

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jack and the Beanstalk	Hansel and Gretel	The 3 Little Pigs	Peter Pan	Robin Hood	Beowulf	Macbeth



The Canterbury Primary School
Curriculum
2019-2020
Term 4
Traditional Tales



Year	Reading
1	<p>NON-FICTION: LANGUAGE <i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Discuss the language used in labels and captions. ➤ Notice how language is used in instructional writing and recounts. ➤ Discuss the meaning of significant words met in reading linked to particular topics. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify new or unfamiliar words that they meet in reading. ➤ Speculate about the possible meanings of new or unfamiliar words met in reading. ➤ Explain the meaning of the words they meet in a text. <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use simple dictionaries and begin to understand their alphabetical organisation. <p>TEACH TOGETHER IN 1 WEEK</p> <p>STRUCTURE AND PRESENTATION <i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and compare basic story elements, e.g. beginnings and endings in different stories. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Explore the effect of patterns of language and repeated words and phrases. ➤ Identify and discuss some key elements of story language. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. ➤ Find specific information in simple texts they've read or that has been read to them. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Match events to characters in narrative and detail and information to objects or topics in non-fiction texts. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. ➤ Discuss what is suggested about a character from the way or how he/ she speaks. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple questions where they recall information from a text.

	<p>ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.</p> <p>MAKING COMPARISONS + EVALUATING <i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> ➤ Discuss and compare events or topics they have read about or have listened to. <p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Talk about aspects of the text that they like. <p>RETELLING - WILL BE COVERED IN SHOW TO PARENTS <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Retell stories and parts of stories, using some of the features of story language
2	<p>NON-FICTION: LANGUAGE <i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. ➤ Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. ➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries to locate words by the initial letter. ➤ Use terms such as definition. ➤ Discuss the definitions given in dictionaries and agree which is the most useful in the context. <p>TEACH TOGETHER IN 1 WEEK STRUCTURE AND PRESENTATION <i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non – fiction. ➤ Give reasons why things happen where this is directly explained in the text. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying.

	<p>➤ Use different formats (matching, ordering etc.) to answer questions on a text.</p> <p>INFERENCE <i>Infer from what characters say and do</i></p> <p>➤ Make inferences about characters from what they say and do, focusing on important moments in a text. <i>Justify their ideas about a text</i></p> <p>➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</p> <p>ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.</p> <p>MAKING COMPARISONS + EVALUATING <i>Make comparisons within and across texts.</i></p> <p>➤ Identify, collect and compare common themes in stories and poems. ➤ Make comparisons of characters and events in narratives. ➤ Compare the information about different topics in non-fiction texts.</p> <p><i>Evaluate the text</i></p> <p>➤ Explain why they like a particular text.</p> <p>RETELLING - WILL BE COVERED IN SHOW TO PARENTS <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <p>Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text.</p>
3	<p>NON-FICTION: LANGUAGE <i>Identify how language...contributes to meaning</i></p> <p>➤ Begin to identify some of the language differences between fiction and non-fiction texts. ➤ Develop their understanding of key words met in reading non-fiction texts.</p> <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <p>➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. ➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <p>➤ Locate words in a dictionary by the first two letters. ➤ Know the quartiles of the dictionary.</p> <p>TEACH TOGETHER IN 1 WEEK</p> <p>STRUCTURE AND PRESENTATION <i>Identify how structure and presentation contribute to meaning</i></p> <p>➤ Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>LANGUAGE FOR EFFECT</p>

Identify how language contributes to meaning

- Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells

RETRIEVAL

Retrieve information from texts

- Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).

Answer questions about a text and record their understanding

- Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information.
- Record their understanding of a text in different ways, using a range of formats.

INFERENCE

Infer from what characters say and do

- Understand how what a character says or does impacts on other characters, or on the events described in the narrative.
- Infer characters' feelings in fiction.

Justify their ideas about a text

- Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.
- Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.

ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.

MAKING COMPARISONS + EVALUATING

Make comparisons within and across texts.

- Make comparisons between events in narrative or information texts on the same topic or theme.
- Compare and contrast writing by the same author.

Evaluate the text

- Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.

RETELLING - WILL BE COVERED IN SHOW TO PARENTS

Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters.

4

NON-FICTION: LANGUAGE

Identify how language...contributes to meaning

- Investigate the language features of different sorts of non-fiction texts.
- Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).

- Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.

ANNOTATE TEXT – circle words they are unfamiliar with

Use a dictionary effectively

- Locate words in a dictionary by the third and fourth place letters.
- Use the quartiles of the dictionary efficiently to locate words quickly.

TEACH TOGETHER IN 1 WEEK

STRUCTURE AND PRESENTATION

Identify how structure and presentation contribute to meaning

- Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.
- Discuss the meaning of similes and other comparisons that they read.

RETRIEVAL

Retrieve information from texts

- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Pick out key sentences and phrases that convey important information.

Answer questions about a text and record their understanding

- Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram.
- Answer questions on a text using different formats (matching, ordering, tabulating, etc.)

INFERENCE

Infer from what characters say and do

- Deduce the reasons for the way that characters behave from scenes across a short story.

Justify their ideas about a text

- Support their ideas about a text by quoting or by paraphrasing from it.
- Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.

ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.

MAKING COMPARISONS + EVALUATING

Make comparisons within and across texts.

- Collect information to compare and contrast events, characters or ideas.
- Compare and contrast books and poems on similar themes.

Evaluate the text

- Identify aspects or features that make a text entertaining, informative or useful.

	<p>RETELLING - WILL BE COVERED IN SHOW TO PARENTS <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i> Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p>
<p>5</p>	<p>NON-FICTION: LANGUAGE <i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. ➤ Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. ➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. ➤ Check the plausibility and accuracy of their explanation or inference of the word meaning <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. ➤ Use a dictionary to check a suggested meaning. <p>TEACH TOGETHER IN 1 WEEK</p> <p>STRUCTURE AND PRESENTATION <i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. ➤ Consider the language used in a text and pick up the implications and associations being made by the writer. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. ➤ Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text.

- Vary the reading strategies they use to answer questions, depending on the different types asked.
- Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.

INFERENCE

Infer from what characters say and do

- Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.

Justify their ideas about a text

- Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning.
- Identify and summarise evidence from a text to support a hypothesis.

ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.

MAKING COMPARISONS + EVALUATING

Make comparisons within and across texts.

- Make comparisons between the ways that different characters or events are presented.
- Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.

Evaluate the text

- Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.

RETELLING - WILL BE COVERED IN SHOW TO PARENTS

Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

- Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.
- Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.

6

NON-FICTION: LANGUAGE

Identify how language...contributes to meaning

- Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.
- Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- Check the plausibility and accuracy of their explanation of, or inference about, a word meaning
- Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

ANNOTATE TEXT – circle words they are unfamiliar with

Use a dictionary effectively

- Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
- Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

TEACH TOGETHER IN 1 WEEK

STRUCTURE AND PRESENTATION

Identify how structure and presentation contribute to meaning

- Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

RETRIEVAL

Retrieve information from texts

- Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.

Answer questions about a text and record their understanding

- Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.
- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.
- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

INFERENCE

Infer from what characters say and do

- Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

Justify their ideas about a text

- Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.
- Identify and summarise evidence from a text to support a hypothesis.

ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.

MAKING COMPARISONS + EVALUATING

Make comparisons within and across texts.

- Make comparisons and draw contrasts between different elements of a text and across texts.
- Compare and contrast the work of a single author.
- Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

Evaluate the text

- Identify the features that make some texts more effective than others.

RETELLING – WILL BE COVERED IN SHOW TO PARENTS

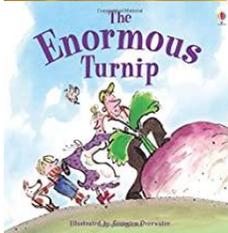
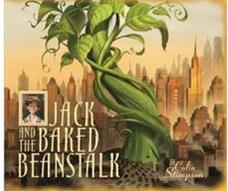
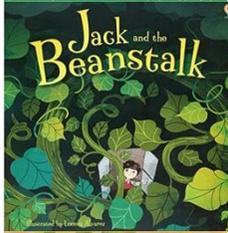
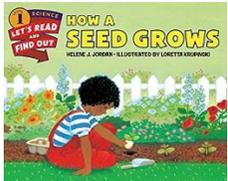
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

- Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.
Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

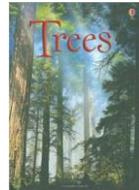
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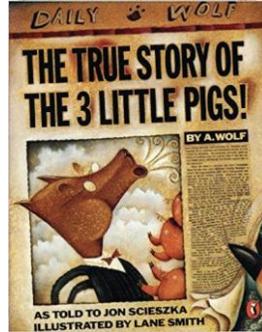
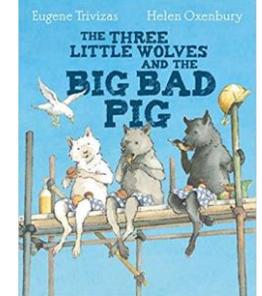
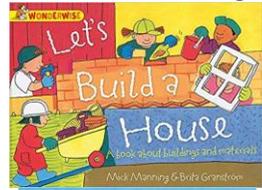
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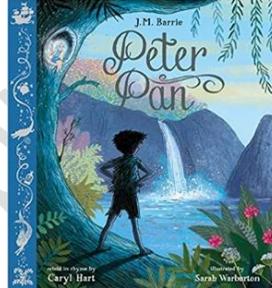
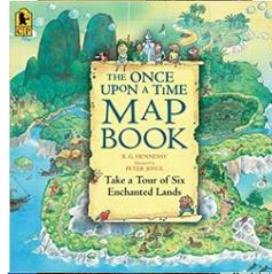
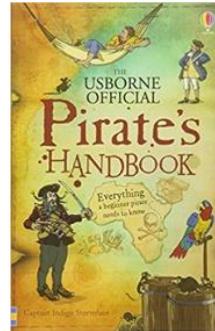
Hansel and Gretel



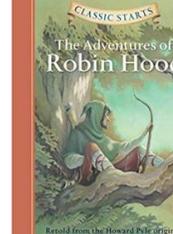
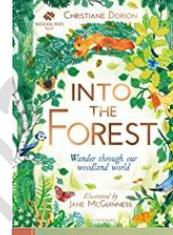
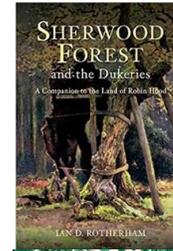
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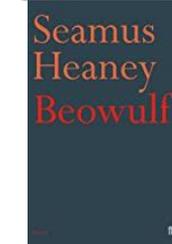
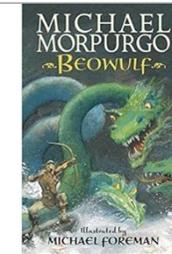
Peter Pan



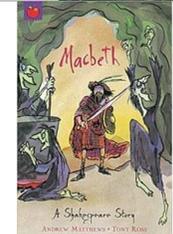
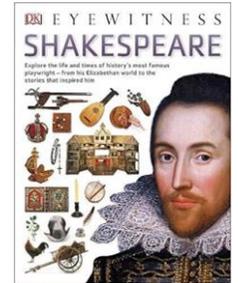
Robin Hood



Beowulf



Macbeth



The Canterlot

Year	Writing* - See note re. phonics and spelling
<p>1</p>	<p>Hansel and Gretel</p> <p>Traditional tales 3 weeks</p> <p>Instructions – recipes 3wks</p> <p>Grammar: Use conjunctions to join sentences: and, or, but, so, because.</p> <p>Write commands.</p> <p>Recognise and use pronouns.</p> <p>Recap nouns, verbs, adjectives, and expanded noun phrases.</p> <p style="text-align: right;">Phonics</p>
<p>2</p>	<p>Three Little Pigs</p> <p>Traditional tales with a twist 3wks</p> <p>Poems with a structure – riddles</p> <p>Grammar: adverbs</p> <p>Standard English: we were, they did, I was</p> <p>Punctuation of speech – use of inverted commas.</p> <p>Verbs – thinking, feeling, doing, being.</p> <p>Phonics and Spelling – No Nonsense Spelling Spr 2</p> <p>Wk1 - /ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>Strategies for learning spellings: mnemonics</p> <p>Wk2 - /ʒ/ spelt 's', segmentation and syllable clapping.</p> <p>Homophones (new/knew)</p> <p>Homophones (there, their, they're)</p> <p>Wk3 - Adding '-es' to nouns and verbs ending in 'y'</p> <p>Wk4 - The possessive apostrophe (singular nouns) Strategies at the point of writing: using an</p>

	<p>alphabetically- ordered word bank Wk5 - Adding suffixes '-ful', '-less' and '-ly'</p> <p>Wk6 - Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Words ending '-tion' Dictionary skills.</p>
<p>3</p>	<p>Peter Pan Play scripts 3 weeks –write own script. Persuasive letter 2wks – write persuasive letter Peter Pan to Wendy or vice versa Poetry – Classic poems to perform – 1wk</p> <p>Grammar Commas in lists Phrases and clauses – join them with conjunctions (Y1 and Y2) + even though, until,</p> <p>Phonics and Spelling - No Nonsense Spelling Spr 2 Wk1 Strategies at the point of writing: Have a go Elements from the previous term that require practice. Wk2 - Prefixes 'super-' and 'auto-' Wk3 - Prefixes 'super-' and 'auto-' Wk4 - Strategies for learning words: words from statutory and personal spelling lists. Pair testing. Wk5 - Strategies at the point of writing: homophones. Proofreading. Wk6 - Strategies at the point of writing: homophones. Proofreading.</p>
<p>4</p>	<p>Robin Hood Novel about Robin Hood 3 wks</p> <p>Information booklet (mix genres) 3wks</p> <p>Grammar Punctuation of direct speech Adverbs/adverbials – cause and effect; additional information; contrasting information. Conjunctions, prepositions and adverbs to show time, place and cause.</p> <p>Phonics and Spelling</p>

	<p>No Nonsense Spelling Spr 2 Wk1 - Statutory spellings learnt so far. Have a go sheets. Proofreading. Wk2 - Prefixes 'anti-' and 'inter-' Wk3 Prefixes 'anti-' and 'inter-' Strategies for learning words: selected words from statutory and personal spelling lists. Assess words learnt from lists so far.</p> <p>Wk4 - Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Wk5 - Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Wk6 - Strategies for learning words: words from statutory and personal spelling lists. Revise and assess words taught so far.</p>
<p>5</p>	<p>Beowulf Older literature 3 wks – chn's version by Michael Morpurgo.</p> <p>Narrative poetry – Beowulf - Seamus Heaney 3 wks</p> <p>Grammar Recap use of hyphen to create kennings. Relative clauses + relative pronouns. Parenthesis: brackets, dashes and colons. Rules of Standard English. Types of noun.</p> <p>Phonics/Spelling: No Nonsense Spelling Spr 2 Wk1 - Spellings taught in previous term. words from statutory and personal spelling lists Wk2 - Proofreading: checking from another source after writing. Wk3 - Strategies for learning words: words from statutory and personal spelling lists. Building words from root words. Wk4 – Building words from root words. Revise homophones. Wk5 - Homophones. Words from statutory and personal lists.</p>

	<p>Words with the /i:/ sound spelt 'ei'. Wk6 - 'ei' and 'ie' words.</p>
	<p>Macbeth Classic literature – 3 wks</p> <p>Discussion – 3 wks (GD group – poetry with imagery)</p> <p>Grammar Recap expansion before and after nouns. Semi-colons to separate independent clauses. Subjunctive mood. Recap active and passive voice. Rules of Standard English.</p> <p style="text-align: right;">Spelling/Phonics – No Nonsense Spelling Spring 2</p> <p>Spelling No Nonsense Spelling Spr 2 Wk1 – Revise spelling learning from the previous half term. Strategies for learning words: rare GPCs from statutory word list. Wk2 – Homophones <i>(dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit).</i> Wk3 - Homophones covered in KS2. Homophones dictation. Wk4 - Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk5 - Generating words from prefixes and roots. Wk6 - Wk2 - Words ending in 'ant', '-ance and '-ancy'.</p>

**Some children will not be meeting age-expectations and will need phonics interventions and catch-up programmes. It is expected that children will be grouped for spelling and phonics work.*

Phonics methodology is followed by the No-Nonsense Spelling programme and picks up from Letters and Sounds Phase 5.

Teachers are expected to know the phonics/spelling needs of their children. Those who did not pass the Year 1 spelling assessment will need to take this again.

Twinkl has resources which match NNS teaching points. WARNING – Twinkl does not follow the same progression. You will have to find the relevant resource for the NNS unit.

Where reference is made to statutory spelling lists, focus on the spelling pattern that you have been learning that week.

Year	Maths
1	<p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>
2	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.</p>
3	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>
4	<p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>

	Convert between different units of measure [for example, kilometre to metre].
5	<p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>
6	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm^3, m^3 and extending to other units (mm^3, km^3).</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>

Year	Science
<p>1</p>	<p style="text-align: center;"><u>Hansel and Gretel</u></p> <p>Plants focus – identify and name a variety of common plants – incl understanding deciduous and evergreen Understand the basic structure of a flowering plant.</p> <p>Idea: looking at planting plants for the emperor/decorative/best plants for certain environments – create a garden for Hansel and Gretel.</p> <p>W/S: Design a question to investigate related to plants and observe the results (basic recordings – drawings).</p> <p>Using observations to answer questions</p> <p>Identify and classify with objects or images</p>
<p>2</p>	<p style="text-align: center;"><u>The Three Little Pigs</u></p> <p>-identify and compare the suitability of a variety of everyday materials -find out how the shapes of solid objects made from some materials can be changed (by squashing, bending, twisting and stretching).</p> <p>Idea: suitable materials to build the three little pigs house and then test whether they will stand the wind?</p> <p>W/S:</p> <p>-Asking simple questions and suggesting different ways to investigate -Describe how they have classified or grouped in a particular way -Drawing (label with scientific vocabulary) or explaining what they have observed OR If required, create a recording table (child to decide the values and where the information goes). -Answer their questions through their observations, using basic scientific vocabulary and ideas.</p>
<p>3</p>	<p style="text-align: center;"><u>Peter Pan</u></p> <p>Forces and magnets Compare how things move on different surfaces</p> <ul style="list-style-type: none"> -Notice that some forces need contact between two objects -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract/repel some materials and not others -Compare and group everyday materials on whether they are attracted to a magnet (identify those that are a magnetic material) -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which the poles are facing <p>Idea: Peter Pan using magnetism to gain 'special' materials to fight/magic etc or defeat Captain Hook (his hook attracted to a magnet so Peter can catch him)</p> <p>W/S</p> <p>-Set-up simple investigations (e.g. comparative, fair testing, observational etc)</p>

	<ul style="list-style-type: none"> -Make careful observations and take readings where appropriate -Record in different ways -Report findings appropriately and use basic scientific concepts to explain findings -Create questions from unexpected results. <p>Note – some of this content can be moved into Term 4 with recycling and removing metals using magnets.</p>
4	<p style="text-align: right;"><u>Robin Hood</u></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment -recognise that environments can change and that this can sometimes pose dangers to living things. <p>Idea: linking the Robin Hood environment – can the forest area be explored?</p> <p>W/S</p> <ul style="list-style-type: none"> -Make systematic and careful observations. -Selecting the most suitable and appropriate way to record – provide reasoning (this can be verbal). - Identify difference, similarities or changes related to simple scientific ideas and processes.
5	<p style="text-align: right;"><u>Beowulf</u></p> <p>Living things and their habitats/animals including humans</p> <ul style="list-style-type: none"> -Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals (including a-sexual reproduction) -Describe the changes as humans develop to old age <p>Idea:</p> <p>W/S:</p> <ul style="list-style-type: none"> -Recording using scientific diagrams (and labelling)
6	<p style="text-align: right;"><u>Macbeth</u></p> <p>Evolution and inheritance</p> <ul style="list-style-type: none"> -Recognise that living things have changed overtime and that fossils provide information about living things that once inhabited the Earth. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Idea: separating DNA in fruit – create an experiment from this using variables.</p> <p>W/S:</p> <ul style="list-style-type: none"> -Plan scientific questions, using variables, stating which variables may be difficult to control -More complex diagrams that use abstract theories - Draw conclusions using scientific theories to explain results

Year	History	Geography
<p>1</p>	<p style="text-align: center;">Hansel & Gretel</p> <p style="text-align: center;">Sequence: Be able to order events</p> <p>Q – What other fairy tales did The Brothers Grimm write?</p> <p>https://www.dw.com/en/10-brothers-grimm-fairy-tales-you-should-know/a-39214540</p>	<p style="text-align: center;">Links to Hansel and Gretel</p> <p>Ask questions and answer questions (Recognise) Such as: what is this place like? Compare - How is it different to where we live?</p> <p>Identify the difference / Have they visited places that are similar to the book?</p> <p style="text-align: center;">Physical Geography</p> <p>Look at the features of a forest. Chn could draw their own or use photos. They could plot the dangers of a forest and create a route that avoids them</p> <p>Use directional language – Near/far/next/alongside to N, S, E, W</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 1 - Kenya</p> <p style="text-align: center;">Identify – Find Kenya on Globe/Map/Google Earth What food do they produce? Describe</p>
<p>2</p>	<p style="text-align: center;">The Three Little Pigs</p> <p>Chronology: Understand that the past has been recorded in a variety of different ways over a period of time</p> <p>Q – How many versions have there been of The Three Little Pigs?</p> <p>https://www.themeasuredmom.com/versions-of-the-three-little-pigs/</p>	<p style="text-align: center;">Links to Three little pigs</p> <p style="text-align: center;"><u>Physical/Human Geography</u></p> <p>Chn to think about where would be a good place to build a house? Ask the question – Where is a good place to build a house, Why?</p> <p>Show photos of an array of places – Beach, Mountain, Forest, motorway, Field etc. Discuss what they see. Chn to Select - What they think would be a good place to build (extension, given reasons Describe - What would these places be like to live?)– Identify human/physical – Chn to draw their idea of where would be a good place to live – label (human/physical features). Can they describe why it would be a good place to live? Do others agree/disagree? Pupils could Compare and contrast each others choices</p>

		<p><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 2 – South Africa Identify – Find South Africa on Globe/Map/Google Earth What food do they produce? Describe</p> <p>Compare – Can this be grown in the UK?</p>
<p>3</p>	<p style="text-align: center;">Peter Pan</p> <p>Demonstrate Understanding: Be able to give some reasons for particular events</p> <p>Q – How did JM Barrie help others?</p> <p>https://www.gosh.org/about-us/peter-pan/history?gclid=EAlalQobChMIInbKryfjB5wIVGODtCh3WsQH2EAAYASAAEgL9tvD_BwE</p>	<p style="text-align: center;">Links to Peter Pan</p> <p style="text-align: center;">Physical/Human Geography</p> <p>Look at pictures of Neverland. Chn to locate and identify human and physical features.</p> <p style="text-align: center;">Map skills</p> <ul style="list-style-type: none"> • Create own map of Neverland – discuss/identify/explain the dangers. • Chn identify and sequence a range of settlement sizes from a village to a city. • Chn to make a game where they hide Tinkerbell (or other character) and Peter Pan needs to navigate the dangers to rescue her. Use four-figure grid references. • Give direction instructions up to eight compass points. (Use directional language). <p><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 3 - Vietnam Why is fair wage / working conditions important? Identify – Find Vietnam on Globe/Map/Google Earth</p>

		What food do they produce? Describe Explain – Why is fair trade important?
4	<p>Robin Hood</p> <p>Reason / Speculate: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – Did Robin Hood really exist?</p> <p>https://www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/</p>	<p>Links to Robin Hood – Sherwood Forest</p> <p>Which kinds of forest do we find in the UK? Which ones are not found in the UK?</p> <p>Explain & Demonstrate Understanding – Look at types of forests (Temperate deciduous, temperate coniferous, tropical rainforest, boreal) Compare/Contrast</p> <p><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 4 – Sri Lanka</p> <p>Identify – Find Sri Lanka on Globe/Map/Google Earth What food do they produce? Describe</p> <p>Explain - Who do they supply? Why? Why is fair trade important?</p>
5	<p>Beowulf</p> <p>Make reasoned judgements: Be able to describe the history and origins of the poem</p> <p>Q – Is Beowulf based on real historical events?</p> <p>https://www.historyextra.com/period/anglo-saxon/beowulf-key-questions-literature-study-guide-saxons-action-hero/</p>	<p>Links to Beowulf (Anglo Saxons)</p> <p>Justify - Why was Canterbury so important to the Anglo Saxons?</p> <p>Demonstrate Understanding –draw route of pilgrimage on map <u>Human/Physical</u> – Recognise landmarks along the route.</p> <p><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 5 - India</p> <p>Identify – Find Sri Lanka on Globe/Map/Google Earth What food do they produce? Describe</p> <p>Reach informed conclusion - Why is fair trade important? How does it support countries</p>
6	Macbeth	Macbeth – Books setting, Scotland

<p>Evaluate: Be able to describe and make links between the main events, situations and real life</p> <p>Q – Why did Shakespeare write Macbeth?</p> <p>https://study.com/academy/lesson/when-was-macbeth-written-history-author.html</p>	<p>What does Scotland's Landscape look like?</p> <p>Explain (e.g. has 790 islands, rivers, lochs, Scotland has more mountainous terrain than anywhere else in the British Isles)</p> <p>Justify - Why are some parts of Scotland steep and some parts of Scotland flat? Pupils to show understanding (rocks all of which have different forces acting upon them shaping the landscape / links to science)</p> <p><u>Fair trade Fortnight / Commonwealth Day</u> (Fair trade week is 24 February until 8 March and Commonwealth Day 9/3/20 one lesson combined as your country is part of the commonwealth. Please complete your Fair trade lesson w/k 24.02.20)</p> <p>Focus on Country – Year 6 - Dominica</p> <p>What do they produce? Who do they supply? Why is fair wage important / working conditions important?</p> <p>Hypothesise – Impact on country if Fair trade taken away</p>
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Year	RE	PSHE – Good to be me
	25 th January – Chinese New Year 25 th February – Shrove Tuesday 10 th March – Holi	
1	<p style="text-align: center;">Sikhism</p> <p><u>Key Question: How should we care for others and the world and why does it matter?</u></p> <ul style="list-style-type: none"> • What is special about our world? • Does religion help people to look after the world better? • What does Sikhism say about what is right and wrong? <p>Ideas: Find out the key beliefs in Sikhism Explore ways in which Sikhs care for the world. Read stories about how some people have been inspired to care for people because of their religious beliefs. Explore what Sikhism teaches about the creation of the world. Talk about how they might the world differently to someone who doesn't believe God created the world.</p>	<p style="text-align: center;">Resilience!</p> <p style="text-align: center;">To build up resilience to complete tasks set.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : to write a detailed character description : to create a map for puppets to follow : support others to try : team games and songs
2	<p style="text-align: center;">Christianity</p> <p><u>Key Question: What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> • Which stories are special and why? • Why is the Bible so important to Christians? • Does living biblically mean obeying the whole Bible? <p>Ideas: Investigate how different sacred book are treated e.g. Bible, Torah, Qur'an. Read, act out and illustrate some stories Jesus told in the Bible e.g. Parable of the lost sheep, the good Samaritan. Find out if there are stories that occur in more than one sacred text e.g. Noah. Compare them.</p>	<p style="text-align: center;">Reflective!</p> <p style="text-align: center;">To be able to reflect on their own and each other's work.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : peer marking : create speech and thought bubbles : create reflective thinking cards : reflect on work : team games <li style="text-align: right;">: create a piece of music

<p>3</p>	<p style="text-align: center;">Sikhism</p> <p>Key Question: Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> • How and why do we celebrate special and sacred time? <p>Ideas: Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and ritual. Consider the role of festivals in the life of Britain today. Study key elements of festivals: shared values, story, beliefs, hopes and commitments. Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.</p>	<p style="text-align: center;">Reliable!</p> <p>To define what reliable means.</p> <p style="text-align: center;">Ideas</p> <p>: to create a treasure map for others to follow : ICT – is the information online always reliable? : watch monitor – times to keep : design a maze</p>
<p>4</p>	<p style="text-align: center;">Christianity</p> <p>Key Question: Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> • What would Jesus do? • Can we live by the values of Jesus now? <p>Ideas: Explore what makes a person inspirational to others, identifying characteristics of a good role model. Use the events of Holy week and Easter to find out why Jesus is so important to Christians today. Why do Christians call Good Friday ‘good’? Explore words and actions of Jesus which inspire people today.</p>	<p style="text-align: center;">Relentless!</p> <p>To define relentless and express own thoughts.</p> <p style="text-align: center;">Ideas</p>
<p>5</p>	<p style="text-align: center;">Sikhism</p> <p>Key Question: What does it mean to be a Sikh in Britain today?</p> <ul style="list-style-type: none"> • What is good about being a Sikh in Britain today? • What is challenging about being a Sikh in Britain today? <p>Ideas: Find out what pupils already know about Sikhism; how many Sikhs do they think are in Britain and in your local area? Find out and talk about the information from the 2011 Census. Think about and discuss the value and challenges for Sikhs following the three duties; Nam japna (pray), Kirt Karna (work), Vand Chhakna (give). Investigate how they are practiced by Sikhs in Britain today. Consider what beliefs, practices and values are significant to pupils’ lives.</p>	<p style="text-align: center;">Relentless!</p> <p>To define relentless and express own thoughts.</p> <p style="text-align: center;">Ideas</p> <p>: to find as many synonyms for relentless : create a script and rein act : how was Beowulf relentless? : poetry</p>

	Investigate the design and purpose of a Gurdwara (Sikh place of worship). Find out how they are used in Britain today.	
6	<p style="text-align: center;">Christianity</p> <p><u>Key Question: What matters most to Christians and Humanists?</u></p> <ul style="list-style-type: none"> • Does religion help people be good? • What can we learn from religions about deciding what is right and wrong? <p>Ideas: Talk about what kinds of behaviour and actions pupils think of as bad. Rank these- which are the worst? Why? Talk about how having a 'code for living' might help people be good. Look at a Humanist 'code for living'. How would this help people to behave? What would a Humanist class, school or town look like? Christian code for living can be summed in in Jesus' two rules, love God and love your neighbour. Explore how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25-37) and Jesus' attitude on the cross (Luke 23:32-35)</p>	<p style="text-align: center;">Relationships!</p> <p style="text-align: center;">To explore different relationships.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : explore all the different relationships in Macbeth : differences and similarities : good and bad relationships : how can you be a good friend? : family trees

Year	Art and Design	Design and Technology
<p>1</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p style="text-align: center;">Design</p> <p>Draw on their own experience to help generate ideas. Develop their design ideas applying findings from their earlier research using ICT.</p> <p style="text-align: center;">Make</p> <p>Build structures, exploring how they can be made stringer, stiffer and more stable. Use basic food handling, hygienic practices and personal hygiene.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Focus: Design and make a gingerbread house</p> 
<p>2</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, templates, drawing, modelling and where appropriate ICT.</p> <p style="text-align: center;">Make</p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product.</p> <p style="text-align: center;">Evaluate</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>Focus: Clay techniques to create piggy bank</p>



		
<p>3</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p> <p style="text-align: center;">Annotate work in sketchbook.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas for an item considering its purpose and the users. Explore, develop and communicate design proposals by modelling ideas.</p> <p style="text-align: center;">Make</p> <p>Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Focus: Shadow puppets</p>
<p>4</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p style="text-align: center;">Design</p> <p>Make labelled drawings from different views showing specific features.</p> <p style="text-align: center;">Make</p> <p>Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication techniques</p>

	<p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p>Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).</p> <p>Evaluate</p> <p>Evaluate their work both during and at the end of the assignment.</p> <p>Focus: Robin hood doll or bow and arrow</p> <div data-bbox="1218 384 1839 683">  <p>Bow and Arrow Set (Kid Craft)</p> </div>
<p>5</p>	<p>Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p>Design</p> <p>Generate ideas through thought showering and identify a purpose for their product.</p> <p>Draw up a specification for their design.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p>Make</p> <p>Select appropriate materials, tools and techniques.</p> <p>Measure and mark out accurately.</p> <p>Use skills in using different tools and equipment safely and accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).</p>

		<p>Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Understand and apply the basic principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate a product against the original design specification.</p> <p>Evaluate it personally and seek evaluation from others.</p> <p style="padding-left: 40px;">Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Focus: clay techniques- create your own mythical creature</p>
6	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Focus: Masks, props, costumes etc to retell story.</p>	<p style="text-align: center;">Design</p> <p>Communicate their ideas through detailed labelled drawings.</p> <p>Develop a design specification.</p> <p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p style="text-align: center;">Make</p> <p>Select appropriate tools, materials, components and techniques.</p> <p>Use tools safely and accurately.</p> <p>Construct products using permanent joining techniques.</p> <p>Make modifications as they go along.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Focus: Use a range of media to create a collage of Macbeth or William Shakespeare.</p>

Year	Music	Computing
1	<p>Focus: For pupils to create a soundscape using percussion, based on the story of Hansel & Gretel.</p> <p>SF: I will contribute in creating a soundscape using percussion, to go with the story of Hansel & Gretel.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to the story Hansel & Gretel • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about the percussion family • Listen to music from Germany. What instruments can you hear? How is it different to our chart music? • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using percussion • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of percussion instruments, music (CD's, YouTube) • Selection of percussion instruments • Laptops for research • iPad to record 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know how to be kind to other people when online and think carefully about what I say. Lee and Kim Hectors World Bad Netiquette Stinks • I can explain the kind of things that would upset someone if I posted something about them. Information Technology <ul style="list-style-type: none"> • I can choose the right digital device to carry out my task • I can select the right equipment, software or hardware for my task. • I can create a text document. Computer Science <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I know what an algorithm is. What is an Algorithm • I can look at a problem and predict the code I may need to solve it. • I can look at the code and tell you what will happen.

<p>2</p>	<p>Focus: For pupils to create a soundscape using drums, based on the story of The 3 Little Pigs.</p> <p>SF: I will contribute in creating a soundscape using drums, to go with the story of The 3 Little Pigs.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to the story of The 3 Little Pigs • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about the percussion family, focussing on drums • Practice the chant - "<i>Little pig, little pig, let me come in.</i>" "<i>Not, by the hair on my chinny chin chin.</i>" "<i>Then I'll huff, and I'll puff, and I'll blow your house in.</i>" – practice the chant/ re-write it, using the drums as backing • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using drums, which will include their chant • Learn about the history of chants • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of drums and chants (CD's, YouTube) • Drums • Laptops for research • iPad to record 	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I know that you can search the web to collect information. DK Find Out • I can decide which websites to look at and those to ignore. • I can find the relevant information using a web search. <p>Information Technology</p> <ul style="list-style-type: none"> • I know what a file is. • I can create a folder for my work. <p>Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can sequence the steps in the correct order to solve a real -life problem. (Plant a seed, brush your teeth etc) <p>Code Studio Clicker 7</p>
<p>3</p>	<p>Focus: For pupils to create a soundscape using body percussion, based on the story of Peter Pan.</p> <p>SF: I will contribute in creating a soundscape using body percussion, to go with the story of Peter Pan.</p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I know that you should keep information about passwords safe. • I can explain why we should keep our passwords secret and what may happen if we don't. <p>Information Technology</p>

	<p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story of Peter Pan • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about body percussion • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using body percussion • Re-tell the story as a chant if time • The author was Scottish – Listen to music from Scotland. What instruments can you hear? How is it different to our favourite music? • Pupils to perform their pieces (film, record using iPads) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of the different types of body percussion and Scottish music/ instruments (YouTube) • Laptops for research • iPad to record 	<ul style="list-style-type: none"> • I know that a branching database can help me to sort things according to different criteria. • I understand that questions need to be either ‘yes’ or ‘no’ when creating a branching database. • I can create my own branching database. <p style="text-align: right;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can debug a program/game that doesn't work. <p><i>Scratch or Do paired unplugged activity</i></p>
4	<p><u>Focus: For pupils to create a soundscape using junk percussion, based on the story of Robin Hood.</u></p> <p><u>SF:</u> I will contribute in creating a soundscape using junk percussion, to go with the story of Robin Hood.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story of Robin Hood • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about junk percussion • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using junk percussion • Pupils can make their own instruments if time, or use everyday objects around the school 	<p style="text-align: right;">Digital Literacy</p> <ul style="list-style-type: none"> • I know some of the main features of a web page. • I can explore some of the key features of a web page <p style="text-align: right;">Welcome to the Web</p> <p style="text-align: right;">Information Technology</p> <ul style="list-style-type: none"> • I can alter the appearance of text to make it more effective • I can think carefully about my choice of font colour, size and style when creating my work and whether it is suitable to my audience. <p style="text-align: right;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p>

	<ul style="list-style-type: none"> • Re-tell the story as a Call & Response, if time • Research the history behind Call & Response • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of junk percussion and Call & Response (YouTube) • Laptops for research • iPad to record 	<ul style="list-style-type: none"> • I know that some jobs are better completed by computers than humans (e.g. production line...). • I can give examples of jobs which use computers rather than humans. <p>Cracking the code simulation</p>
5	<p>Focus: For pupils to create a soundscape using Beatboxing, based on the story of Beowulf.</p> <p>SF: I will contribute in creating a soundscape using Beatboxing, vocal sounds, to go with the story of Beowulf.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to the story of Beowulf • Pupils to discuss how they can re-tell it in their own words • Learn about beatboxing • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using beatboxing • Re-tell the story, keeping it as a poem • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of beatboxing (YouTube) • Laptops for research • iPad to record 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I can explain what information to use and which information to keep private when creating a safe online identity. • I can explain what may happen if I post certain things online. Sometimes What Seems Like Fun Guy Fawkes • I can evaluate how safe someone's behaviour is when using technology, (e.g. look at example profile, is the information safe to post?). • I can create some advice for people who want to stay safe online. • I can create an example of a good profile to have. • I can create an example of a poor profile to have. <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know what hyperlinks are. • I can explain how hyperlinks may be used to help us share our information. • I can create hyperlinks or link pages within a presentation or a web page I have designed. <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p>

		<ul style="list-style-type: none"> • I know the World Wide Web is made up of content (e.g. video, music, docs etc...) • I know the Internet is made of lots of servers and cables linked together. • www.google.co.uk/about/datacenters/inside/streetview/How the Internet Works
<p>6</p>	<p><u>Focus: For pupils to create a simple song using the ukulele, based on the story of Macbeth.</u></p> <p><u>SF:</u> I will contribute in composing a simple song and then performing it on the ukulele, using facts about Macbeth.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to/ read parts of Macbeth • Pupils to discuss their favourite parts • Learn about the ukulele and how to play the chords C and A minor (I will help with this) • Using what they have learnt about Macbeth, pupils (in small groups or as a class), to compose a simple song, using the ukulele • Listen to music from Scotland. What instruments can you hear? How is it different to our favourite music? • Pupils to perform their pieces (film, record using iPads) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of Scottish music (CD's, YouTube) • Laptops for research • iPad to record 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know that there are laws that stop me copying online content. Alleyk&tz Plagiarism AlleyK&tz illegal Downloading AlleyK&tz Logo Design • I know that I need to acknowledge the sources of information that I find online. • I can write about some of the things we should not do when sharing our work online. <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know that there are lots of different applications to communicate my ideas. • I can communicate my ideas using the best software or resources to achieve my goal. (Audio, Video, PowerPoint Presentation with hyperlinks, added audio, video etc.) <p style="text-align: center;">Computer Science</p> <p>For any coding that you would like to continue with then use: https://code.org/ https://www.codeforlife.education/</p>

		<p>Scratch</p> <ul style="list-style-type: none"> • I know that information is stored in many different forms and can be accessed in a number of different ways. • I can explain some of the multiple services the internet provides (e.g. Learning Platform, Google Drive, Drop box etc...). • I can explain how I can retrieve my work remotely.
		<p>Use the following for resources: Free to join https://www.barefootcomputing.org/ https://www.twinkl.co.uk/resources/new-2014-curriculum-resources</p> <p style="text-align: center;">Digital Literacy</p> <p>An element of E-Safety has to be taught each term.</p> <p>Information Technology: Gives opportunities to link to the topic, using word processing, PowerPoint, Clicker 7, digital cameras for photos and video and Easi-Mics for recording audio.</p> <p>Computer Science- for any coding elements use: https://code.org/ Free to join https://www.codeforlife.education/ Free to join</p> <p>Scratch</p> <p>To Track Assessment: Use Purple Mash Assessment Document to Track Learning and what's been covered.</p> <p style="text-align: center;">Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work</p>

Year	PE
1	<p><i>Dance</i></p> <p><u>Acquiring and developing skills</u> To explore basic movements and body patterns. To move confidently and safely in their own and general space, using change of speed and direction.</p> <p><u>Selecting and applying skills</u> To remember simple movements.</p> <p><u>Knowledge and understanding</u> To link movements to sound and music.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u> Exploring: Ask the children to copy and explore basic body actions, eg travel, jump, turn, gesture, stillness. Give them a range of stimuli, eg words, poetry, pictures, sounds and objects, and ask them to respond with different actions. Get ready and walk: Choose two different walks. Link these together with a gesture. Can you repeat your actions/movements so they are the same each time? What direction will you travel in? Finish your dance with a still shape. You could choose to play music here to help strengthen and add movement ideas.</p> <p><i>Balancing</i></p> <p><u>Acquiring and developing skills</u> To understand how to be confident and safe in their own space. To respond to instructions and commands.</p> <p><u>Selecting and applying skills</u> To move confidently and safely in their own and general space, using changes of speed, level and direction. To choose, use and vary simple tactics</p> <p><u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different types of activity.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u> Simon says: use your hands and feet to move slowly around the room/ sideways around the room/ quickly around the room. Making shapes: Children to practice on backs, tummies, sides, bottoms, shoulders, etc. Encourage them to think about the shape they are making.</p>

2

Dance

Acquiring and developing skills

To develop short sequences on their own.

Selecting and applying skills

To form simple sequences of different actions using floor and apparatus.

Knowledge and understanding

To recognise and describe what their bodies feel like during different movements.

Evaluating and improving

To improve their work using information they have gained by watching, listening and investigating.

Suggested activities:

<https://www.twinkl.co.uk/resource/t-mov-3-move-year-2-dance-toys-lesson-1-playdough>

Black and blue- Divide the class into half, where half perform and the other half observe. Swap roles. Ask the children who are observing to look for expression and mood within the dance. How does it make them feel when they are watching. Encourage them to use a range of appropriate language. Structure- Black hole motif, freeze Black Cat motif, freeze Hold still/frozen shapes of stationary Jack Frost, selected few move amongst whilst other perform motif as they pass (as above). All freeze Jack Frost Shapes, melt to the floor.

Cricket

Acquiring and developing skills

To be confident and safe in the spaces used to play games. To improve the way they coordinate and control their bodies and a range of equipment.

Selecting and applying skills

To understand how to choose and use skills effectively for particular games. To choose, use and vary simple tactics.

Knowledge and understanding

To understand the importance of warming up and cooling down. That being active is good for them and fun.

Evaluating and improving

To improve their work using information they have gained by watching, listening and investigating.

Suggested activities:

Space Dribble: Every player needs a ball and a stick and should move the ball around the play area with their stick-this is called dribbling. The ball should always be in contact with their stick. Encourage players to try and find space (an empty area) as they dribble. They can go anywhere in the play area as long as they don't bump into each other.

Truck and Trailer: This Challenge should be carried out in pairs and requires good teamwork. Each player needs a stick each and each pair needs a ball. Ask the players to choose who wants to be the truck and who wants to be the trailer to begin with. Trucks need to stand in front of the Trailers and should lead them around the play area making sure that they avoid other trucks and trailers! Trailers need to have the ball and need to follow the truck whilst dribbling the ball. It is important that the truck doesn't lose the trailer by going too fast. The teacher should shout "Pit Stop" at which point the Trailer needs to stop the ball (under control). Swap roles and start again.

<p>3</p>	<p>Tennis Dodgeball</p> <p><u>Acquiring and developing skills</u> To be confident and safe in the spaces used to play games. To use the space effectively. To improve the way they coordinate and control their bodies.</p> <p><u>Selecting and applying skills</u> To choose, use and vary simple tactics of dodging and throwing.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u> Circular Dodge ball: Pupils are divided up into 2 teams. One team forms an inside circle and the other team spread out around the outside. A ball is thrown at the players on the inside circle. Players on the inside were allowed to run around where ever they wanted, but could not go out. If a player in the centre is hit, they became one of the players outside the circle. The game is over when only one person is left inside the circle and they become the winner. Dodge ball variation: Players are spread out on perimeter of a badminton court. Balls are spread out on the interior. At signal, players move forward, grab nearest ball, and start throwing. Any player hit returns to the perimeter. As in traditional Dodgeball, if you catch a ball that was thrown at you, the throwing player is out. Although players who were hit are technically “out,” they still participate by picking up stray balls and throwing them at remaining players (they, of course, do not need to be concerned with the players catching the thrown balls, as they are already out). Last player standing is the sole survivor.</p>
<p>4</p>	<p>Swimming Gymnastics</p> <p><u>Acquiring and developing skills</u> To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p><u>Selecting and applying skills</u> To improve their ability to select appropriate actions and use simple compositional ideas.</p> <p><u>Knowledge and understanding</u> To recognise and describe the short term effects of exercise on the body during different activities. To know the importance of suppleness and strength.</p> <p><u>Evaluating and improving</u> To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p><u>Suggested activities:</u> Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: “Go home rabbits” the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.</p>

	<p>Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p>
5	<p><i>Kwik cricket</i></p> <p><u>Acquiring and developing skills</u> To consolidate and improve the quality of their techniques.</p> <p><u>Selecting and applying skills</u> To use tactics and strategies in different situations.</p> <p><u>Knowledge and understanding</u> To recognise when speed, strength and stamina are important in games.</p> <p><u>Evaluating and improving</u> To talk about how they might improve their own performance.</p> <p><u>Suggested activities:</u> https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf</p> <p><i>Dodgeball</i></p> <p><u>Acquiring and developing skills</u> To use the space effectively during the game. To improve the way they coordinate and control their bodies. To understand the rules of dodgeball.</p> <p><u>Selecting and applying skills</u> To choose, use and vary simple tactics of dodging and throwing.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u> https://www.thepeshed.com/dodgeball-games</p> <p>Circular Dodge ball: Pupils are divided up into 2 teams. One team forms an inside circle and the other team spread out around the outside. A ball is thrown at the players on the inside circle. Players on the inside were allowed to run around where ever they wanted, but could not go out. If a player in the centre is hit, they became one of the players outside the circle. The game is over when only one person is left inside the circle and they become the winner.</p> <p>Dodge ball variation: Players are spread out on perimeter of a badminton court. Balls are spread out on the interior. At signal, players move forward, grab nearest ball, and start throwing. Any player hit returns to the perimeter. As in traditional Dodgeball, if you catch a ball that was thrown at you, the throwing player is out. Although players who were hit are technically “out,” they still participate by picking up stray balls and throwing them at remaining players (they, of course, do not need to be concerned with the players catching the thrown balls, as they are already out). Last player standing is the sole survivor.</p>

6

Kwick cricket

Acquiring and developing skills

To use a variety of body movements and techniques during the game.

Selecting and applying skills

To use tactics and strategies in different situations.

Knowledge and understanding

To recognise when speed, strength and stamina are important in games.

Evaluating and improving

To talk about how they might improve their own performance.

Suggested activities:

<https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack>

http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf

Gymnastics

Acquiring and developing skills

To be confident with the movement of their bodies, using different body shapes and balances, and their ability to link movements.

Selecting and applying skills

To select appropriate actions and use compositional ideas confidently.

Knowledge and understanding

To know the importance of suppleness and strength.

Evaluating and improving

To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.

Suggested activities:

<https://www.twinkl.co.uk/resources/year-6-twinkl-move/indoor-year-6-twinkl-move/gymnastics-movement-indoor-year-6-twinkl-move>

Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.

	<p>Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p>
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The Canterbury Primary School