absence of light. Investigate which surfaces reflect light. Use a mirror to reflect light and explain how mirrors work. Know that light from the sun can be dangerous and that there are ways we can protect our eyes. can investigate which materials block light to form shadows. Find patterns when investigating how shadows change size.</p>	<p><b>Plants</b></p> <p>name the different parts of flowering plants and explain their jobs. set up an investigation to find out what plants need to grow well. Record my observations. Present the results of my investigation using scientific language. Moving Water - investigate how water is transported in plants. Name the different parts of a flower and explain their role in pollination and fertilisation. Understand and order the stages of the life</p>	<p><b>Animals Including Humans</b></p> <p>Nutrition - sort foods into food groups and find out about the nutrients that different foods provide. Food Labels - explore the nutritional values of different foods by gathering information from food labels. Skeletons - sort animal skeletons into groups, discussing patterns and similarities and differences. Human Skeletons - investigate an idea about how the human skeleton supports movement.</p>
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						cycle of a flowering plant.	
	4	<b>Electricity</b> Explain ways that electricity is generated. Identify electrical appliances and the types of electricity they use. Identify complete and incomplete circuits. Identify and sort materials into electrical conductors or insulators.	<b>Scientists and Inventors</b> Madagascar in Danger - explore deforestation and conservation in Madagascar. Find out about soil erosion. Alexander Graham Bell - describe Alexander Graham Bell and his inventions. Present my findings about Alexander Graham Bell.	<b>Sound</b> Describe and explain sound sources. Explain how different sounds travel. Explore ways to change the pitch of a sound. Investigate ways to absorb sound. Investigate ways to absorb sound. Make a musical instrument to play different sounds.	<b>States of Matter</b> Solid, Liquid or Gas? - sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state. Wonderful Water - explore how water changes state. Evaporation Investigation - investigate how water evaporates.	<b>Living Things and Their Habitats</b> Grouping Living Things Classifying Vertebrates Invertebrate Hunt Show the characteristics of living things in a table and a key. Local Habitat Survey. Environmental Changes.	<b>Animals Including Humans</b> Identify and name parts of the human digestive system. Explain the functions of the digestive system. Identify the types and functions of teeth. Ask scientific questions and choose a scientific enquiry to answer them.
	5	<b>Earth and Space</b> Explain why we know the Sun, Earth and Moon are spherical. Name and describe features of the planets in our solar system. I can order the planets in our solar system.	<b>Scientists and Inventors</b> David Attenborough - describe the life and work of David Attenborough. CSI - describe how evidence is used to solve crimes. Mission to the Moon - describe Margaret Hamilton's life and work.	<b>Properties and Changes of Materials</b> Compare materials according to their properties. Investigate thermal conductors and insulators. Investigate which electrical conductors make a bulb shine brightest.	<b>Forces</b> Identify forces acting on objects. Explore the effect gravity has on objects and how gravity was discovered. Investigate the effects of air resistance. Explore the effects of water resistance. Investigate the effects of friction.	<b>Living Things and Their Habitats</b> Describe how some plants reproduce. Describe the life cycles of different mammals. explain what Jane Goodall Discovered about chimpanzees. Compare the life cycles of amphibians and insects.	<b>Animals Including Humans</b> Describe the stages of human development. Explain how babies grow and develop. Describe and explain the main changes that occur during puberty. Identify the changes that take place in old age.





		Explain how planets move in our solar system. explain day and night and the apparent movement of the sun across the sky.	Eva Crane - describe Eva Crane and her work with bees.	Investigate materials which will dissolve. Use different processes to separate mixtures of materials.	Explore and design mechanisms.	Compare the life cycles of plants, mammals, amphibians, insects and birds.	Identify the relationship between variables.
	6	<b>Scientists and Inventors</b> Stephen Hawking's theories about black holes and report my findings. Libbie Hyman's work about classification. Marie Maynard Daly - how diet affects the way the body functions.	<b>Evolution and Inheritance</b> Inheritance - Explain the scientific concept of inheritance. Adaptation - demonstrate understanding of the scientific meaning of adaptation.	<b>Light</b> Explain that light travels in straight lines from light sources to our eyes, and from light sources to objects and then to our eyes. Understand how mirrors reflect light, and how they can help us see objects.	<b>Electricity</b> Explain the importance of the major discoveries in electricity. Observe and explain the effects of differing volts in a circuit. Observe and explain the effects of differing volts in a circuit. Understand variations in how components function.	<b>Living Things and Their Habitats</b> Classifying animals based on similarities. Describe how living things are classified. Identify the characteristics. Investigate helpful and harmful microorganisms.	<b>Animals Including Humans</b> Identify and name the parts of the human circulatory system. Describe the functions of the main parts of the circulatory system. Explain how water and nutrients are transported within the body.

## Key Stage 2

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
COMPUTING	3	<b>Drawing and Desktop Publishing</b> Draw with different shapes and lines. Ordering and Grouping Manipulating Objects. Make Posters. Combining Text and Images. Effective Layouts.	<b>Online Safety</b> What Is Cyberbullying? To Buy or Not to Buy? Keep It to Yourself! Emailing. Online Communication. Knowledge about online safety to plan a party online.	<b>Internet Research and Communication-Online Safety</b> Identify how word order affects search results. Explain how searches return results. Saving and sharing. How Do We Communicate Online?	<b>Presentation Skills</b> Planning a Branching Story. Creating the Slides. Theme, Transitions and Animation. Action Settings. Audio and Video. Completing the Story.	<b>Programming Turtle Logo and Scratch</b> <a href="#">Scratch - Imagine, Program, Share (mit.edu)</a> Create and debug an algorithm using the move, rotate and repeat commands. Pen Up and Pen Down. Regular Polygons.	<b>Word Processing Skills</b> Screenshots and Passwords. Change Case. Align Text. Bullets and Numbering. Advanced Select and Keyboard Shortcuts. Using Text Boxes and Text Wrap.



		Online Safety- How to stay safe online		Explain how to stay safe when communicating online. Explain why I need to be responsible online.	Online Safety- Search Engines	Drawing. Regular Polygons in Scratch. Pens.  Online Safety- Communication	Online Safety- Data
	4	<b>Animation</b> History of Animation - describe early forms of animation before computers and how computers have made a difference. Stick Figure Animation - create a short computer animation using one or more moving stick figures. Recording Movement of Characters - create a recorded animation involving a number of moving characters on a background. Structured Timing - structure specific timing of animations using a time slider Stop Motion Animation - use a camera to create a short stop motion animation film. Evaluating Animation Techniques - analyse and evaluate software.  <b>Online Safety- How to protect personal information</b>		<b>Online Safety</b> identify how a message can hurt someone's feelings. I can say how I should respond to a hurtful message online. Use a search engine accurately. Understand the term 'plagiarism' and how to avoid it. Create a safe online profile. <b>Programming Turtle Logo</b> Using Turtle Logo to create and debug a procedure. Create and debug an algorithm that uses setpos to draw shapes. Create and debug an algorithm with different colours. Create and debug an algorithm to fill areas with colour. Using Turtle Logo to create and debug an algorithm to write text. Create and debug an algorithm to draw arcs.		<b>Scratch: Questions and Quizzes</b> Create content that accomplish given goals. Solve problems by decomposing them into smaller parts. In the context of analysing the difference between paper and online quizzes. Write and debug programs that accomplish specific goals in the context of creating a quiz question. Create visual effects as part of a quiz.  <b>Word Processing</b> Ingenious Images. Learn the Layout. Use the spellcheck tool. Insert and format a table in a word processing document. Change a page layout for a purpose. Hyperlinks within a word document.  <b>Online Safety- What makes a good password, how often do we change it?</b>	
	5	<b>Controlling Devices: Flowol</b> What is a Flowchart? - draw and interpret a flowchart with the correct symbols. Programming Outputs - edit a flowchart to control a simulated device.	<b>Radio Station</b> Use software to create my own sounds by recording, editing and playing. Combine audio effects to create an original radio jingle. Research and plan digital content for a radio podcast.	<b>3D Modelling: SketchUp</b> Use software to draw and manipulating simple 3D shapes. Add detail to simple 3D shapes.  Furniture - add and manipulate 3D models.	<b>Online Safety</b> Spam! - identify spam emails and what to do with them. Sites to Cite - write citations for the websites used for research. Create strong passwords.	<b>Scratch - Developing Games</b> Creating a Maze Game - Design a set of instructions on paper for a character game, to convert into Scratch algorithm. Designing Characters & Backdrops - Design an original character or backdrop for a specific purpose within a computer game. Adding Effects Splat Game - create a new computer game, with a specific purpose or goal. Make an object move automatically and change its appearance.	

		Multiple Outputs - control multiple outputs at the same time.  <b>Online Safety-</b> Personal Information	Use software to create and present digital content for a radio podcast.	A Table - create a complex 3D model. Your Room - create a 3D model of my own design.  <b>Online Safety-</b> Communication	False Photography - find out how photos can be altered and presented as reality online.	Changing Costumes - add further costumes and programming costume changes Scoring & Levels - Complete game playability by adding scoring and levels.  <b>Online Safety-</b> Passwords
	6	<b>Spreadsheets</b> Number Operations - enter data and formulae into a spreadsheet. Ordering and Presenting Data - order and present data based on calculations. Add, Edit and Calculate Data - create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Solving Problems - use a spreadsheet to solve problems. Party Plan Budget - use a list of possible items and prices, along with a maximum spending budget. Design You Own - design a spreadsheet for a specific purpose. <b>Kodu Programming</b> Code Investigator - introduce introduced the Kodu software as a programming environment and evaluate its features and how it works. When and Do Instructions - program Kodu using 'When' and 'Do' instructions. Creating Worlds - use tools and add features to create an original landscape in Kodu. Deconstructing Code - analyse and deconstruct code to work out its purpose. Racetrack - program a character to be controlled around a custom track to reach a goal.		<b>Scratch: Animated Stories</b> Animate a Scene - create appropriate animations for a story scene. Broadcast a Message - structure and control the timing of events. Show and Hide - control when objects need to be visible. Sequence a Story - sequence events to create a story narrative. Adding Audio - add voice sounds to enhance an animated story. Getting Interactive - interactive user features to a scene or story <b>Online Safety</b> Cyberbullying - find similarities and differences between inperson and cyberbullying. Identify good strategies to deal with cyberbullying. Secure Websites - identify secure websites by identifying privacy seals of approval. People Online - understand the benefits and pitfalls of online relationships. Identify information that I should never share. Girls and Boys Online - Identify how the media play a powerful role in shaping ideas about girls and boys. SMARTbots - Identifying how to behave in a range of online scenarios. Online Safety: Let's Get Quizzical! - create an online safety quiz.		<b>Filmmaking</b> Writing a Script - use appropriate software and other tools effectively to write a film script. Research and Sources - locate and check appropriate digital content and provide accurate crediting of sources. Filming - use digital recording devices to film and import into video editing software. Interviewing - plan, conduct and import video interviews as part of a short film. Editing - use video editing software to combine and edit their videos into a finished film. Publishing - add final touches to turn their videos into a finished film, saving as a movie file and presenting with a screening. Cinema - set up a cinema show, make posters, tickets and show the film to the whole school.  <b>Online Safety-</b> SPAM- Emails





		Online Safety- How do we stay safe from phishing					
Key Stage 2							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
HUMANITIES (Geography, history, religious education)	3	Geography	RE	History	Geography	RE	History
		The UK Countries and Cities. Rivers and Seas. Around the Counties. Hills and Mountains. How London Grew. Our Changing Nation.	The Nativity Story Mary and Joseph - explain where Nazareth is and who Mary and Joseph were. The Journey - explain the journey Mary and Joseph went on to Bethlehem. A Baby Is Born - explain where Jesus was born and why he was born there. The Shepherds - explain how the shepherds heard about Jesus' birth. A New Star Appears - the story of the wise men. King Herod - explain why King Herod wanted to find Jesus	Crime and Punishment The Roman Legacy. Anglo-Saxon Laws and Justice. The Torturing Tudors. The Highway Man: Hero or Villain? Victorian Prisons. Through the Ages.	Rainforests Where Are the Rainforests? The Rainforest Climate. Layers of the Rainforest. Life in the Rainforest. The Amazon. Protecting the Rainforests.	Hinduism who founded Hinduism and where? The main beliefs in Hinduism. Explain which places are special to Hindus. Describe some special Hindu festivals. Hindus have multiple holy books. Explain the meanings of Hindu symbols.	Vikings and Anglo-Saxons Viking Raiders and Invaders. Anglo-Saxon Kings. Danegeld. Viking Life. Laws and Justice. The Last Anglo-Saxon Kings
	4	All Around the World The Northern Hemisphere, and the Southern Hemisphere.	People of Faith Dalai Lama. Rabbi Jonathan Sacks. Fauja Singh. Bear Grylls. How Do My Beliefs Impact on My Life?	The Railways The Earliest Railways and Locomotives. The Wonder of Steam Locomotives. The Growth of Britain's Railway Lines.	Somewhere to Settle What Did Early Settlers Need? Where Would You Settle? What's in a Name? How Is Land Used in Settlements?	Food and Fasting How Do We Think about Food? Religious Rules about Food. Giving Up Food. Fasting. Food for Celebration.	Riotous Royalty William the Conqueror. King John. Henry VIII. Queen Anne Queen Victoria



		Identify lines of latitude and longitude. Key features of the polar regions and compare them to the UK. In the Tropics.		Railway Art. The Impact of the Railways. Locomotive Technology	How Are Settlements Linked? An Ideal Place to Settle.	plan a feast event.	The Modern Royal Family
	5	<b>Marvellous Maps</b> Using Atlases. Identifying landmarks shown on an Ordnance Survey map. Compass Points. Grid References. Planning a Route. Comparing maps and photographs of places.	<b>The Meaning of Christmas for Christians</b> What Christmas means to me and to Christians. The importance of love at Christmas time in Christianity. The meaning of a popular Christmas carol. Christmas Debate - debate about whether the true meaning of Christmas is lost.	<b>World War II / wars around the world</b> The Outbreak of War. Evacuation. Rationing. The Role of Women. The Holocaust. Key Events.	<b>Magnificent Mountains</b> Mountain Ranges UK Mountains. Features of Mountains. How Mountains Are Made. Mountain Climates. Mountain Travel - describe how tourism affects mountain regions.	<b>Peace</b> Explain the meaning of the word 'peace'. Peace Across Religions. Comparisons Across Religions. Inner Peace. Religions focus on community. Peace Symbols.	<b>Ancient Egypt</b> Who Were the Ancient Egyptians? What Was Lifelike in Ancient Egypt? Mummies. Tutankhamun. Write Like an Egyptian. Egyptian Gods.
	6	<b>Our Changing World</b> Weathering and Erosion. Coastal Features Changing Coastlines. Changing Boundaries Weathering and Erosion. What Does the Future Hold?	<b>Creation Stories</b> Judaism and Christianity. Compare the creation stories of the Abrahamic religions. Hinduism. Sikhism. Types of Creation Stories.	<b>Leisure and Entertainment</b> At the Movies. The Beautiful Game. The Swinging Sixties. Wish You Were Here. The Gogglebox. Technology	<b>Trading and Economics</b> What Do We Trade? Who Do We Trade With? Trading with El Salvador. Fair Trade. The Global Economy. How Has Trading Changed?	<b>Humanism</b> Worldviews Influential Thinkers. Humanist Thinkers. Main Beliefs. Symbols and Meanings. Living a Good Life.	<b>Ancient Greece</b> Who Were the Ancient Greeks? Daily Life in Ancient Greece. Athens and Sparta. The Olympics. Greek Gods and Goddesses. The Trojan War.
KEY STAGE 2							



PHYSICAL EDUCATION							
		TERM 1		TERM 2		TERM 3	
	3	<b>Athletics</b> 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.	<b>Circuit Training</b> 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.	<b>Gymnastics</b> 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.	<b>Dance</b> 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.	<b>Football</b> 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.	<b>Outdoor Adventure Actives (OAA)</b> 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	<b>Athletics</b> practise existing running, jumping and throwing skills. Improve my running technique for sprinting including the sprint finish. practise relay running. Learn to jump for distance.	<b>Circuit Training</b> 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.	<b>Gymnastics</b> 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.	<b>Dance</b> 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	<b>Tag Rugby</b> 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.	<b>Outdoor Adventure Actives (OAA)</b> 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





		Learn the pull throw technique. Take part in a Pentathlon.	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.	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 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.	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 my attacking and defending skills and knowledge to make tactical decisions. Gameplay - To apply attacking and defending skills in a game of tag rugby.	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	<b>Athletics</b> Practise and refine existing running, jumping and throwing skills in the context of Athletics. Use an effective technique for sprinting including the sprint start. Sustain my running pace over longer distances. Develop flexibility, strength, technique, control and balance in the context of fling throw (discus). To learn the fling throw technique. To use a variety of throwing techniques.	<b>Striking and Fielding: Rounders</b> Batting and Bowling - To learn the correct techniques for batting and bowling in rounders Throwing and Catching - To use the correct techniques for throwing and catching when fielding in rounders. Backstop and Bases - To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively in these positions and demonstrate good skill and technique.	<b>Gymnastics</b> Jumps and Leaps - perform a stag jump and split leap. Rolls - perform pike rolls. Handstands, Cartwheels and Round-Offs - perform a round-off. Linking Movements - independently plan a sequence of gymnastics movements that are creatively linked together. Performance - perform a gymnastics sequence in a pair or group in time to music.	<b>Dance</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly	<b>Basketball</b> Expert Dribbling - learn to dribble with a basketball. Skilful Passing - To use a range of techniques to pass a basketball successfully. Footwork and Pivoting - To know how to pivot. To move effectively around the court. Keeping Possession - To use strategies to keep possession of the ball. Smart Marking - To know how to mark a player effectively. To get free from a defender	<b>Outdoor Adventure Actives (OAA)</b> Communicate and Collaborate - work as part of a team to complete a range of challenges. Agility and Endurance - demonstrate agility and endurance in a range of situations. Navigation Skills - To know what a compass is and how to use it. To know the eight directions on a compass. All About Maps - To read, follow and understand maps.



			Deep Fielding - To know the roles and responsibilities of the deep fielders in rounders.		together. Improvise with confidence, still demonstrating fluency across the sequence.	Let's Play! - To apply our basketball skills when playing as part of a team in a game. To evaluate my performance.	Around the Grounds - take part in an orienteering exercise.
	6	<b>Athletics</b> Practise and refine fundamental movement skills needed for athletics. Work as a team to competitively perform a sprint relay. Control running pace over a range of distances. Refine my hurdling technique. Throw for distance using a heave throw technique.	<b>Striking and Fielding</b> Speedy Catching - I can react quickly and catch balls thrown at different heights and angles. Attacking the Ball - I can attack the ball using effective fielding techniques. Distance Throwing - I can throw the ball accurately over a large distance Brilliant Batting - I can strike a bowled ball over a large distance into space. Bowled Over - I can bowl a ball overarm at a target. Skills Circuit - I can apply striking and fielding skills to complete a circuit of activities.	<b>Gymnastics</b> Jumps and Leaps - accurately perform a cat leap full turn and a stag leap. Rolls - accurately perform a dive forward roll and a pike backward roll. Cartwheels and Round-Offs - perform a hurdle step into a cartwheel and a round-off. Linking Movements - perform a series of similar movements in quick succession, linked together to form a sequence. Performance - work in a large group to choreograph and perform a gymnastics routine in time to music.	<b>Dance</b> identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g., using various levels, ways of travelling and motifs.	<b>Netball</b> Passing and Catching - To improve and refine catching and throwing in netball. To use a range of netball passes. To know how to catch a netball in different ways. Footwork and Pivoting - To know how to pivot. To understand the footwork rule in netball. Outwit Your Defender - To know how to outwit a defender to receive a pass. Attacking and Defending - To know how to one-on-one mark an opposition player. To aim for a target. High 5 Netball Tournament - To play in a netball tournament with the whole school. To evaluate my own and others' performance.	<b>Outdoor Adventure Actives (OAA)</b> Perfect Problem-Solving - work systematically and as part of a team to solve a range of problems. Positivity and Perseverance - demonstrate positivity, perseverance and effective teamwork when completing a range of challenges. Expert Communication - use a range of communication methods effectively during problem solving activities and challenges. Leadership and Cooperation - demonstrate effective leadership skills. To work together effectively to achieve a common goal.

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





			Making Sensory Boxes - learn about great artists, architects, and designers in history in the context of Anish Kapoor.	
	5	<b>Wildlife</b> Drawing Birds in Pencil Drawing Feathers Printing Feathers Making Textured Clay Tiles Modelling Newspaper Birds Learn about great artists, architects and designers in history in the context of Constantin Brancusi. learn about great artists, architects and designers in history in the context of designer Richard Sweeney.	<b>Plants and Flowers</b> Drawing Plants in Pencil. Drawing Plants in Colour. learn about great artists, architects, and designers in history in the context of Henri Rousseau. Hapa-Zome: Printing Plants Using Hammers - learn about great artists, architects, and designers in history in the context of India Flint. Making Plants in Paper. Making 3D Plant Sculptures. learn about great artists, architects, and designers in history in the context of Alexander Calder and David Oliveira.	<b>Ancient Egypt</b> Drawing Faces in Pencil. Drawing Faces in Charcoal. Learn about great artists, architects, and designers in history in the context of David Hockney. Drawing Masks in Pen - Learn about great artists, architects, and designers in history in the context of Man Ray. Making Egyptians Masks in Clay. Modelling Masks in Papier Mache. learn about great artists, architects, and designers in history in the context of Fernand Leger.
	6	<b>The Seaside</b> Drawing Fish in Pen. Drawing Shells in Colour Learn about great artists, architects and designers in history in the context of Alfred Wallis. Printing Fish on Colour. Weaving Seaside Scenes. Making Fish Lanterns. learn about great artists, architects and designers in history in the context of Hokusai.	<b>South and Central American Art</b> Clay Monkeys - learn about great artists, architects, and designers in history in the context of Frida Kahlo. Making Picture Puzzles - learn about great artists, architects, and designers in history in the context of Leonora Carrington. Catching Dreams - learn about great artists, architects, and designers in history in the context of Joaquin Torres Garcia. Mural Mash Up - Tropical Collage - learn about great artists, architects, and designers in history in the context of Beatriz Milhazes.	<b>North American</b> Drawing the Other Half - learn about great artists, architects, and designers in history in the context of John Singer Sargent. Make Your Own Landscapes - make a landscape collage. Learn about great artists, architects, and designers in history in the context of Ansel Adams. Body Abstract - learn about great artists, architects, and designers in history in the context of Helen Frankenthaler. 'Building Block' Houses - learn about great artists, architects, and designers in history in the context of Frank Lloyd Wright.
KEY STAGE 2				
SUBJECT AREA	TERM 1		TERM 2	TERM 3



DESIGN TECHNOLOGY	3	<b>Design</b> Identify the design features of their products that will appeal to intended customers. Use their knowledge of a broad range of existing products to help generate their ideas. Design innovative and appealing products that have a clear purpose and are aimed at a specific user. Explain how particular parts of their products work. Use annotated sketches and cross-sectional drawings to develop and communicate their ideas. When designing, explore different initial ideas before coming up with a final design. When planning, start to explain their choice of materials and components including function and aesthetics. Test ideas out through using prototypes. Use computer-aided design to develop and communicate their ideas.	<b>Make – Planning</b> Plan With growing confidence, carefully select from a range of tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities. place the main stages of making in a systematic order.	<b>Make – Practical skills and techniques</b> Learn to use a range of tools and equipment safely, appropriately, and accurately and learn to follow hygiene procedures. Use a wider range of materials and components, including construction materials and kits, textiles, and mechanical and electrical components. With growing independence, measure and mark out to the nearest cm and millimeter. Cut, shape and score materials with some degree of accuracy. Assemble, join, and combine material and components with some degree of accuracy. Demonstrate how to measure, cut, shape, and join fabric with some accuracy to make a simple product. Join textiles with an appropriate sewing technique. Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.
	4	<b>Evaluate</b> Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose. Explore what materials/ingredients products are made from and suggest reasons for this. Consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product. Evaluate their product against their	<b>Technical Knowledge</b> Understand that materials have both functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to create more useful characteristics of products. Understand and demonstrate how mechanical and electrical systems have an input and output process. Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products.	<b>Cooking and Nutrition</b> Start to know when, where and how food is grown (such as herbs, tomatoes, and strawberries) in the UK, Europe, and the wider world. Understand how to prepare and cook a variety of predominantly savory dishes safely and hygienically. With support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven. Use a range of techniques such as mashing, whisking, crushing, grating,



		original design criteria. evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.	explain how mechanical systems such as levers and linkages create movement. use mechanical systems in their products.	cutting, kneading, and baking. Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.
	5	<b>Design</b> Use research to inform and develop detailed design criteria to inform the design of innovative, functional, and appealing products that are fit for purpose and aimed at a target market. Use their knowledge of a broad range of existing products to help generate their ideas. Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user. Explain how particular parts of their products work. Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas. Generate a range of design ideas and clearly communicate final designs. Consider the availability and costings of resources when planning out designs. Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry, and the wider environment.	<b>Make</b> Planning Independently plan by suggesting what to do next. With growing confidence, select from a wide range of tools and equipment, explaining their choices. Select from a range of materials and components according to their functional properties and aesthetic qualities. Create step-by-step plans as a guide to making.	<b>Make –Practical skills and techniques</b> Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures. Independently take exact measurements and mark out, to within 1 millimeter. Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components. Cut a range of materials with precision and accuracy. Shape and score materials with precision and accuracy. Assemble, join, and combine materials and components with accuracy. Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product. Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch. Refine the finish using techniques to improve the appearance of their product, such as sanding, or a more precise scissor cut after roughly cutting out a shape.
	6	<b>Evaluate</b> Complete detailed competitor analysis of other products on the market. Critically evaluate the quality of design, manufacture, and fitness for purpose of products as they design and make.	<b>Technical Knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to create more useful characteristics of products. Understand and demonstrate that	<b>Cooking and Nutrition</b> Know, explain, and give examples of food that is grown (such as pears, wheat, and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe, and the wider world.



		Evaluate their ideas and products against the original design criteria, making changes as needed.	mechanical and electrical systems have an input, process, and output. Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products. Apply their understanding of computing to program, monitor and control a product.	Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality. Understand that food is processed into ingredients that can be eaten or used in cooking. Demonstrate how to prepare and cook a variety of predominantly savory dishes safely and hygienically including, where appropriate, the use of a heat source. Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying, and boiling.
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## KEY STAGE 2

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
PSHE/RSE		<b>SELF AWARENESS</b>  SA1 – Things we are good at  Identify hopes/wishes for our future lives  Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.  Identify own hopes/aspirations; explain in simple terms how we might achieve them  Describe and/or demonstrate what we can say or do if we or	<b>SELF CARE, SUPPORT and SAFETY</b>  SSS1 – Taking care of ourselves  Describe different ways we keep ourselves healthy and well.  Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important  SSS2 – Keeping safe  Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.	<b>MANAGING FEELINGS</b>  MF1 – Identifying and expressing feelings  Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).	<b>CHANGING and GROWING</b>  CG1 – Baby to adult  Explain how the needs of babies, children, adults and older people differ  CG2 – Changes at puberty  Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.  Recognise that people experience the physical and emotional changes of puberty over different lengths of time.	<b>HEALTHY LIFESTYLES</b>  HL1 – Healthy Eating  Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).  Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.  Identify some influences on our food choices, and when these might be positive or negative	<b>THE WORLD WE LIVE IN</b>  WILI1 – Respecting differences between people  Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this  Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.
	3						



		<p>someone else is being bullied.</p> <p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p> <p><b>SA2 – Kind and unkind behaviours</b></p> <p>Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p> <p>Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</p> <p>Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>Identify different positive responses we can take towards unkind behaviour and bullying</p>	<p>Describe some simple strategies for keeping physically safe in situations when we might feel afraid.</p> <p>Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999</p>		<p>Identify reliable sources of advice on growing and changing</p>	<p><b>HL2 – Taking care of physical health</b></p> <p>Identify what might happen to our bodies if we don't protect them from overexposure to the sun.</p> <p>Explain why it is important to take care of our bodies both now and in the future.</p> <p>Explain some things that can stop us sleeping well, and suggest ways to manage these.</p> <p>Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing</p>	<p>Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them</p> <p><b>WIL12 – Jobs people do</b></p> <p>Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.</p> <p>Recognise how strengths, qualities and things we learn in school might link to possible future jobs.</p>
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		SELF AWARENESS	SELF CARE, SUPPORT and SAFETY	MANAGING FEELINGS	CHANGING and GROWING	HEALTHY LIFESTYLES	THE WORLD WE LIVE IN
PSHE/RSE	4	<b>SA3 – Playing and working together</b>  Recognise occasions when we have worked as a team or in a group to achieve something.  Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.  Explain why listening and respecting others' points of view helps us to get on with others.  Identify and demonstrate ways of improving our own practice when working in a team. Offer constructive feedback to support others working in our team.  Explain why 'turn-taking' can help everyone to feel included  <b>SA4 – People who are special to us</b>  Identify different types of family  Explain that if people we like do unkind things to us or our friends we	<b>SSS3 – Trust</b>  Give examples of how others may put us under pressure to do something.  Explain what a 'dare' is and what people might say or do if they are 'daring' us.  Identify some basic strategies for saying 'no' to pressure or dares.  Identify whom to tell in different situations and what we could say  Give examples of when we might take back our trust if we feel someone no longer deserves it.  Describe how we might feel if someone has dared us to do something.  Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.  Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.  <b>SSS4 – Keeping safe online</b>	<b>MF2 – Managing strong feelings</b>  Explain how rest and spending time doing things we enjoy can help to make us feel happy.  Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.  Describe or demonstrate how to respond appropriately to others' feelings	<b>CG3 – Dealing with touch</b>  Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.  Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.  Identify someone we could safely go to for help if we are worried about ourselves or someone else	<b>HL3 – Keeping well</b>  Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.  Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).  Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.  Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.	<b>WILI3 – Rules and Law</b>  Identify what might happen if we did not have rules and laws or if people ignored them.  <b>WILI4 – Taking care of the environment</b>  Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution)





		<p>do not have to tolerate it.</p> <p>Identify ways in which we can get help if people have been unkind to us or our friends</p> <p>Describe ways in which families can be different.</p>	<p>Identify some benefits of balancing time on electronic devices with other activities</p> <p>Demonstrate practical strategies for keeping safe when using specific digital devices and platforms</p> <p>Explain how what we post online might affect ourselves or others</p> <p>Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.</p> <p>Identify basic rules for using social media, including age restrictions and why they exist.</p> <p>Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.</p>				
PSHE/RSE	5	<p><b>SELF AWARENESS</b></p> <p>SA5 – Getting on with others</p> <p>Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.</p>	<p><b>SELF CARE, SUPPORT and SAFETY</b></p> <p>SSS5 –Public and private</p> <p>Explain the importance of respecting others’ belongings, privacy and feelings.</p>	<p><b>MANAGING FEELINGS</b></p> <p>MF3 – Developing confidence and Responsibility</p> <p>Demonstrate how to be assertive in different situations</p> <p>Demonstrate perseverance</p>	<p><b>CHANGING and GROWING</b></p> <p>CG4 –Different types of relationships</p> <p>Explain the features of a healthy and positive friendship or family relationship.</p>	<p><b>HEALTHY LIFESTYLES</b></p> <p>HL1 – Healthy eating</p> <p>Classify food into the correct food groups</p> <p>Communicate reasons why they can’t eat specific food, eg. Lactose intolerant</p>	<p><b>THE WORLD WE LIVE IN</b></p> <p>WIL15 – Belonging to a community</p> <p>Identify different groups that make up our community.</p> <p>Explain how it feels to be part of a community. Suggest ways we can</p>



		<p>Explain that our feelings about other people can change and that this is okay.</p> <p>Identify kind ways of letting people know our feelings towards them have changed.</p> <p>Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship</p>	<p>Identify practical strategies to ensure our privacy and that of others.</p> <p>Demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us</p> <p>Explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.</p> <p>Explain why we should tell a trusted adult even if someone has told us not to</p>	<p>Explain how to deal with difficult or unplanned situation</p> <p>Identify a broader range of feelings in themselves and others, eg. Boredom, calm, excitement, shyness</p> <p>Identify actions, words or situations that can cause different emotions, eg. Happy, frightened, excited, embarrassed, proud</p> <p>Identify emotions created by change and was to cope with change</p> <p>Identify personal qualities they can offer in a friendship</p> <p>Identify ways to cope with negative emotions, and how to overcome them</p> <p>Identify things that make them happy or sad, or change the way they feel</p>	<p>Identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>Recognise that relationships, including marriage and civil partnership, can be between people of any gender</p>	<p>Demonstrate knowledge of what constitutes a portion of some common foods, eg. Cereal</p> <p>Describe the process of food digestion</p> <p>Identify foods that make part of a healthy diet</p> <p>Plan a balanced day's food for a person</p>	<p>help people to feel welcome in the different groups and communities we belong to.</p> <p><b>WIL16 – Money</b></p> <p>Explain what it means to save money and why we might do it</p> <p>Explain what is meant by the term 'afford' (in the context of money).</p> <p>Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>
PSHE/RSE	6	<p><b>FIRST AID</b></p> <p>FA2 – First Aid</p> <p>Show how to care for someone with:</p> <ul style="list-style-type: none"> <li>- A cut/graze</li> <li>- A burn</li> <li>- A sprain or twist, eg. Of the ankle</li> </ul>	<p><b>FIRST AID</b></p> <p>FA2 – First Aid</p> <p>Explain where to look for further information on first aid techniques</p> <p>Identify the types of first aid to which they would feel comfortable attending</p>	<p><b>DRUGS, ALCOHOL and TOBACCO</b></p> <p>DAAT6 – Tobacco</p> <p>Discuss the storage of dangerous substances</p> <p>Explain why cigarettes are harmful</p> <p>Identify what the term 'passive' smoking means</p>	<p><b>DRUGS, ALCOHOL and TOBACCO</b></p> <p>DAAT5 – Dangers of medication</p> <p>Discuss why we have laws concerning drugs</p> <p>Identify how to safely use over the counter or prescribed medicines</p>	<p><b>MENTAL WELLBEING</b></p> <p>MW1 – Taking care of Mental Health</p> <p>Consider how to cope with anger</p> <p>Identify a range of strategies for coping with emotional difficulties</p>	<p><b>MENTAL WELLBEING</b></p> <p>MW1 – Taking care of Mental Health</p> <p>Describe how to resolve a difficult situation after experiencing negative emotions which may impact on behaviour</p>

		<p>- Swelling from a trip,</p> <p>Identify the impact of a bump/bang/trip, eg. Swelling, bruising skin, tenderness etc</p> <p>Identify the impact of a cut or graze, eg. Scab, red skin, eventual peeling of scab etc</p> <p>Identify the impact of getting burned, eg. Blister, red skin</p> <p>Seeks medical attention from a member of staff if burns or cuts occur</p>	<p>Identify the types of first aid to which they would have to seek additional support</p> <p>Identify the types of first aid to which they would not feel comfortable attending</p> <p>Identify when it might be necessary to give CPR</p>	<p><b>DAAT7 – Alcohol</b></p> <p>Recognise what alcohol is and what it can be found in</p> <p><b>DAAT1 – Medication</b></p> <p>Identify a range of non-prescription medicines, eg. Cough syrup, after-sun</p> <p>Identify medicines can cure illness</p> <p>Identify some medicines which are not prescription medicines</p> <p>Identify that drugs come in many different forms, eg. Liquid, powder, tablet</p> <p>Identify that medicines are drugs</p>	<p>Discuss why we have laws</p> <p>Identify some risks involved with substance use and misuse</p> <p>Outline factual information concerning legal and illegal substances, including alcohol and tobacco</p> <p>Understand that the misuse of drugs can effect human behaviour, health and life process</p> <p><b>DAAT6 – Tobacco</b></p> <p>Predict the impact of smoking on human gas exchange</p> <p>Understand how first- and second hand smoke can affect their health</p>	<p>Identify positive things about themselves</p> <p>Identify if they are having difficulties with negative feelings or thoughts</p> <p>List alternative methods of getting help or advice, eg. ChildLine</p> <p>Describe how to manage their feelings in different situations</p>	<p>Identify ways of avoiding situations they find difficult</p> <p>Identify ways of improving their mood</p> <p>Outline things that may trigger unhappiness</p> <p>Outline what factors affect their self-esteem and confidence</p> <p>Recognise that medical help should be organised if someone or themselves are experiencing unmanageable emotions on a daily basis</p> <p>Recognise their personal strengths and how this affects their self-esteem and confidence</p>
KEY STAGE 2							
SUBJECT AREA	TERM 1			TERM 2		TERM 3	





MUSIC	3	<p><b>Singing</b> Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies</p>	<p><b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p>	<p><b>Composing-Improvise</b> To become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources.</p>	<p><b>Composing-Compose</b> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values</p>	<p><b>Performing - Instrumental Performance</b> Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases</p>	<p><b>Performing - Reading Notation</b> Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>
	4	<p><b>Singing</b> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and</p>	<p><b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should</p>	<p><b>Composing-Improvise</b> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p>	<p><b>Composing-Compose</b> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.</p>	<p><b>Performing - Instrumental Performance</b> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Perform in two or more parts (e.g., melody and</p>	<p><b>Performing - Reading Notation</b> Understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g., C-G/do-so).</p>



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



	6	<b>Singing</b> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	<b>Listening</b> To develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.	<b>Composing-Improvise</b> Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.	<b>Composing-Compose</b> Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	<b>Performing - Instrumental Performance</b> Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany this same melody, and others, using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.	<b>Performing - Reading Notation</b> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g., C-C/ do-do). Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.
Key stage 2							
French				Spanish			
Languages	3	Getting to know you All about me Food Family			Meet and greet My body Time to eat Colours		
	4	All around town On the move Going shopping			My town Let's go Shopping The wider world		



	5	Getting to know you All about ourselves Families and friends	All about me The way I look Eating out
	6	Visit a French town Let's go shopping All about France	People around me All about school