

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All about me	Colosseum	Machu Picchu	The Great Barrier Reef	Paricutin Volcano	Mount Everest	The Grand Canyon



The Canterbury Primary School
Curriculum
2019-2020
Term 1
The Seven Wonders of the World



The Canterbury Primary School

Year	Reading
1	<p>Week 1 NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Find information in a text about an event, character or topic. <i>Use prior knowledge to support understanding</i> ➤ Think about what they know about events or topics prior to reading. <p>EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL</p> <p>Week 2 VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ 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>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Make collections of interesting words and use them when talking about books and stories. <p>All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children’s understanding <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use simple dictionaries and begin to understand their alphabetical organisation. <p>Dictionary use should be a routine part of your reading sessions.</p> <p>Week 3 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>ANNOTATE TEXT – underline information that will answer a retrieval question <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>Week 4</p>

INFERENCE

Infer from what characters say and do

- 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.

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

Justify their ideas about a text

- Answer simple questions where they recall information from a text.

Week 5**SUMMARISING**

Summarise understanding

- Mark significant incidents in a story or information in a non-fiction text.

Week 6**MAIN IDEAS AND THEMES**

Identify main ideas and themes in a wide range of books and understand how these are developed over a text

- Pick out significant events, incidents or information that occur through a text.
- Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.

Week 7**POETRY**

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

- Learn and recite simple poems and rhymes, with actions, and re-read them from the text.

Identify how structure and presentation contribute to meaning

- Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.

2**Week 1****NON-FICTION: RETRIEVAL**

Retrieve and record information from non-fiction texts

- Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.
- Express and record their understanding of information orally, using simple graphics, or in writing.

Use prior knowledge to support understanding

- Link the events or topic from a text to their own experience and/ or information they know.
- Recognise how books are similar to others they have read or heard.

EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL

Week 2

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- 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.

ANNOTATE TEXT – circle words they are unfamiliar with

Build a wide vocabulary

- Develop understanding of words met in reading.
- Speculate about the possible meaning of unfamiliar words they have read.

All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children's understanding

Use a dictionary effectively

- 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.

Dictionary use should be a routine part of your reading sessions.

Week 3

RETRIEVAL

Retrieve information from texts

- 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.

ANNOTATE TEXT – underline information that will answer a retrieval question

Answer questions about a text and record their understanding

- Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying.
- Use different formats (matching, ordering etc.) to answer questions on a text.

Week 4

INFERENCE

Infer from what characters say and do

- Make inferences about characters from what they say and do, focusing on important moments in a text.

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

	<p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text. <p>Week 5 SUMMARISING <i>Summarise understanding</i></p> <ul style="list-style-type: none"> ➤ Retell a story giving the main events. Retell some important information they’ve found out from a text. ➤ Draw together information from across a number of sentences to sum up what is known about a character, event or idea. <p><i>Annotate the text to support their understanding</i></p> <ul style="list-style-type: none"> ➤ Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc. <p>Week 6 MAIN IDEAS AND THEMES <i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> ➤ Discuss familiar story themes that they have read or heard. ➤ Give reasons why things happen or change over the course of a narrative. <p>Week 7 POETRY <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation. <p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.
<p>3</p>	<p>Week 1 NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Take information from diagrams, flow charts and forms where it is presented graphically. ➤ Express and record their understanding of information orally, using simple graphics, or in writing. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link the events or topic from a text to their own experience and/ or information gathered. ➤ Begin to make links to similar books they have read. <p>EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL</p> <p>Week 2</p>

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- 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

ANNOTATE TEXT – circle words they are unfamiliar with

Build a wide vocabulary

- Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.

All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children's understanding

Use a dictionary effectively

- Locate words in a dictionary by the first two letters.
- Know the quartiles of the dictionary.

Dictionary use should be a routine part of your reading sessions.

Week 3

RETRIEVAL

Retrieve information from texts

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

ANNOTATE TEXT – underline information that will answer a retrieval question

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.

Week 4

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.

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

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.

	<p>Week 5 SUMMARISING <i>Summarise understanding</i></p> <ul style="list-style-type: none"> ➤ Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. <i>Annotate the text to support their understanding</i> ➤ Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. ➤ Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading. <p>Week 6 MAIN IDEAS AND THEMES <i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> ➤ Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. ➤ Discuss how characters' feelings, behaviour and relationships change over a text. <p>Week 7 POETRY <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Read, prepare and present poems and play scripts. <i>Identify how structure and presentation contribute to meaning</i> ➤ Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.
4	<p>Week 1 NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Pick out key sentences and phrases that convey important information. ➤ Take information from diagrams, flow charts and forms where it is presented graphically. ➤ Collect information from different sources and present it in a simple format e.g. chart, poster, diagram. <i>Use prior knowledge to support understanding</i> ➤ Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. <p>EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL</p> <p>Week 2 VOCABULARY</p>

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

Build a wide vocabulary

- Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.
- Investigate the meaning of technical or subject specific words they meet in their reading.

All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children's understanding

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.

Dictionary use should be a routine part of your reading sessions.

Week 3

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.

ANNOTATE TEXT – underline information that will answer a retrieval question

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.)

Week 4

INFERENCE

Infer from what characters say and do

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

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

Justify their ideas about a text

- Support their ideas about a text by quoting or by paraphrasing from it.

	<p>➤ Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p>Week 5 SUMMARISING <i>Summarise understanding</i></p> <p>➤ Summarise a sentence or paragraphs by identifying the most important elements. ➤ Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. <i>Annotate the text to support their understanding</i></p> <p>➤ Mark texts to identify vocabulary and ideas which they need to clarify. ➤ Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</p> <p>Week 6 MAIN IDEAS AND THEMES <i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <p>➤ Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. ➤ Link cause and effect in narratives and recounts. ➤ Explain how ideas are developed in non-fiction texts.</p> <p>Week 7 POETRY <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <p>➤ Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. ➤ Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding. <i>Identify how structure and presentation contribute to meaning</i></p> <p>➤ Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>
<p>5</p>	<p>Week 1 NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <p>➤ Locate information confidently and efficiently, using the full range of the information being read, including information presented graphically. ➤ 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. <i>Use prior knowledge to support understanding</i></p> <p>➤ Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.</p> <p>EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL</p>

Week 2

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- 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

ANNOTATE TEXT – circle words they are unfamiliar with

Build a wide vocabulary

- Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific text.

All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children's understanding

Use a dictionary effectively

- 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.

Dictionary use should be a routine part of your reading sessions.

Week 3

RETRIEVAL

Retrieve information from texts

- 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.

ANNOTATE TEXT – underline information that will answer a retrieval question

Answer questions about a text and record their understanding

- 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.

Week 4

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.

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

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.

Week 5

SUMMARISING

Summarise understanding

- Make regular, brief summaries of what they've read, identifying the key points.
- Summarise a complete short text or substantial section of a text.
- Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.

Annotate the text to support their understanding

- Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further.
- Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system.
- Use these as the basis of follow up and discussion if appropriate.

Week 6

MAIN IDEAS AND THEMES

Identify main ideas and themes in a wide range of books and understand how these are developed over a text

- Begin to distinguish between plot events/ details and the main themes in the texts they read.
- Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.
- Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.

Week 7

POETRY

*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.

Identify how structure and presentation contribute to meaning

- Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.

6

Week 1

NON-FICTION: RETRIEVAL

Retrieve and record information from non-fiction texts

- Evaluate texts for their reliability and usefulness when researching a topic.
- Record important details retrieved from a text using an appropriate format e.g. by making a comparisons table.

Use prior knowledge to support understanding

- Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read.

EACH TERM WILL BEGIN WITH A NON-FICTION FOCUS SO THE CHILDREN CAN DEVELOP THIS SKILL

Week 2

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

Build a wide vocabulary

- Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.
- Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

All classes to create a word wall of new or exciting vocabulary met in the course of reading and ensure the words are frequently to embed them in children's understanding

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.

Dictionary use should be a routine part of your reading sessions.

Week 3

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.

ANNOTATE TEXT – underline information that will answer a retrieval question

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.

Week 4

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.

ANNOTATE TEXT – use a wavy line to mark information which might help answer an inferential question

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.

Week 5

SUMMARISING

Summarise understanding

- Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text.
- Update their ideas about the text in the light of what they've just read.
- Summarise 'evidence' from across a text to explain events or ideas.
- Summarise their current understanding about a text at regular intervals.

Annotate the text to support their understanding

- Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.
- As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

Week 6

MAIN IDEAS AND THEMES

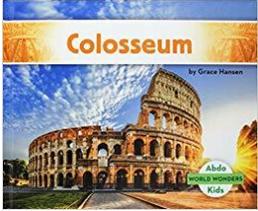
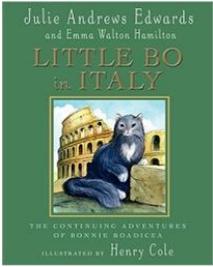
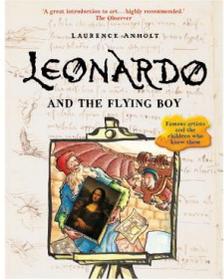
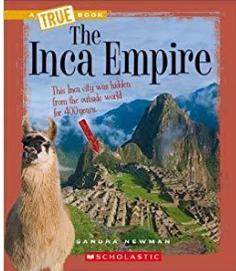
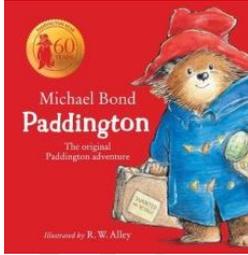
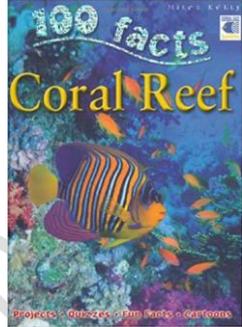
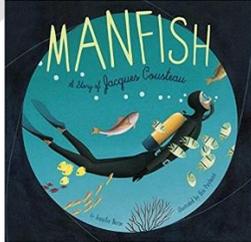
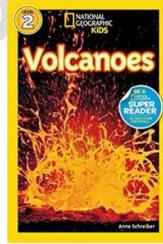
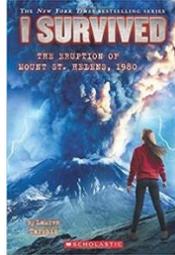
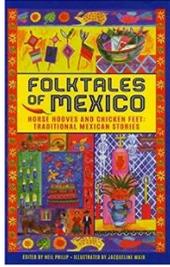
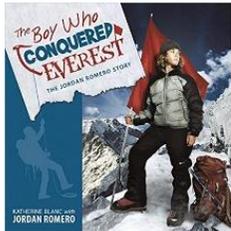
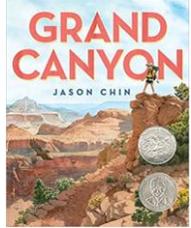
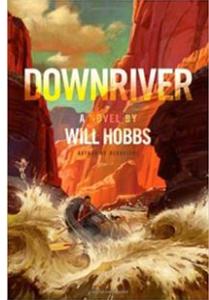
Identify main ideas and themes in a wide range of books and understand how these are developed over a text

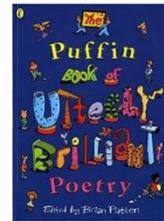
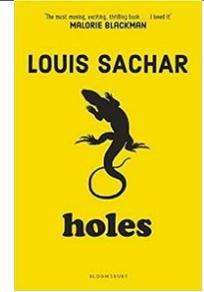
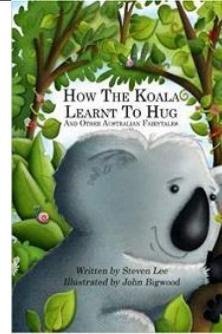
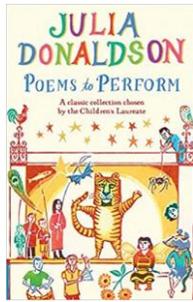
- Understand how a writer develops themes, ideas or points of view over a text.
- Identify how the narrative or author's voice influences the reader's point of view and frames their understanding.
- Discuss how this can change over the course of a text.
- In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

**Week 7
POETRY**

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.
- Identify how structure and presentation contribute to meaning*
- Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Term 1 Seven Wonders of the World</p>	<p>Colosseum</p>   	<p>Machu Picchu</p>  	<p>The Great Barrier Reef</p>  	<p>Paricutin Volcano</p>   	<p>Mount Everest</p>  	<p>The Grand Canyon</p>  



The Canterbury Primary School

Year	Writing
<p>1</p>	<p>Colosseum Labels and lists – 1 week Traditional rhymes – 2 weeks Stories from other cultures – 3 weeks</p> <p>Grammar – word classes: Posture and grip for writing. Recognise nouns and adjectives. Use capital letters for people, places and days of the week. Recognise sentences in writing.</p> <p>Phonics – Phase 5 <i>Week 1</i> Teach - ou, ea, ie ir Tricky words – oh, their (reading), said, so (spelling) <i>Week 2</i> Teach – oy, ay, ey, aw, ue Tricky words – people, Mr., Mrs. (reading), have, like (spelling) <i>Week 3</i> Teach – wh, ph, ew, oe, au Tricky words – looked, called (reading), some, come (spelling) <i>Week 4</i> Teach – a-e, e-e, i-e, o-e, u-e, zh, -s-, -ge Tricky words – asked (reading), were, there (spelling) <i>Week 5</i> <i>Alternative pronunciations of Graphemes</i> Teach – c, g, ch, y Tricky words – water, where, who, again, thought, through (reading), little, one (spelling) <i>Week 6</i> <i>Alternative pronunciations of Graphemes</i> Teach – a, e, i, o, u Tricky words – work, mouse, many, laughed, because, different (reading), what, do (spelling) <i>Week 7</i> <i>Alternative pronunciations of Graphemes</i> Teach – ea, ie, er, ow, ou, ey Tricky words – any, eyes, friends, once, please (reading)</p>

	Kent Spelling Test
2	<p style="text-align: center;">Machu Picchu</p> <p style="text-align: center;">Non-chronological report - 2 weeks Animal adventure stories – 3 weeks Poems on a theme – forest – 1 week</p> <p>Grammar – Revise word classes, sentences from YR and Y1: Posture and grip for writing. Recognise nouns and adjectives. Use capital letters for people, places and days of the week. Recognise statements, exclamations, questions and commands.</p> <p>Phonics and Spelling – No Nonsense Spelling Aut 1 Wk 1 Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>) Wk2 - Phase 5 GPCs Homophones (<i>blue/blew</i>) Wk3 - Strategies at the point of writing: Have a go sheets Wk4 - Phase 5 GPCs including polysyllabic words Wk5 - Proofreading, especially high- frequency words</p> <p>Wk6 - /ai/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p style="text-align: center;">Kent Spelling Test</p>
3	<p style="text-align: center;">The Great Barrier Reef</p> <p style="text-align: center;">Non-chronological report 2 weeks Fairy tales/folk tales – Australian 3 weeks Poems on a theme – the sea – 1 week</p> <p>Grammar – Revise word classes and punctuation from YR, Y1 and Y2. Nouns, verbs, adjectives, adverbs, pronouns and conjunctions. Statements, questions, commands and exclamations. Inverted commas.</p> <p>Phonics and Spelling – No Nonsense Spelling Aut 1 Wk1 - Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-' Teach prefix 'dis-'</p>

	<p>(disappoint, disagree, disobey) Wk2 - Practise/Apply Practise prefix 'dis-' Apply prefix 'un-' From Year 2: Apostrophes for contractions Wk3 - Strategies for learning words: Words from statutory and personal spelling lists. Have A Go sheets. Wk4 - Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Wk5 - Strategies for learning words: words from statutory and personal spelling lists. Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun).</p> <p>Kent Spelling Test</p>
<p>4</p>	<p>Paricutin Volcano-Mexico Non-chronological report 2 weeks Folk tales – Mexico 3 weeks Poems – kennings and cinquains - 1 week</p> <p>Grammar – Revise word classes: nouns (inc, proper nouns), verbs, and basic sentence structure. Exclamations, questions, statements and commands and the correct punctuation of these. Expanded noun phrases. Use of commas in lists. Pronouns to replace nouns and noun phrases. Basic punctuation of sentences. When to use a full stop!</p> <p>Phonics and Spelling No Nonsense Spelling Aut 1</p> <p>Kent Spelling Test</p>
<p>5</p>	<p>Mount Everest</p> <ol style="list-style-type: none"> 1. Stories from other cultures – Nepal 2 weeks 2. Info booklet with range of text types 3 weeks 3. Poems with structure – haiku 1 week <p>Grammar: Revise word classes and sentence types. Revise phrases and clauses. Noun phrases and pronouns to replace nouns. Revise basic punctuation – FS, CL, ?, !, "", apostrophes of omission and possession</p>

	<p>Spelling – No Nonsense Spelling Aut 1 Wk1 - Strategies at the point of writing: Have a go Words with the letter string ‘ough’ Wk2 - Words with the letter string ‘ough’ Words with ‘silent’ letters Wk3 - Strategies for learning words: words with ‘silent’ letters from statutory and personal spelling lists. Use of spelling journals for etymology. Wk4 - Words ending in ‘-able’ and ‘-ible’ Wk5 - Words ending in ‘-able’ and ‘-ible’ Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) Wk6 - Strategies for learning words: homophones (<i>isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed</i>) Strategies for learning words from statutory spelling lists.</p> <p>Kent Spelling Test</p>
<p>6</p>	<p>The Grand Canyon</p> <ol style="list-style-type: none"> 1. Information text hybrid 2wks 2. Novel as theme Holes 3wks 3. Free Verse 1wk <p>Grammar Revise word classes and sentence types. Revise phrases and clauses. Noun phrases and pronouns to replace nouns. Revise basic punctuation – FS, CL, ?, !, “”, apostrophes of omission and possession</p> <p>Spelling No Nonsense Spelling Aut 1 Wk1 - Words from statutory word lists Strategies at point of writing – Have a go sheets.</p> <p>Wk2 - Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ Revise. Wk3 - Strategies for learning words: words ending ‘-able’ and ‘-ible’ Adding suffixes beginning with vowels to words ending in ‘-fer’ Wk4 - Adding suffixes beginning with vowels to words ending in ‘-fer’ Wk5 - SATS practice Wk6 - Proofreading in smaller chunks (sentences, paragraphs)</p> <p>Kent Spelling Test</p>

Spelling/Phonics – Y2/3 transition: 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.

The Canterbury Primary School

Year	Maths
<p>1</p>	<p>(Within 10) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>
<p>2</p>	<p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p>(Split over T1 and 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>

	<p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>
3	<p>Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>(Split over T1 and 2)</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>
4	<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p>

	<p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>
5	<p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>
6	<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p>

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

Solve number and practical problems that involve all of the above.

Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Year	Science
<p>1</p>	<p style="text-align: right;"><u>Colosseum</u></p> <p>Materials -distinguish between an object and the material it is made from. -Identify and name a variety of everyday materials. -Compare and group materials based on their properties.</p> <p>W/S: -Asking simple questions to find out a suitable material. -Grouping objects according to their properties. Idea – best material to build a colosseum. Could then test with water (rain, wind etc) which one stand up?</p> <p>Set up observations for seasonal changes throughout the year https://www.bbc.co.uk/weatherwatchers/ could use BBC weather watch (not long sessions – short throughout the year to recognise changes) W/S observing closely (can do this through images/drawings)</p>
<p>2</p>	<p style="text-align: right;"><u>Machu Picchu</u></p> <p>Animals, including humans Basic need of survival (water, air, food). Examine offspring (animals and humans) – what do children notice.</p> <p>Idea: what did the Incas need to survive? Examine essential need for survival. Especially when living up high in the mountains.</p> <p>W/S: Describe how they have classified – how they have group needs of animals, comparing offspring, adults etc.</p>
<p>3</p>	<p style="text-align: right;"><u>The Great Barrier Reef</u></p> <p>Plants -Identify and describe the functions of flowering plants (roots, stem/trunk, leaves and flowers). -Explore the requirements of plants for life and growth and how they vary from plant to plant Idea – you could compare the plants in the Great Barrier reef and how they grow and need different things. -Investigate how water is transported Idea – investigate the different types of plants and whether water is transported in the same way, -Explore the life cycle of a flowering plant and different seed dispersal.</p> <p>W/S -suggest questions to investigate and choose the most relevant</p>

	<ul style="list-style-type: none"> -Record their findings in different ways (e.g. table and drawings) -Report their findings and use basic scientific concepts to explain their findings.
4	<p style="text-align: center;"><u>Paricutin Volcano-Mexico</u></p> <p>States of matter:</p> <ul style="list-style-type: none"> -Compare and group materials together (solid, liquid and gases). -Observe that some materials changes state when heated or cooled, and measure or research the temperature where the state changes <p>Idea – cooling of lava (or similar substance). How it goes from a liquid to a solid. Can link temperature and how the temperature effects the rate to a solid.</p> <ul style="list-style-type: none"> -identify the part played at evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Idea: Do different liquids have a different evaporation temperature?</p> <p>W/S:</p> <ul style="list-style-type: none"> -Create a relative question to investigate and suggest different ways (via scientific enquiry) to answer a given question. -Make systematic observations and take accurate readings with appropriate equipment -Using results, draw a conclusion and use scientific evidence to explain.
5	<p style="text-align: center;"><u>Mount Everest</u></p> <p>Forces:</p> <ul style="list-style-type: none"> -recognise that some mechanisms (levers, pulleys and gears) allow for a smaller force to have a great effect. <p>Idea – use of pulleys to help assistance up a mountain.</p> <p>W/S:</p> <ul style="list-style-type: none"> -Plan scientific questions and decide upon variables (this will be an introduction so you may want a separate lesson on variables). -Take accurate and precise recordings or measurements (i.e. Newtons) -Draw conclusions using scientific concepts to explain results.
6	<p style="text-align: center;"><u>The Grand Canyon</u></p> <p>Electricity:</p> <ul style="list-style-type: none"> -Associate the brightness of a lamp or volume of a buzzer with the number of cells used in a circuit -compare and give reasons for variations in how components function (e.g. brightness of bulbs) -use the recognised symbols in circuit diagrams. <p>W/S:</p> <ul style="list-style-type: none"> -Plan scientific questions, using variables, and begin to state which variables maybe difficult to control -Take accurate readings (volt reader) -Complete more complex diagrams to explain abstract theories. -Draw scientific conclusions to explain results.

Year	History	Geography
1	<p style="text-align: center;">Colosseum</p> <p>Recall: Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>Q – What was the Colosseum used for? Q – When was the Colosseum built?</p>	<p style="text-align: center;">Where is this Place?</p> <p style="text-align: center;">Use Globe/Atlas to locate – Country/Continent</p> <p>Ask questions and answer questions (such as: what is this place like? What or Who will I see in this place?)</p> <p>Physical Geography – Describe a locality using words (key physical features / key human features) and pictures.</p>
2	<p style="text-align: center;">Machu Picchu</p> <p>Recognise: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – Why is Machu Picchu one of the seven wonders of the world? Q – Who lived there?</p>	<p style="text-align: center;">Where in the world do these people live?</p> <p style="text-align: center;">Use Globe / Atlas to locate Country/Continent</p> <p>Look at photos/pictures of people of Peru. Can they ask questions about these people?</p> <p style="text-align: center;">Describe key features of a place Identify and name basic human / physical features (river, hill, village, house, shop etc)</p> <p style="text-align: center;">Identify that this is a warm climate. Look at relation to the equator and the North and South Pole</p>
3	<p style="text-align: center;">The Great Barrier Reef</p> <p>Explain: Be able to gather information from simple sources</p> <p>Q – Why is the Great Barrier Reef one of the seven wonders of the world? Q – Why is it beautiful but deadly?</p>	<p style="text-align: center;">What is so great about the Great Barrier Reef?</p> <p style="text-align: center;">Use Globe / Atlas to locate Country/Continent</p> <p>Physical Geo - Explore climate Zones – Describe and understand - Look at location in regards to Equator recognise the main ones and identify Australia's</p> <p>Investigating a place – Ask questions and answer geographical questions about the physical and human characteristics of a location Use a range of resources (aerial images/maps) to help children to identify.</p>

		<p>Explore living things in Great Barrier Reef / Coral</p> <p>Explain Own views about locations, giving reasons</p>
4	<p>Paricutin Volcano</p> <p>Demonstrate understanding: Know about the lives of people in those periods</p> <p>Q – Why is the Paricutin volcano one of the seven wonders of the natural world?</p> <p>Q – What was the timeline of events for this volcano?</p>	<p>Would you live in this village?</p> <p>Locate Paricutin Volcano on a map. Identify the human features around the area. Can pupils ask questions about this wonder?</p> <p>Describe key physical features</p> <p>Look at other volcanoes and make comparisons between locations</p> <p>Describe the impact of key aspects of physical geography on the people who live near them.</p>
5	<p>Mount Everest</p> <p>Evaluate: Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Q – Who were the first people to reach the summit of Everest and when?</p> <p>Q – Who were the oldest and youngest climbers?</p>	<p>Why do people climb Mount Everest?</p> <p>Locational knowledge: Pupils develop contextual knowledge of the location of globally significant places.</p> <p>Use atlases, globes and digital/computer mapping to locate countries and describe features studied (Google Earth)</p> <p>Describe and understand key aspects of mountains.</p> <p>Physical geography: Describe and understand key aspects of physical geography including Mountains</p> <p>How are mountains formed?</p> <p>How high is Mount Everest?</p> <p>What is the landscape like?</p>

6	<p style="text-align: center;">The Grand Canyon</p> <p style="text-align: center;">Apply: Know about the general history of the host country</p> <p>Q – Who first inhabited the Grand Canyon? Q – What makes it special?</p>	<p>Who lives in a place like this? Use maps to locate North America, identifying its environmental regions, key physical and human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography in the Grand Canyon region of North America compared to an area of United Kingdom To discover how the Grand Canyon was formed and learn about the Havasupai and the Hualapai people - Describe and understand key aspects of human and physical geography.</p> <ul style="list-style-type: none">• Learn about the Havasupai and Hualapai people living in the Grand Canyon region.• Identify modern land-use, settlement and tourism in the Grand Canyon.
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The Canterbury Primary

Year	RE	PSHE - Relationships
1	<p style="text-align: center;">Christianity</p> <p>Key skill: investigation</p> <p>Places of Worship</p> <p>Q: What are the special places in our community?</p> <p>Q: Why do Christians go to church?</p>	<p style="text-align: center;">Teamwork!</p> <p>To explore different ways of working in teams and discover key elements to enable successful teamwork.</p> <p style="text-align: center;">Ideas</p> <p>: projects</p> <p>: Build/design /create</p> <p>: P.E</p> <p>: work in teams to build/create the colosseum in their own way, plan, do and review</p>
2	<p style="text-align: center;">Hinduism</p> <p>Key skill: interpret</p> <p>Hindu Deity</p> <p>Q: Who is Brahma?</p> <p>Q: Why is Brahma important to Hindus?</p>	<p style="text-align: center;">Independence!</p> <p>To set their goals and challenges to create a piece of independent work, sourcing own resources (tasc wheel)</p> <p style="text-align: center;">Ideas</p> <p>: art project, scenery</p> <p>: science project,</p> <p>: question cards</p> <p>: stories</p> <p>: choosing own challenges</p>
3	<p style="text-align: center;">Christianity</p> <p>Key skill: analyse</p> <p>The creation story</p> <p>Q: What do Christians believe about how the world was created? What does this tell us about what Christians think about God?</p> <p>Q: Why should Christians look after the world?</p>	<p style="text-align: center;">Resilience!</p> <p>To build resilience to achieve and succeed to their own ability.</p> <p style="text-align: center;">Ideas</p> <p>: To build a tower higher than 2 metres/pairs/blindfolded</p> <p>: Modelling (clay)</p> <p>: Create a play/assembly</p> <p>: Creating a piece of transport to sight see the Great barrier reef</p> <p style="text-align: center;">: important skills required to work as a team</p>
4	<p style="text-align: center;">Hinduism</p> <p>Key skill: compare</p>	<p style="text-align: center;">Self-esteem!</p> <p>To understand how to build resilience.</p>

	<p>Places of worship</p> <p>Q: How do Hindus use their places of worship?</p> <p>Q: Is this different to how churches or mosques are used?</p>	<p><u>Ideas</u></p> <p>: PE,</p> <p>: creating a story, edit and improve</p> <p>: create a self-esteem checklist pros and cons</p>
5	<p>Christianity</p> <p>Key skill: evaluate</p> <p>Important people in Christianity</p> <p>Q: What do Christians believe about Jesus? Compare this to what Muslims/Humanists think about Jesus.</p> <p>Q: Who are some other significant people to Christians? Why do Christians think Jesus is the most significant?</p>	<p>Risk Management!</p> <p>To face new challenges positively and make responsible choices.</p> <p><u>Ideas</u></p> <p>: Rule breaking/why/which</p> <p>: Pros and cons to risk taking</p> <p>: Debating the best way to reach Mount Everest</p> <p>: DT, using tools build Mount Everest</p>
6	<p>Hinduism</p> <p>Key skills: analyse and evaluate</p> <p>Life after death</p> <p>Q: Why do some people think life is like a journey?</p> <p>Q: What do Hindus think about life after death? Compare to other religions.</p>	<p>Critical thinking!</p> <p>To evaluate and review their own thinking strategies.</p> <p><u>Ideas</u></p> <p>: create a pattern/number puzzle</p> <p>: debating/voting</p> <p>: create a learning log – I think, I feel, I wonder, need to know</p>

Year	Art and Design	Design and Technology
1	<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: Painting the Colosseum Artist: J.M.W Turner The Colosseum Rome 1820 Use different size paint brushes and types of paint to recreate picture.</p> 	<p style="text-align: center;">Design</p> <p>Model their ideas through drawings Develop their design ideas applying findings from their earlier research using ICT.</p> <p style="text-align: center;">Make</p> <p>Measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins. Build structures, exploring how they can be made stringer, stiffer and more stable. Use simple finishing techniques to improve the appearance of their product</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Focus: Make a model of the Colosseum</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: Textiles/ Collage- Arpillera (Patchwork style picture) Village Life Peru To create a textured collage using a range of media.</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 Identify simple design criteria.</p> <p style="text-align: center;">Make</p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure and cut with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Use basic sewing techniques.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate against their design criteria.</p> <p>Focus: Peruvian wave bracelet</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.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas for an item considering its purpose and the users. Make drawings with labels when designing.</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. Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).</p>

	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Focus: Painting Artist: George Seurat Technique: Pointillism Observe pictures of the Great Barrier Reef and apply Seurat's technique to create an underwater scene</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> 	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. Understand and apply the basic principles of a healthy and varied diet.</p> <p>Evaluate Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Focus: Make an underwater show box scene with moving</p> 
<p>4</p>	<p>Exploring and Developing ideas (ONGOING) 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>Evaluating and Developing work (ONGOING) 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. Annotate work in sketchbook.</p>	<p>Design 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>Make 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. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Evaluate Evaluate their work both during and at the end of the assignment.</p> <p>Focus: Make a felt volcano</p>

Focus: Drawing- Use different media to achieve variations in line, texture, tone, colour and shape.



Andy Warhol



5

**Exploring and Developing ideas
(ONGOING)**

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.

**Evaluating and Developing work
(ONGOING)**

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.

Annotate work in sketchbook.

Focus: Impression

Discuss Claude Monet's technique and focus on light and quick brush strokes.

Paint a picture of Mount Everest applying this technique.

Design

Draw up a specification for their design.

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 attempt fails.

Make

Select appropriate materials, tools and techniques.

Measure and mark out accurately.

Use skills in using different tools and equipment safely and accurately

Cut and join with accuracy to ensure a good-quality finish to the product

Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).

Evaluate

Evaluate a product against the original design specification.

Focus: Mountain climbers



6

**Exploring and Developing ideas
(ONGOING)**

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.

**Evaluating and Developing work
(ONGOING)**

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.

Annotate work in sketchbook.

Focus: Impressionist style, oil on canvas, tone, shade, different sized brushes and strokes



Thomas Moran The Grand Canyon 1872



Edgar Alwin Payne 1916

Design

Communicate their ideas through detailed labelled drawings.

Develop a design specification.

Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways.

Plan the order of their work, choosing appropriate materials, tools and techniques

Make

Select appropriate tools, materials, components and techniques.

Assemble components to make working models.

Use tools safely and accurately.

Construct products using permanent joining techniques.

Make modifications as they go along.

Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).

Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors).

Evaluate

Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.

Focus: Create a model of a helicopter with spinning propellers (See STEM projects)

Rubber band helicopter or motor helicopter



Year	Music	Computing
1	<p><u>Focus: Rhythm: Using body percussion and instruments made by the pupils, pupils to write and perform a call & response in the style of a cheerleading piece. Theme – a sporting event at the Colosseum.</u></p> <p><u>L/O:</u> I can use my body to make different percussion sounds and play on the percussion instruments I have made. I will be involved in writing a call & response/ cheerleading piece about a sporting event and perform it, using my percussion sounds.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Explore the different body percussion sounds • Instrument making – shakers • Practice playing to a beat • Pupils to choose and research a sporting event which could have taken place at the Colosseum • Pupils to compose a call & response/ cheerleading song • Explore cheerleading and call & response – what is it? Where and when did it begin? Play examples on YouTube <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Resources to make shakers eg plastic bottles & rice • YouTube – cheerleading/ body percussion • Facts about the sporting events at the Colosseum 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know who I can tell if something online makes me unhappy. Router's Birthday Surprise • I can share how to stay safe with other people in my school (e.g. poster, song, video...). <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know what a digital device is. (Beebot, computer, tablet...) • I can use digital devices to create a file. (e.g. pictures, text, presentation, take a photo...). <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 what code is. What is code • I can write a set of code to describe an action.
2	<p><u>Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C chord will be learnt, and words changed to 'Coming Round The Mountain,' using fun facts about Machu Picchu.</u></p> <p><u>L/O:</u></p>	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know how to stay safe on-line. • I know how technology can be used in school. • I can list some of the advantages and disadvantages with using technology.

	<p>I will learn the C chord on the ukulele and perform our composition as a class, to the tune of 'Coming Round The Mountain.'</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Learn the C chord on the ukulele • Learn about other instruments in the sting family • Change the words to 'Coming Round The Mountain, ' using fun facts about Machu Picchu <p>Resources:</p> <ul style="list-style-type: none"> • Ukuleles • Internet/ laptops for research on fun facts/ stringed instruments 	<p style="text-align: right;">Information Technology</p> <ul style="list-style-type: none"> • I can recognise some of the icons used in computing. Icon Do This • I can create a text document. (using more features of Word, look at Clicker 7) <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 know that some things are simulated. • I can give examples of when simulations may be used when it is too dangerous to carry it out for real. (E.g. train a pilot by flying a helicopter in a snowstorm using a simulator). • I can explore simulations and use logical reasoning. <p>Car Park Simulator BBC Science Clips</p>
<p>3</p>	<p>Focus: Classical music; listening and composition: Pupils to listen to a selection of classical music, focussing on Handel's Water Music. Pupils to take part in various discussions and to also compose their own piece.</p> <p>L/O: I will listen to and become familiar with classical music and be involved in group discussions. I will take part in composing a piece of music inspired by Handel's Water Music and perform as a small group.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Pupils to listen to a selection of classical music, focussing on <i>Handel's Water Music</i>. Pupils to discuss which instruments they can hear/ what style (genre) of music it is/ what are these groups of musicians called/ what families do the various instruments belong to/ do they like it/ how does it make them feel? etc. 	<p style="text-align: right;">Digital Literacy</p> <p>E-Safety Follow Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> • I know how to report an incident. • I know I can tell an adult, contact Childline or CEOP if something happens online that makes me unhappy. • I can explain the procedure we have in school for reporting an incident <p style="text-align: right;">Information Technology</p> <ul style="list-style-type: none"> • I know that sometimes it is better to make changes to something before publishing it. • I can edit a photograph or image. (PicCollage, Paint, Word etc) <p style="text-align: right;">Computer Science</p>

	<ul style="list-style-type: none"> • Pupils to learn some of the history behind the Water Music and music around that time • In small groups, pupils to compose their own piece of music using their choice of instrument, inspired by the Water Music and also, the Great Barrier Reef • Pupils to research the history of classical music and the different music families (strings, percussion, brass and woodwind) • Pupils to discuss the importance of water/ The Great Barrier Reef, to include in their composition • If time, discuss/ research music, instruments from Australia <p>Recourses:</p> <ul style="list-style-type: none"> • Selection of instruments • Classical CD's, YouTube • Handel's Water Music • Laptops for research 	<p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I know a program is made up of algorithms of code. • I know why it is important to use a sequence of instructions. • I can create a program that has a sequence of at least six steps using a floor turtle.(beebot) • I can program a device to achieve a specific goal (e.g. draw a square which is 20cm long with a floor turtle/BeeBot).
<p>4</p>	<p><u>Focus: Pupils to experience music from Mexico and to compose a piece of music about volcanos/ earthquakes, using Djembes.</u></p> <p><u>L/O:</u> I will learn about music from Mexico and the connection to African music. I will take part in a composition about earthquakes, volcanos and perform as a class, or in small groups.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Discuss/ research music and instruments from Mexico (Mariachi, Ranchera etc) • Listen to music from Mexico – what instruments can the pupils hear etc? 	<p style="text-align: center;">Digital Literacy</p> <p style="text-align: center;">E-Safety Follow Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> • I know there are lots of different ways we may communicate and collaborate with people. • I can explain some of the different ways we could communicate and which may be most useful for the task. <p>Different ways to communicate</p> <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know that I can use computers to create graphs.

	<ul style="list-style-type: none"> • Introduce African drumming – listening and playing rhythm based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, with or without words (facts), inspired by earthquakes and volcanos • Pupils to perform their pieces to each other (record on iPad) <p>Recourses:</p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for music from Mexico/ African drums • iPads (for recording purposes) 	<ul style="list-style-type: none"> • I know that there are different types of graphs to display information. • I can explore creating different graphs using some data I have been given. <p style="text-align: right; color: red;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can explain why it is sometimes easier to use a repeat or loop. <p>Repeated Patterns</p> <ul style="list-style-type: none"> • I can design an algorithm using a loop (repeat command).
5	<p><u>Focus: Pupils to listen to music from China and be involved in group discussions. Pupils to also create a soundscape, based on a true story of one of the many climbers.</u></p> <p><u>L/O:</u> I can listen to music from China and answer questions about what I am hearing. I will also be part of creating some music to go to a story, which has been based on facts about Mount Everest.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to music from China • Pupils to answer questions eg. What instruments can they hear, whether they like or dislike it and why, how does it make them feel? Etc. • Research music from China • Research some facts about the people to have climbed and survived Mount Everest • Using the facts, pupils (in small groups), to compose a soundscape to go with their facts they have researched • Pupils to perform their pieces (film, record using iPads) 	<p style="text-align: right; color: red;">Digital Literacy</p> <p style="text-align: center; background-color: cyan;">E-Safety Follow Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> • I know how to report an incident. • I know I can tell an adult, contact Childline or CEOP if something happens online that makes me unhappy. • I can explain the procedure we have in school for reporting an incident. • I can explain the procedure I would use if I was unhappy about something I experienced outside of school. • I know that some websites have age restrictions to help keep us safe. • I can explain why some websites have age restrictions and some of the dangers we may be exposed to. • I can discuss the importance of choosing an age-appropriate website or game. • I can explore some websites that highlight the importance of following age restriction guidance. <p>Mama Switched It Off</p> <p>Prudish Victorians</p>

	<p><u>Recourses:</u></p> <ul style="list-style-type: none"> • Music examples from China (CD's, YouTube) • Selectin of instruments • Laptops for research • iPad to record 	<p>Information Technology</p> <ul style="list-style-type: none"> • I know that video and audio can be edited. • I can review my work and make changes. • I can edit and combine a number of audio files. • I can edit and combine a number of video files. <p>Audacity, Moviemaker, DoInk</p> <p>Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I know why we use variables in algorithms. • I know that there are many different types of code/computer languages (e.g. java, html, etc...). • I can explain what is meant by a variable and give some examples. <p>What are variables</p> <ul style="list-style-type: none"> • I can create a game or an activity which uses variables (e.g. create a timer, lives, score...) • I can create a game with multiple algorithms (E.g. Maths quiz). • I can create an activity that uses 'what if' or 'else ' statements. <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <p>Scratch</p>
6	<p><u>Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece.</u></p> <p><u>L/O:</u> I will learn about the history of rap and beatboxing and in a group, compose my own piece, using facts about The Grand Canyon.</p>	<p>Digital Literacy</p> <p>E-Safety Follow Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> • I know how to report an incident. • I know I can tell an adult, contact Childline or CEOP if something happens online that makes me unhappy.

Content/ Ideas:

- Research the history behind rap and beat-boxing
- Research facts about The Grand Canyon
- Practice various raps/ beat-boxing!
- In small groups, using facts about The Grand Canyon, pupils to compose a rap, using beat-boxing as their backing track
- Pupils to perform their raps (record them on iPads)

Recourses:

- YouTube for examples of rap and beat-boxing
- iPads for recording purposes
- keyboard, for drum backing track
- laptops for research

- I can explain the procedure we have in school for reporting an incident.
- I can explain the procedure I would use if I was unhappy about something I experienced outside of school.
- I know how to search safely online
[FBI Safe Online Surfing](#)

Information Technology

- I know what a spreadsheet is.
- I know how to use SUM to add up numbers in column and row.
- I can create a spreadsheet. ([Excel](#), [Number Magic](#), [Textease Spreadsheets](#))

Computer Science

<https://code.org/>

<https://www.codeforlife.education/>

- I can explain how a search engine lets you find useful websites on the internet. (E.g. by using web browsers).
- I can explain the different features of a web page (e.g. URL, hyperlinks etc...).
- I can create a game with multiple algorithms (E.g. Maths quiz).
- I can create an activity that uses 'what if' or 'else' statements.

<https://code.org/>

<https://www.codeforlife.education/>

Scratch

Computing

Use the following for resources:

Free to join <https://www.barefootcomputing.org/>

<https://www.twinkl.co.uk/resources/new-2014-curriculum-resources>

Digital Literacy

An element of E-Safety has to be taught each term.

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.

Computer Science- for any coding elements use:

<https://code.org/>

Free to join

<https://www.codeforlife.education/>

Free to join

Scratch

To Track Assessment:

Use Purple Mash Assessment Document to Track Learning and what's been covered.

Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work