

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am Special	Early Man	Pharaohs	The Shang Dynasty	The Romans	The Aztecs	The Maya



**The Canterbury Primary School**

**Curriculum**

**2020-2021**

**Term 1**

**Ancient Civilisations**



Year	Reading
R	<p><b>POSTIVE ATTITUDES</b>  <i>To develop positive attitudes to reading</i></p> <ul style="list-style-type: none"> <li>➤ Enjoy listening to stories read to them.</li> <li>➤ Handle books with care, turning the pages from front to back, one page at time, following the words from top to bottom and left to right.</li> </ul> <p><b>NON-FICTION – RETRIEVAL</b>  <i>To recall key facts.</i></p> <ul style="list-style-type: none"> <li>➤ Listen to or read the text and answer questions, recalling the facts.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b>  <i>To identify basic story elements</i></p> <ul style="list-style-type: none"> <li>➤ Identify the front cover, title and author.</li> <li>➤ Show an understanding of rhyme.</li> <li>➤ Recognise and use repeated phrases.</li> <li>➤ Identify characters, settings and key events in order.</li> </ul> <p><b>VOCABULARY</b>  <i>To build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Talk with an adult about the meaning of unfamiliar words and then use them independently in speech.</li> </ul> <p><b>RETRIEVAL</b>  <i>To recall information from a text</i></p> <ul style="list-style-type: none"> <li>➤ Answer who, what, where and when questions about what they hear or read.</li> </ul> <p><b>INFERENCE</b>  <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Answer how and why questions about actions and feelings.</li> </ul> <p><b>VISUALISING</b>  <i>Visualise understanding of what they have heard</i></p> <ul style="list-style-type: none"> <li>➤ Demonstrate an understanding of stories through role play.</li> </ul> <p><b>SUMMARISING</b>  <i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retell a simple text with picture prompts.</li> </ul>

## **1 NON-FICTION: RETRIEVAL**

*Retrieve and record information from non-fiction texts*

- Find information in a text about an event, character or topic.

*Use prior knowledge to support understanding*

- Think about what they know about events or topics prior to reading.

### **VOCABULARY**

*Use strategies to locate or infer the meaning of unfamiliar words*

- Speculate about the possible meanings of new or unfamiliar words met in reading.
- Explain the meaning of the words they meet in a text

*Build a wide vocabulary*

- Make collections of interesting words and use them when talking about books and stories.

*Use a dictionary effectively*

- Use simple dictionaries and begin to understand their alphabetical organisation.

### **RETRIEVAL**

*Retrieve information from texts*

- 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.

*Answer questions about a text and record their understanding*

- Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.

### **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.

*Justify their ideas about a text*

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

### **SUMMARISING**

*Summarise understanding*

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

### **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.

### **RETELLING AND RECITING ORALLY**

*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.

### **STRUCTURE AND PRESENTATION**

*Identify how structure and presentation contribute to meaning*

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

**2 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.

**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.

*Build a wide vocabulary*

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

*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.

**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.

*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.

**INFERENCE**

*Infer from what characters say and do*

	<ul style="list-style-type: none"> <li>➤ Make inferences about characters from what they say and do, focusing on important moments in a text.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text.</li> </ul> <p><b>SUMMARISING</b></p> <p><i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retell a story giving the main events. Retell some important information they’ve found out from a text.</li> <li>➤ Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</li> </ul> <p><i>Annotate the text to support their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.</li> </ul> <p><b>MAIN IDEAS AND THEMES</b></p> <p><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"> <li>➤ Discuss familiar story themes that they have read or heard.</li> <li>➤ Give reasons why things happen or change over the course of a narrative.</li> </ul> <p><b>RETELLING AND RECITING ORALLY</b></p> <p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</li> </ul>
3	<p><b>NON-FICTION: RETRIEVAL</b></p> <p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Take information from diagrams, flow charts and forms where it is presented graphically.</li> <li>➤ Express and record their understanding of information orally, using simple graphics, or in writing.</li> </ul> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Link the events or topic from a text to their own experience and/ or information gathered.</li> <li>➤ Begin to make links to similar books they have read.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</li> <li>➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the first two letters.</li> <li>➤ Know the quartiles of the dictionary.</li> </ul> <p><b>RETRIEVAL</b></p>

### *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.

### **SUMMARISING**

#### *Summarise understanding*

- Retell main points of a story in sequence.
- Identify a few key points from across a non-fiction passage.

#### *Annotate the text to support their understanding*

- 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.

### **MAIN IDEAS AND THEMES**

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

- 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.

### **RETELLING AND RECITING ORALLY**

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

- Read, prepare and present poems and play scripts.

### **STRUCTURE AND PRESENTATION**

#### *Identify how structure and presentation contribute to meaning*

- Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.

#### 4 **NON-FICTION: RETRIEVAL**

*Retrieve and record information from non-fiction texts*

- 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.

*Use prior knowledge to support understanding*

- 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.

#### **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.

*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.

*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.

#### **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.

#### **SUMMARISING**

*Summarise understanding*

- 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.

*Annotate the text to support their understanding*

- 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.

### **MAIN IDEAS AND THEMES**

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

- 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.

### **RETELLING AND RECITING ORALLY**

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

- 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.

### **STRUCTURE AND PRESENTATION**

*Identify how structure and presentation contribute to meaning*

- Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.

## **5 NON-FICTION: RETRIEVAL**

*Retrieve and record information from non-fiction texts*

- 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.

*Use prior knowledge to support understanding*

- 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.

### **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

*Build a wide vocabulary*

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

*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.

### **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.

*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.

### **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.

### **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.

### **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.

### **RETELLING AND RECITING ORALLY**

*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.

### **STRUCTURE AND PRESENTATION**

*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 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.

### 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.

*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.

*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.

### 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.

### 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.

**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.

**RETELLING AND RECITING ORALLY**

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

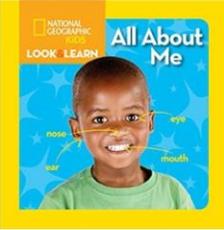
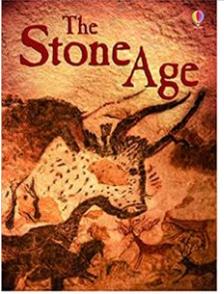
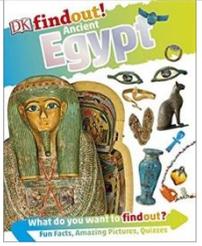
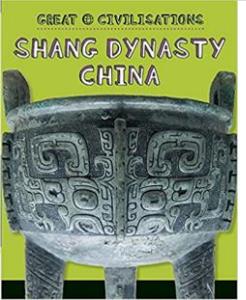
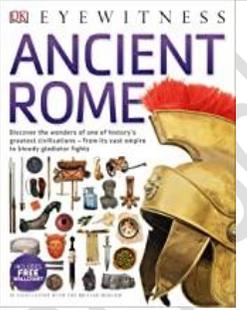
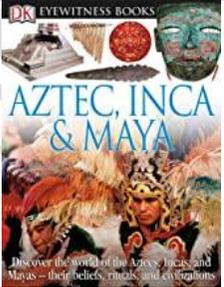
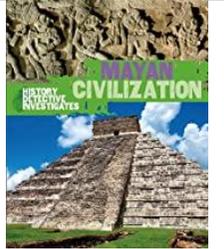
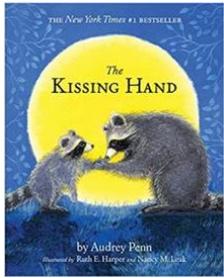
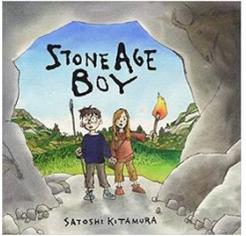
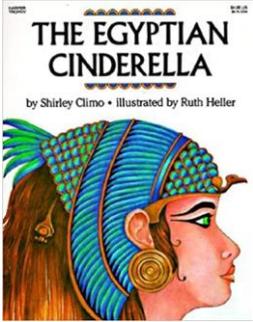
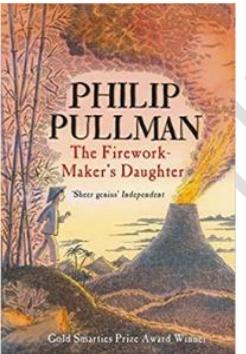
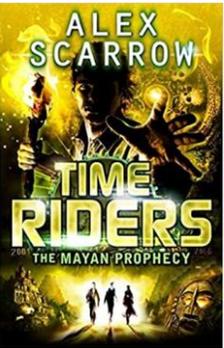
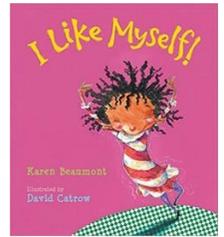
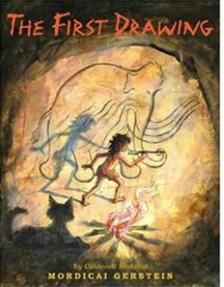
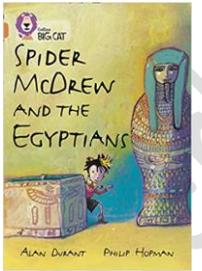
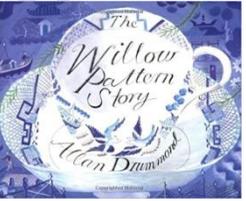
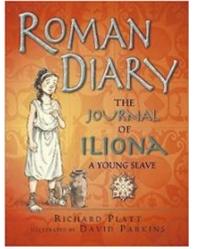
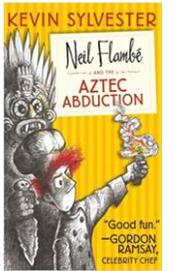
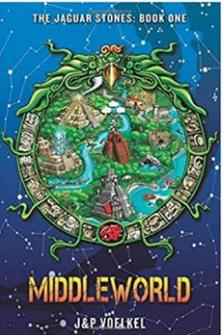
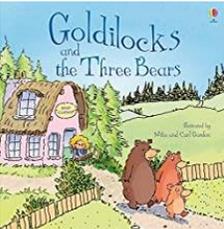
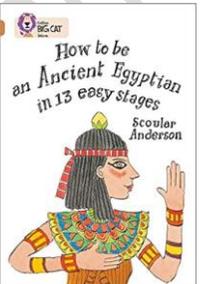
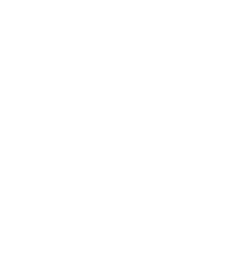
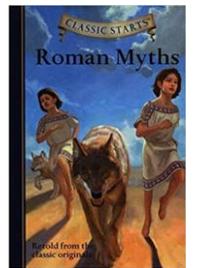
- Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.
- Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

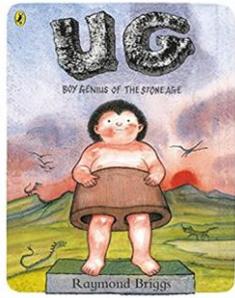
**STRUCTURE AND PRESENTATION**

*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.

**Cycle 2 - Term 1 – Ancient Civilisations**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am Special	Early man	Pharaohs	Shang Dynasty	Romans	Aztecs	Maya
						
						
						
						
<p>+ Todd Parr Books</p>						



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Year	<p style="text-align: center;"><b>Writing</b>  <b>Objectives correlate with those on Writing spreadsheets or ELG (40 – 60)</b></p>
R	<p style="text-align: center;"><b>I Am Special</b>  <b>Phonics – see EK plan</b></p> <p style="text-align: center;"><b>Early writing skills</b></p> <ul style="list-style-type: none"> <li>• Hear initial sounds (Phonics – Phase 1 and 2)</li> <li>• Rhyme – recognise and generate</li> </ul> <p><b>Focus texts</b></p> <ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> </ul> <p><u>Todd Parr Books:</u></p> <ul style="list-style-type: none"> <li>• It’s OK to be Different</li> <li>• The I’m not Scared Book</li> <li>• It’s Okay to Make Mistakes</li> <li>• The Feelings Book</li> <li>• The Family Book</li> </ul> <p><u>Skills objectives</u></p> <ul style="list-style-type: none"> <li>• Respond to instructions involving a two-part sequence.</li> <li>• Understand humour, e.g. nonsense rhymes, jokes.</li> <li>• Be able to follow a story without pictures or props.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion.</li> </ul> <ul style="list-style-type: none"> <li>• Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Link statements and sticks to a main theme or intention.</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduce a storyline or narrative into their play</li> <li>• Retell a familiar story - Talk4Writing</li> </ul> <p><u>Mark-making about themselves – ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>• Name writing</li> <li>• Use simple tools to effect changes to materials.</li> </ul>

- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

1

### Early Man

#### Phonics/Spelling - Phase 5 Letters and Sounds

*Ensure that syllable boxes and sound buttons are used when modelling spelling new words.*

**Incorporate recap of GPCs from Phase 4 and tricky words – a little a day, before new content**

Spell words containing 40+ phonemes already taught.

Phonics – Phase 5

*Week 1*

Teach - ou, ea, ie ir

Tricky words – oh, their (reading), said, so (spelling)

*Week 2*

Teach – oy, ay, ey, aw, ue

Tricky words – people, Mr., Mrs. (reading), have, like (spelling)

*Week 3*

Teach – wh, ph, ew, oe, au

Tricky words – looked, called (reading), some, come (spelling)

*Week 4*

Teach – a-e, e-e, i-e, o-e, u-e, zh, -s-, -ge

Tricky words – asked (reading), were, there (spelling)

*Week 5*

*Alternative pronunciations of Graphemes*

Teach – c, g, ch, y

Tricky words – water, where, who, again, thought, through (reading), little, one (spelling)

*Week 6*

*Alternative pronunciations of Graphemes*

Teach – a, e, i, o, u

Tricky words – work, mouse, many, laughed, because, different (reading), what, do (spelling)

Week 7

Alternative pronunciations of Graphemes

Teach – ea, ie, er, ow, ou, ey

Tricky words – any, eyes, friends, once, please (reading)

Kent Spelling Test

**Grammar, punctuation – use reading theme books for vocabulary and sentence level work**

Grammar – word classes: Recognise nouns, verbs and adjectives. Sentence salad – vocabulary from topic

Review ELG – writing sentences. Sentence Salad work – simple sentences.

**Skills**

**Labels and lists**

**Fact files**

To rehearse what they want to say orally before writing.

Use phonic strategies to help them to spell words.

Use resources in the learning environment to help them to spell.

Re-read their writing to check that it makes sense.

Use and to join words or clauses.

Sit correctly at a table and use the correct grip for writing.

Sentence Salad work – simple sentences: determiner, noun, verb

Form lower case letters in the right direction, starting and finishing in the correct place.

Form the digits 0 – 9 correctly.

Use capital letters for people, places and days of the week.

2

**Pharaohs**

**Spelling/Phonics – Phase 5 review in No-Nonsense Spelling (incorporates Letters and Sounds teaching)**

**Ensure that syllable boxes and sound buttons are used when modelling spelling new words.**

**Incorporate recap of GPCs from Phases 3 and 4 and their tricky words – a little a day, before new content**

**Spell words containing Phase 5 GPCs (Y1).**

**Use resources in the learning environment to help with spelling. (Word banks, dictionaries)**

**Segment and blend words to help with spelling.**

**Check work for spelling mistakes.**

Wk 1 Phase 5 GPCs including polysyllabic words. Spell common homophones (*sea/see* and *be/bee*).

Wk2 - Phase 5 GPCs. Spell common homophones (*blue/blew*).

Wk3 - Strategies at the point of writing: Have a go sheets – show how to use these; proofreading work and correcting spelling mistakes – teach how to do this.

Wk4 - Phase 5 GPCs including polysyllabic words.

Wk5 - Proofreading, especially high- frequency words – practising proofreading.

Wk6 - /aɪ/ spelt 'i' in common exception words (*find, kind, mind, behind, child, wild, and climb*).

Phonics and Spelling – No Nonsense Spelling Aut 1; Letters and sounds Phase 5 – Ensure that spelling and proofreading strategies are being taught.

**Grammar, punctuation – use reading theme books for basis of this work**

Grammar – Revise word classes, sentences from YR and Y1: nouns, verbs, adjectives Sentence salad work with vocabulary and sentences from topic (and topic books)

Use capital letters for people, places and days of the week AND the beginning of sentences.

Use CL, FS,? and ! correctly.

Recognise statements, exclamations, questions and commands.

Create compound sentences with and, or, but, so.

Check work for missing CL and FS.

**Skills**

Non-chronological report

Instructions

Identify and use correct features of genre.

Write about real events.

Use layout and feature of genre appropriately.

Plan or say out loud what they are going to write about.

Write down ideas and vocabulary.

Create a series of sentences in a logical order.

Reread writing to check that it makes sense.

Check work for spelling mistakes.

Form upper and lower case letters of correct size in relation to one another.

Use some horizontal and diagonal strokes to join letters.

Write CL and digits in correct orientation, and in correct size relative to one another.

Use spacing between words appropriate to the size of the letters.

The Shang Dynasty  
Spelling

**Spelling – Phase 6 Letters and Sounds review and begin Y3 No-Nonsense Spelling Autumn T1**  
*Ensure that syllable boxes and sound buttons are used when modelling spelling tricky words.*

Use suffixes from Y2: -s/-es; -d/-ed; -ing.

Spell words with prefixes: un-, dis-, (mis-, re- = not this term)

Spell and punctuate contractions with apostrophes in correct place.

Build word families based on root words e.g. solve, soluble, solution

Spell words with rarer GPCs for 'ay': ey, aigh, ei.

Spell some common homophones: (brake/break, grate/great, eight/ate, weight/wait, son/sun)

Spell high-frequency words from Y2 list.

Spell some words from Y3/4 statutory list.

Phonics and Spelling – No Nonsense Spelling Aut 1

Wk1 - Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing'). Revise prefix 'un-' Teach prefix 'dis-' (*disappoint, disagree, disobey*)

Wk2 - Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'. From Year 2: Apostrophes for contractions

Wk3 – Teach strategies for learning words: apply to learning words from statutory and personal spelling lists. Have A Go sheets – Teach how to use these when writing own composition.

Wk4 - Rarer GPCs: words with the /ei/ 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*).

**Kent Spelling Test**

**Grammar, punctuation – use reading theme book for vocabulary and sentence level work**

**Grammar – Revise word classes and punctuation from YR, Y1 and Y2: Nouns, verbs, adjectives, adverbs, pronouns and conjunctions.**

**FS, CL, ?, !, apostrophes of contraction – don't, won't and what the full words would be.**

**Apostrophes of possession – singular nouns.**

Identify and write a variety of sentence types: statements, questions, commands and exclamations.

**Use a or an correctly before nouns.**

**Use a wider range of conjunctions to join clauses: when, before, after, while, so because.**

Use the present perfect form of verbs appropriately.

**Avoid repetition by using appropriate pronouns. (Cohesion).**

Use adverbs, conjunctions and prepositions to show time, place or cause.

Use fronted adverbials and sometimes punctuate appropriately.

Use possessive apostrophe with plural nouns (sometimes) .

**Skills**  
Recounts  
Non-Chronological Reports

Use the appropriate features of the genre – see Grammar For Writing Part 3 – recounts. (On T:)  
Discuss writing which is of the genre to be written.  
Discuss and record ideas.  
Compose by rehearsing ideas and experimenting with new vocabulary.  
Group together sentences about a similar topic (basic paragraph).  
Use expanded noun phrases and adverbs to create setting.  
Use title and subheadings in non-fiction writing.  
Read own and others' work and suggest improvements.  
Identify changes needed in grammar and punctuation, including pronoun-verb agreement and verb tenses.  
Check and correct spelling and punctuation mistakes.  
Read own work aloud using appropriate intonation and respecting punctuation.

Form capital letters of appropriate size.  
Form lower-case letters of consistent size.  
Understand which letters are best left unjoined.  
Spacing of letters and words is appropriate: ascenders and descenders are not touching.

4

**The Romans**

**Spelling – Review Y3 No-Nonsense Spelling and begin**

**Use first two or three letters of a word to check spellings in dictionary.**  
**Spell words with -ure ending.**  
**Use first two or three letters of a word to check spellings in dictionary.**  
**Spell further homophones (See NNS list Y3/4)**  
**Write simple sentences, spelling and punctuating accurately, when dictated.**

**Y4 Autumn T1 No Nonsense Spelling**

Wk1 - Strategies at the point of writing: Have a go sheets. Words from statutory and personal spelling lists. Check high-frequency words from Letters and Sounds (p.195)  
Wk2 - Words ending /ʒə/ (-sure e.g. treasure) Teach.  
Wk3 - Words ending /ʒə/(-sure e.g. treasure) Teach and practise spelling strategies.  
From Year 2: possessive apostrophe with singular proper nouns.

Wk4 - Revise and teach to gaps from Year 3 – look for these in their written work.

From Year 2: possessive apostrophe with singular proper nouns. Homophones (*peace/piece, main/mane, fair/fare*)

Wk5 – Homophones (*peace/piece, main/mane, fair/fare*).

Strategies for learning spellings: analogy, word families.

Wk6 - Strategies for learning words: words from statutory and personal spelling lists.

Proofreading own work for spelling errors.

### **Kent Spellings**

**Grammar, punctuation - use reading theme book for vocabulary and sentence level work**

**Bold = focus skills for this term**

**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!

Punctuation of direct speech.

Correct layout of speech in stories: new speaker new line.

**Understand and use: nouns, verbs, adjectives, adverbs, conjunctions, prepositions and pronouns correctly.**

Recognise and use collective nouns appropriately.

**Use determiners: a, an, the correctly. Recognise numbers as determiners.**

Use Standard English forms for verb inflections: we were, not we was; I did, not I done.

Choose the appropriate verb tense for a task.

**Use adjectives and prepositional phrases to create expanded noun phrases.**

Use fronted adverbials and punctuate with a comma.

Punctuate direct speech correctly with inverted commas and other punctuation.

**Use possessive apostrophes appropriately (incl. with plural nouns); use apostrophes in contractions.**

Use wide range of punctuation accurately: FS, CL, ?, !, inverted commas and commas in lists.

Use a wider range of conjunctions to connect clauses.

Identify main and subordinate clauses accurately.

Recognise the difference between a clause and a phrase.

**Skills – Bold = focus skills for this term**

Non-chronological report

Myths and legends

**Use appropriate organisational features of genre, including headings in non-fiction.**  
**Plan work - use the correct structure - written form.**  
**Create paragraphs around a theme, linking them when appropriate.**  
**Change paragraphs appropriately.**  
**Begin and end work appropriately.**  
**Narrative and non-fiction writing follows logical sequence.**  
**Use pronoun or noun appropriately for cohesion; avoid repetition.**  
 Use adverbials, expanded noun phrases and prepositional phrases to describe setting and character.  
 Use precise, powerful verbs to describe.  
**Experiment with new vocabulary.**  
 I can use stylistic features for effect: alliteration, simile, metaphors, and personification.  
 Use techniques to engage the reader: direct address, rhetorical question, opinions, build tension.  
 Use simple, compound and complex sentences.  
 Use speech to show character.  
 I can evaluate my work and edit it, removing or adding detail.  
**I can proofread and correct spelling, punctuation and grammar mistakes.**  
**I can read my own work out loud to the class, using appropriate intonation.**

**Form capital letters of appropriate size.**  
**Form lower-case letters of consistent size.**  
**Understand which letters are best left unjoined.**  
**Spacing of letters and words is appropriate: ascenders and descenders are not touching.**

5

**The Aztecs**

**Spelling – Review Y4 No-Nonsense Spelling and begin Y5 Autumn T1**

**Spell plurals correctly: -s, -es, ies.**  
**Spell words with silent letters:**  
**Spell -ough words.**  
**Spell hyphenated words to avoid double vowels: oo and ee: re-enter; co-operate.**  
**Understand the rules for adding further prefixes and suffixes: -ous; -tion/-sion/-ssion/-cian; -able/-ible; -ably/-ibly**  
**Spell some words with silent letters.**  
**Spell words from the Year 5 and 6 word list with rare GPCs (bruise, guarantee, queue, immediately, vehicle, and yacht).**  
**Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)**  
**Use first 3 or 4 letters of a word to check its spelling or meaning in a dictionary.**  
**Use a thesaurus to find alternative words with similar meanings.**  
**Proof-read and correct errors in spelling and punctuation.**  
**Spell words from the homophones list NNS Y5.**

**Spell most of the words on the Y5/6 spelling list.**

Wk1 - Strategies at the point of writing: Have a go sheets and how to use them.

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 (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*)

Wk6 - Strategies for learning words: homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*)

Strategies for learning words from statutory spelling lists.

**Kent Spellings**

**Grammar, punctuation - use reading theme book for vocabulary and sentence level work**

**Bold objectives = focus for this term**

**Revise word classes - all (Sentence salad) and sentence types: statement, question, exclamation and command.**

**Simple, compound and complex sentences.**

**Noun phrases and pronouns to replace nouns.**

**Revise basic punctuation – FS, CL, ?, !, “”, apostrophes of omission and possession.**

**Understand and use: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.**

**Use a wide range of punctuation accurately: FS, CL, commas, ?, ! Apostrophes.**

Recognise and use abstract nouns.

**Recognise phrases, main clauses and subordinate clauses. Use them to construct sentences in different ways.**

**Use expansion before and after the noun to give detailed information concisely.**

Use commas to make meaning clear.

Use the past perfect form of verbs appropriately.

Choose appropriate tenses for the task.

Use modal verbs or adverbs to show possibility: may/could; nearly/definitely/always.

**Know and use the rules of Standard English: subject-verb agreement; consistent tense use; no slang; no double negatives; no adjectives used as adverbs.**

**Use direct and reported speech accurately.**

Use colons to introduce a list.

Use suffixes to convert words from one class to another: -ful/-ness/-ment etc.

Begin clauses with: who, that, which, where, or with an implied relative pronoun (ellipsis).

	<p>Use brackets or commas to indicate parenthesis.</p> <p style="text-align: center;"><b>Skills</b>  Non-chronological report – Aztec civilisation  Adventure story – see Grammar For Writing Part 3 – recounts. (On T:)</p> <p>Plan writing: identify audience and purpose, genre. Use example texts to help.  Plan writing: note ideas from reading and/or research.  Maintain clear purpose and choose content effectively to inform/engage the reader.  Change paragraphs accurately and consistently.  Use headings, subheadings, bullet-points to organise work.  Draft and write: select vocabulary and grammar for impact.  Use a variety of stylistic features for impact: alliteration, simile, metaphors, and personification.  Use a range of devices to extend paragraphs: adverbials, pronouns and conjunctions.  Use a variety of techniques to engage the reader: build tension; comment, opinion, rhetorical questions, reflection.  Describe settings, character and atmosphere.  Use dialogue to show character or to advance the action.  Evaluate and edit work: use a wider variety of sentence structures for effect.  Evaluate and edit work: make changes to grammar, vocabulary and punctuation to improve impact.  Evaluate and edit: ensure that correct tense is used throughout.  Evaluate and edit: ensure that appropriate register is used - formal/informal appropriately.</p> <p>Write legibly and fluently and with increasing speed.  Choose to use pen or pencil, depending on the task.</p>
6	<p style="text-align: center;"><b>The Maya</b>  <b>Spelling – Review Y5 No-Nonsense Spelling and begin Y6 Autumn T1</b></p> <p><b>Spell words on the Y5/6 list.</b>  <b>Spell words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</b>  <b>Spell words ending -able/ably; -ible/-ibly.</b>  Use further prefixes and suffixes and understand rules for adding them.  Spell words with the /i:/ sound spelt 'ei' after 'c'.  <b>Add suffixes beginning with vowel letters to words ending in '-fer'.</b>  Spell words with endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious)  Distinguish between: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy  Spell commonly confused homophones: compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary  All homophones from KS2.</p>

Spell words containing the letter string '-ough'

The /ʃəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential)

Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'

Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary

**Use dictionaries to check the spelling and meaning of words.**

**Use thesauruses to find alternative words - check meanings in a dictionary.**

**Composition: edit and improve spelling in own work (with partner)**

### **No Nonsense Spelling Aut 1**

Wk1 - Words from statutory word lists. Teach Strategies at point of writing – Have go sheets. Revise words from Y3/4 list.

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 work in smaller chunks (sentences, paragraphs) – correcting own errors and those of partner.

### **Grammar, punctuation - use reading theme book for vocabulary and sentence level work**

**Bold = focus objectives for this term**

Revise word classes and sentence types: statement, question, command and exclamation.

Revise phrases and clauses.

Simple, compound and complex sentences.

Noun phrases and pronouns to replace nouns.

Revise basic punctuation – FS, CL, ?, !, "", apostrophes of omission and possession.

Paragraphing – Topic sentence, examples/explanation, link to next paragraph/summarise

**Understand and use: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions and determiners.**

**Use a wide range of punctuation accurately: FS, CL, commas, ?, !, hyphens, dashes, apostrophes – with plural nouns, and brackets.**

Use suffixes to convert words from one word class to another: -ate, -ise, -ify, -ness, -ment, -ful, -ous

**Recognise main and subordinate clauses. Use them to construct sentences in different ways.**

**Use a range of verb tenses accurately.**

**Use modal verbs or adverbs to show possibility: may/could; nearly/definitely/always.**

**Know and use the rules of Standard English: subject-verb agreement;** consistent tense use; no slang; no double negatives; no adjectives used as adverbs.

Use the passive voice.

**Use direct and reported speech accurately.**

Use hyphens to avoid confusion: the best-dressed dancers win the special award!

Use colons, semi-colons or dashes between clauses. Use a colon to introduce a list.

### **Skills - all**

Hybrid information/persuasive text – Belize/Guatemala tourist information (Gap analysis)  
Adventure story (Jaguar Stones) - Write next chapter in adventure story – see Grammar For Writing Part 3 – recounts. (On T:)

Plan writing: identify audience and purpose; select appropriate form; use example text as guide.

Plan writing: use reading and research.

Plan writing: use reading - how authors develop character and setting.

Draft and write - establish and maintain purpose. Choose content to inform/engage the reader.

Sustain the appropriate viewpoint throughout writing.

Include organisational features of text to guide the reader: headings, subheadings, bullet-points, glossary

Text organised logically: link between opening and ending.

Change paragraphs appropriately and consistently.

Select appropriate grammar and vocabulary. Understand how choices can enhance meaning/effect.

Link ideas in a variety of ways: adverbials, conjunctions, pronouns, chains of reference.

Use stylistic features for effect: alliteration, simile, metaphor, personification, rhetorical question, puns, and emotive language.

Describe setting, character and atmosphere. Use dialogue to add to character or to move action forward.

Use expansion before and after the noun to convey complicated information precisely.

Use a variety of techniques to engage the reader: build tension, comment, opinion, reflection, expansion of key events, detailed characterisation.

Use ellipsis appropriately ... / I love tea but (I) hate coffee.

Recognise and use structures appropriate for formal writing, including the subjunctive mood: The doctor recommended he give up smoking/ Furthermore...

Summarise longer passages of text.

Evaluate effectiveness of writing: edit content; improve vocabulary.

Evaluate effectiveness of writing: proofread and change grammar, punctuation and spelling.

Edit and improve: remove informal writing and correct the register.

Perform own compositions with appropriate volume, intonation and movement.

Ensure viewpoint maintained when editing.

Write legibly, fluently and with increasing speed. Know which letters are best left unjoined.

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Year	Maths
<b>R</b>	<p>Number recognition</p> <p>Counting objects, actions and from a larger group</p> <p>Writing numbers</p> <p>Ordering numbers</p> <p>2D shapes</p> <p>Size</p> <p>Weight</p> <p>Recognising spots on a dice</p>
<b>1</b>	<p><b>(Within 10)</b></p> <p>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>
<b>2</b>	<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 &lt;, &gt; 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>
<b>3</b>	<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><b>(Split over T1 and 2)</b> 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** Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).

Order and compare numbers beyond 1000.

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation.

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

**5** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.

Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.

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

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Add and subtract numbers mentally with increasingly large numbers.

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

	<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>
<b>6</b>	<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy</p>

The Canterbury Primary School

Year	Science
<p><b>R</b></p>	<p style="text-align: center;"><u>I am Special</u></p> <p><u>EYFs goals</u></p> <p>30-50 months</p> <p>-Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to family or friends.</p> <p>40-60+ months:</p> <p>-Looks closely at similarities, differences, patterns and change.</p> <p>Ideas:</p> <p>-Look at how they are similar to family members (physical features – eyes, hair etc). Examine how they are different (unique) from each other. This could be a practical task where they compare how they are similar and different to one another.</p> <p>40-60 = to get them to think how they may change overtime.</p>
<p><b>1</b></p>	<p style="text-align: center;"><u>Early Man</u></p> <p><u>Content</u></p> <p><u>Animals including humans</u></p> <p>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Idea: why the senses were so important for early man. Hunting – <u>listening</u> to footsteps of an animal, <u>seeing</u> footprints tracks etc <u>feeling</u> if the dung' is warm (whether the animal is close by) etc.</p> <p><u>W/S:</u></p> <p>-Asking simple questions to investigate</p> <p>-Recording an investigation (with a template if required. To extend, leave the values empty).</p> <p>- Using observations to answer questions</p> <p>Idea: set up a fake animal trail where the children have to find the evidence – footprints, scratching on a tree. They could ask questions first about what they may need to identify.</p> <p>Set up a class record and look at it once a week on a given day. Include:</p> <p>When it becomes light, weather and temperature.</p> <p><u>Seasonal changes – autumn</u></p> <p>-observe changes across the four seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies.</p> <p>At the end of this term, discuss the changes in the above. Keep all the information for the end of the year.</p>

2

## Pharaohs

Content: Animals, including humans

*Year 2 will need to revise main animal types from Y1 (reptiles, mammals, fish, birds and amphibians) and what carnivores, omnivores and herbivores are. This is due to missed learning in 2020 virus. If T6 is changed keep the Y1 catch up learning here ready for T6.*

-notice that animals, including humans, have offspring which grow into adults. Review the type of animals from Y1 (mammals, reptiles, birds, amphibians and fish – link to learning throughout).

-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

W/S:

-Drawing (label with scientific vocabulary) or explaining what they have observed.

-**Describe** how they have classified or grouped in a particular way.

Ideas:

To link to the pharaohs, you could look at animals that they kept (such as cats and dogs that could be buried with them). Even look at a pharaoh's family tree so they can see the offspring.

Answer a question: what does a pharaoh need to survive? Here they can look at what is essential for life and what is luxury etc.

3

## Shang Dynasty

Content: Animals, including humans

*Year 3 will need to learn about a variety of habitats and how they provide basic needs.*

*This is due to missed learning in 2020 virus.*

-identify that animals, including humans, need the **right types and amount** of nutrition, and that they **cannot make their own food**; they get **nutrition from what they eat** (the bold parts are the elements that build from Y2)

-identify that humans and some other animals have skeletons and muscles for support, protection and movement.

W/S:

-Suggest questions to investigate and choose the most relevant question (designing a question that they would like to find out about diet).

-Record in different ways

Ideas:

Nutrition could be linked to the Shang diet of mainly cheese and bread. The type of nutrients could be compared (Rich would have even more fruit etc). Perhaps the chd could recommend a better diet. The key emphasis is on the amount of fats, carbs etc). Perhaps they could discuss the consequences of too much or too little.

-Perhaps they could design a diet for two teachers and a series of 'warrior' tests need to be complete and then again after a week of the diet.

4	<p style="text-align: center;"><u>Romans</u></p> <p><u>Content: States of matter</u></p> <ul style="list-style-type: none"> <li>-compare and group materials together, according to whether they are solids, liquids or gases</li> <li>-observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><u>W/S:</u></p> <ul style="list-style-type: none"> <li>-Create relative questions and suggest different scientific enquires to answer the question.</li> <li>-Selecting the most suitable and appropriate way to record – provide reasoning (this can be verbal).</li> <li>-Using results, draw conclusions and use scientific evidence to explain</li> </ul> <p><u>Ideas: aqueducts – how can they stop the water evaporating in the heat?</u>  <u>Materials that the romans may have used to build and construct – can group.</u>  <u>Testing the best materials to carry water up high (aqueducts).</u>  <u>Take different products – test which melts the quickest and why. They could do an experiment here and more independent.</u></p>
5	<p style="text-align: center;"><u>Aztecs</u></p> <p><u>Content: Forces:</u></p> <ul style="list-style-type: none"> <li>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>-identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> <p>(This has moved forward from Year 3 – where the focus force was magnets).</p> <p><u>W/S:</u></p> <ul style="list-style-type: none"> <li>-Plan scientific questions and decide on the variables</li> <li>-Take accurate and precise recordings or measurements and repeat where necessary</li> </ul>

	<p>-Draw conclusions using scientific theories to explain results</p> <p><u>Ideas:</u> Possible links to what the Aztecs built. How would forces have affected that?</p>
6	<p style="text-align: right;"><u>Maya</u></p> <p><u>Content: Light</u></p> <p><i>Year 6 will need to learn how light works with regards to the positioning of the sun, planets and moon, including how this effects day and night from Year 5. This is due to missed learning in 2020 virus.</i></p> <ul style="list-style-type: none"> <li>-recognise that light appears to travel in straight lines</li> <li>-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>(This is a move forward from Y3 as you are looking at shadow shapes and ways to change those shapes. In addition, how we see objects so moving forward on the reflection of colours).</b></p> <p><u>W/S:</u></p> <ul style="list-style-type: none"> <li>-Plan scientific questions, using variables, stating which variables may be difficult to control</li> <li>-More complex diagrams that use abstract theories (especially for refraction and seeing objects).</li> <li>-Draw conclusions using scientific theories to explain results</li> </ul> <p><u>Ideas:</u> use of light – worship and link to the idea of the planets – worship etc How the calendar was created using light. Possible investigation would be to use the idea of the temple and shadows throughout the day.</p>

Year	History	Geography
R	<p style="text-align: center;"><b>I am Special</b></p> <p><b>Observe:</b> Be able to use key words and phrases relating to the passing of time</p> <p>Q – How have I changed?</p>	<p style="text-align: center;"><b>I am Special</b></p> <p style="text-align: center;"><b>Recognise / Identify</b></p> <p>Name and Locate areas around the school, office, hall, garden etc.</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Take walks around the school for children to become familiar with where people are located – eg office, SLT, hall, library, garden, playground etc</li> <li>• Make maps – Simple routes and features could be from bricks or using chalks on the playground – whole class big map</li> </ul>
1	<p style="text-align: center;"><b>Early Man</b></p> <p><b>Recall:</b> Know stories about a range of people who have lived in a variety of cultures in the past</p> <p><b>Describe:</b> what do they do, how do you know</p> <p><b>Observe:</b> Be able to use key words and phrases relating to the passing of time</p> <p>Q – What are the names given to the different ‘ages’ of early man?</p> <p>Q – What is Stonehenge?</p> <p>Q – How did people live in prehistoric Britain?</p> <p>Q – How did people communicate?</p> <p><a href="http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Prehistoric%20Britain.pdf">http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Prehistoric%20Britain.pdf</a></p>	<p style="text-align: center;"><b>Early Man</b></p> <p style="text-align: center;"><b>Recognise / Identify</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p><b>Ideas</b></p> <p>Look at Stonehenge what is it made of? Can pupils come up with there own questions about it? Where is it? Who put it there? What is it?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv</a></p> <ul style="list-style-type: none"> <li>• Compare to other stone monuments around the world/tombs/caves</li> <li>• Discuss why early man made these and why out of stone?</li> </ul>

<p>2</p>	<p style="text-align: center;"><b>Pharaohs</b></p> <p><b>Recognise:</b> Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p><b>Chronology:</b> Understand that the past has been recorded in a variety of different ways over a period of time</p> <p><b>Describe:</b> Be able to find out about aspects of the past from a range of sources of information</p> <p>Q - Who were the famous rulers of Ancient Egypt?  Q - Why did Ancient Egyptians use pictures?  Q - How do we know Pharaohs were important Ancient Egyptians?  Q – Who was Howard Carter?</p> <p><a href="https://www.britannica.com/biography/Howard-Carter">https://www.britannica.com/biography/Howard-Carter</a></p>	<p style="text-align: center;"><b>Pharaohs</b> <b>Recognise/Identify/Describe</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Look at Egypt, where is it in the world? Locate.</li> <li>• Focus on the river Nile - <a href="https://www.bbc.co.uk/bitesize/clips/z3rwmp3">https://www.bbc.co.uk/bitesize/clips/z3rwmp3</a> Identify/recognise why the River Nile was so important to the Pharaohs</li> <li>• Compare to a region in UK – (The Stour / The Thames) Similarities/differences</li> </ul>
<p>3</p>	<p style="text-align: center;"><b>Shang Dynasty</b></p> <p><b>Explain:</b> Be able to gather information from simple sources</p> <p><b>Demonstrate Understanding:</b> Be able to give some reasons for particular events</p> <p><b>Summarise:</b> Be able to gather information from simple sources</p> <p>Q – What was the Shang Dynasty known for?  Q – What was it like to live in the Shang Dynasty  Q – What jobs did Shang people do?  Q – What is the Willow Pattern?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z39j2hv">https://www.bbc.co.uk/bitesize/topics/z39j2hv</a></p> <p><a href="https://www.youtube.com/watch?v=Lj5uTZG6G90">https://www.youtube.com/watch?v=Lj5uTZG6G90</a></p> <p><a href="https://www.history.com/topics/ancient-china/shang-dynasty#:~:text=The%20Shang%20Dynasty%20is%20the,astronomy%2C%20artwork%20and%20military%20technology.">https://www.history.com/topics/ancient-china/shang-dynasty#:~:text=The%20Shang%20Dynasty%20is%20the,astronomy%2C%20artwork%20and%20military%20technology.</a></p>	<p style="text-align: center;"><b>The Shang Dynasty</b> <b>Explain</b></p> <p>Locate and name the continents on a World Map.</p> <p>Describe and understand key aspects of:  Physical geography including Rivers and the water cycle</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Study The Yellow River / Yangtze look at why they were so important during the Shang Dynasty</li> <li>• Create a fact file – Where is it? How big is it? Why was it important?</li> <li>• How do humans use rivers?</li> </ul>

<p>4</p>	<p style="text-align: center;"><b>Romans</b></p> <p><b>Demonstrate understanding:</b> Know about the lives of people in those periods  <b>Reason / Speculate:</b> Be able to communicate their historical knowledge and understanding in a variety of ways  <b>Explain:</b> Be able to give some reasons for particular events and changes</p> <p>Q – How did the Romans conquer Britain?  Q – What was it like living in Roman Britain?  Q – How did the Romans change Britain?  Q – What was Hadrian’s wall and why was it significant?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a></p> <p><a href="https://www.theschoolrun.com/homework-help/roman-empire#:~:text=When%20the%20Romans%20were%20in,lasted%20for%20a%20long%20time.">https://www.theschoolrun.com/homework-help/roman-empire#:~:text=When%20the%20Romans%20were%20in,lasted%20for%20a%20long%20time.</a></p>	<p style="text-align: center;"><b>The Romans</b> <b>Summarise</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human geography including trade links in the Pre-Roman and Roman era.</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Identify Italy and its major cities on a map and explore its geographical features.</li> <li>• Explore the tourist attractions of Rome and analyse the city as a holiday resort.</li> <li>• Identify similarities and differences between Italy and Britain.</li> <li>• Who were the trading partners and what did they trade?</li> </ul> <p><a href="https://www.nationalgeographic.org/media/roman-empire-road-and-trade-network/">https://www.nationalgeographic.org/media/roman-empire-road-and-trade-network/</a></p>
<p>5</p>	<p style="text-align: center;"><b>Aztecs</b></p> <p><b>Critique:</b> Be able to describe the impact of life  <b>Justify:</b> Be able to use dates and terms relating to the passing of time  <b>Evaluate:</b> Be able to describe and make links between beliefs and lifestyle</p> <p>Q – Who were the Aztecs?  Q – What beliefs did the Aztecs have?  Q – What was it like to live as an Aztec?  Q – How did the Aztec empire end?</p> <p><a href="https://www.dkfindout.com/uk/history/aztecs/">https://www.dkfindout.com/uk/history/aztecs/</a></p> <p><a href="https://www.ducksters.com/history/aztec_empire/daily_life.php">https://www.ducksters.com/history/aztec_empire/daily_life.php</a></p>	<p style="text-align: center;"><b>The Aztecs</b> <b>Reach Informed Conclusions</b></p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Explore the geographical location of Mesoamerica or as it’s known today: Mexico. Observe the bodies of water and continents that it is part of and that surround it. Develop their map and atlas skills when identifying different locations of Mexico and its cities, linking these with the Aztec cities that came before them.</li> <li>• Investigate the geographical features of Mexico. Find out about the physical and human features could include climate, mountain ranges and populations.</li> <li>• Compare to a region in UK – Could look at Mexico as a holiday destination and compare to a holiday destination in UK.</li> </ul>

<p>6</p>	<p style="text-align: center;"><b>Maya</b></p> <p><b>Apply:</b> Know about the general history of the civilisation</p> <p><b>Critique:</b> use primary and secondary sources to find out about the Mayas</p> <p><b>Reach informed conclusions:</b> Know about the ideas, beliefs, attitudes and experiences of people</p> <p>Q – Who were the Mayas?  Q – What beliefs did the Ancient Mayas have?  Q – What was it like to live as a Maya?  Q – Why was farming so important to the Mayas?</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-the-maya-civilisation/znk3cqt</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw">https://www.bbc.co.uk/bitesize/topics/zq6svcw</a></p>	<p style="text-align: center;"><b>The Maya</b></p> <p style="text-align: center;"><b>Apply</b></p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities</p> <p>Describe and understand key aspects of physical geography including; biomes and vegetation belts.</p> <p><b>Ideas</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg">https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zdrd2hy">https://www.bbc.co.uk/bitesize/clips/zdrd2hy</a></p> <ul style="list-style-type: none"> <li>• Look at areas Mayan civilisation occupied compare significant differences and similarities of a region in UK. Use maps, atlases and globes to locate countries and describe features studied.</li> <li>• Describe and understand key aspects of climate zones, biomes and vegetation belts.</li> <li>• Could investigate the decline of the Mayans – was it environmental?</li> <li>• Farming – compare between the different countries.</li> </ul>
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Year	RE	PSHE
R	<p>Do the children have a religion?</p> <p>What can they tell you about their own religion and traditions?</p> <p>Can they ask and answer questions regarding their own and others religions?</p>	<p><b><u>Healthy</u></b></p> <p><b>H1.</b> What keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> What foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> How physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> Why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> Explain how simple hygiene routines that can stop germs from spreading</p>
1	<p style="text-align: center;"><b>Christianity</b></p> <p><b><u>Key Question: Who is a Christian and what do they believe?</u></b></p> <ul style="list-style-type: none"> <li>• What do different people believe about God?</li> <li>• Why do some people believe God exists?</li> </ul> <p>Ideas: Share stories from the Bible that help to show how Christians think of God eg. Noah's ark, David and Goliath. Look at art and recognise some symbols and images used to express ideas about God. Investigate how Christians follow teachings from the Bible and how they live their lives e.g. prayer and worship, treating others kindly.</p>	<p><b><u>Protection</u></b></p> <p><b>H6.</b> What medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> Why dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> How to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> Who are the people who help us to stay physically healthy?</p>

<p>2</p>	<p style="text-align: center;"><b>Hinduism</b></p> <p><b><u>Key Question: How and why do we celebrate special and sacred times?</u></b></p> <ul style="list-style-type: none"> <li>• Which times are special and why?</li> <li>• Why are festivals important to religious communities?</li> </ul> <p>Ideas: Learn about festivals in Hinduism (Holi, Diwali, Kumbh Mela) and find out about the stories and meanings associated with them. Explore what happens in a Hindu household during one of these festivals. Compare the importance of the symbol of light within different festivals. Consider the importance and value of celebration and remembrance in children’s own lives.</p>	<p style="text-align: center;"><b><u>Lifestyles</u></b></p> <p><b>H1.</b> How to make informed decisions about health</p> <p><b>H2.</b> What the elements of a balanced, healthy lifestyle are</p> <p><b>H3.</b> What are choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4.</b> How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>
<p>3</p>	<p style="text-align: center;"><b>Christianity</b></p> <p><b><u>Key Question: What do different people believe about God?</u></b></p> <ul style="list-style-type: none"> <li>• Who is Christian/Muslim/Jewish and what do they believe?</li> <li>• Why do some people believe God exists?</li> </ul> <p>Ideas: Explore some of the ways in which religions name and describe the attributes of God. Study art used to represent ideas about God. Express their own ideas about God through art, music, poetry or drama. Find some examples of how we know about something we have not seen or experienced for ourselves.</p>	<p style="text-align: center;"><b><u>Routines</u></b></p> <p><b>H5.</b> What good physical health means; how to recognise early signs of physical illness</p> <p><b>H6.</b> What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>
<p>4</p>	<p style="text-align: center;"><b>Hinduism</b></p> <p><b><u>Key Question: Why do some people think that life is like a journey and what significant experiences mark this?</u></b></p> <ul style="list-style-type: none"> <li>• Which times are special and why?</li> <li>• Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphor could be used?</li> </ul> <p>Ideas: Explore the basic ideas about what Hindus believe about life after death; how do they mark the end of life? Compare to Christians and Muslims. Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions.</p>	<p style="text-align: center;"><b><u>Physical Health</u></b></p> <p><b>H7.</b> How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p><b>H8.</b> How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>

	<p>Create a 'map of life' for a Hindu person. Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used?</p>	
<p>5</p>	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key Question: Why do some people think God exists?</b></p> <ul style="list-style-type: none"> <li>• Why do so many people believe in God?</li> <li>• What do the terms 'theist', 'agnostic' and atheist mean?</li> </ul> <p>Ideas: Find out how many people in the world and in your local area believe in God- using global statistics and the UK census. Explore some reasons why people do or do not believe in God. Explore what impact believing in God might make on the way someone lives his/her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or no believing in God in Britain today.</p>	<p style="text-align: center;"><b>Prevention</b></p> <p><b>H9.</b> Which bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p><b>H10.</b> How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>
<p>6</p>	<p style="text-align: center;"><b>Hinduism</b></p> <p><b>Key Question: What do religions say to us when life gets hard?</b></p> <ul style="list-style-type: none"> <li>• Is death the end?</li> <li>• Why is there suffering? Are there any solutions?</li> </ul> <p>Ideas: Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Learn key concepts about life after death in Hinduism (karma, soul, samsara, reincarnation and moksha); compare to one non-religious view. Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.</p>	<p style="text-align: center;"><b>Exposure</b></p> <p><b>H11.</b> How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H12.</b> What are the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H13.</b> List the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>Ideas</b> I am thinking there might be some great science experiments for some of these aspects.</p>

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The Canterbury Primary School

Year	Art and Design	Design and Technology
R	<p><b><i>I am Special</i></b>  <b><u>Exploring and Developing Ideas (Plan)</u></b></p> <ul style="list-style-type: none"> <li>- Explore ideas from first hand observation, experience and imagination.</li> <li>- Discuss with an adult their starting points for their work.</li> <li>- Begin to say the names of the artists, craftspeople and designers they have learnt about.</li> </ul> <p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>- Explore different textures</li> <li>- Encourage accurate drawings of people</li> <li>- Hold a pencil correctly</li> </ul> <p>Focus- Draw a self- portrait. Use mirrors.</p> <ul style="list-style-type: none"> <li>- Other ideas: Artist: Giuseppe Arcimboldo- Fruit and Vegetables portrait</li> </ul>  <p><b><u>Evaluating and Developing</u></b></p> <ul style="list-style-type: none"> <li>- Say what they like about their work</li> <li>- Identify what they could improve next time</li> </ul>	<p><b><i>I am Special</i></b>  <b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Explain what they are going to make and which materials they are using</li> <li>-Select from a range of given materials which will meet a given design criteria e.g. shiny</li> <li>- Select and name the tools needed to work with materials e.g. scissors for paper</li> <li>- Explore ideas by rearranging materials</li> <li>- Describe simple models or drawings of ideas and intentions</li> <li>-Discuss their work as it progresses</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-Begin to create their design using basic techniques</li> <li>-Use adhesives to join materials.</li> <li>-Begin to use scissors to cut straight and curved edges and hole pinches to punch holes.</li> <li>-Explore using/ holding basic tools such as a saw and hammer.</li> </ul> <p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>-Name equipment, materials and tools</li> <li>-Describe materials e.g soft, hard, strong, weak</li> <li>-Begin to use materials according to their properties</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Say what they like and do not like about items they have and attempt to give reasons.</li> <li>-Begin to talk about their designs as they develop and identify good and bad points.</li> <li>-Start to talk about changes made during the making process.</li> </ul> <p>Discuss how closely their finished product meets their design criteria.</p> <p><b>Focus: Textiles- Make a Mirror Key Person: Justus von Liebig</b></p> 

**1** **Early Man**  
**Exploring and Developing Ideas**  
**KS1 Art and Design National Curriculum- To produce creative work, exploring their ideas and recording experiences.**

Children can:

- Respond positively to ideas and starting points
- Explore ideas and collect information
- Describe differences and similarities and make links to their own work
- Try different materials and methods to improve
- Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

**Focus: Cave Drawings- Use pencils, felt tips, charcoal, crayons, chalk and pastels.**

**Drawing**

**KS1 Art and Design National Curriculum:- To become proficient in drawing techniques. -To use drawing to develop and share their ideas, experiences and imagination.**

Children can:

- Draw lines of varying thickness
- Use dots and lines to demonstrate pattern and texture
- Use different materials to draw, for example pastels, chalk, felt tips
- Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.



**Evaluating and Developing Work**

- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.

**Early Man**  
**Design- They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology.**

- Use their knowledge of existing products and their own experience to help generate their ideas
- Design products that have a purpose and are aimed at an intended user
- Explain how their products will look and work through talking and simple annotated drawings
- Design models using simple computing software
- Plan and test ideas using templates and mock-ups
- Understand and follow simple design criteria
- Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.

**Make- Textiles**

- Begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer
- Select from a range of materials, textiles and components according to their characteristics
- Use a range of materials
- With help, measure and mark out
- Cut, shape and score materials with some accuracy
- Assemble, join and combine materials
- Demonstrate how to cut, shape and join fabric to make a simple product
- Manipulate fabrics in simple ways to create the desired effect
- Use a basic running stitch
- Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.

**Evaluate**

- Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations
- Explain positives and things to improve for existing products
- Explore what materials products are made from
- As they work, start to identify strengths and possible changes they might make to refine their existing design
- Evaluate their products and ideas against their simple design criteria

	<p>-Annotate work in sketchbook.</p>	<p><b>Focus: Textiles- Fabric Faces of Cavemen</b></p> 
<p><b>2</b></p>	<p><b><u>Pharaohs</u></b>  <b><u>Exploring and Developing Ideas</u></b>  <b>KS1 Art and Design National Curriculum- To produce creative work, exploring their ideas and recording experiences.</b>          Children can:          -Respond positively to ideas and starting points          -Explore ideas and collect information          -Describe differences and similarities and make links to their own work          -Try different materials and methods to improve          -Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.  <b><u>Focus: Make a cartouche - Sculpture</u></b>  <b>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</b>          Children can:          -Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card          -Use a variety of techniques, e.g. rolling, cutting, pinching          -Use a variety of shapes, including lines and texture          -Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p><b><u>Pharaohs</u></b>  <b><u>Design</u></b>          -Use their knowledge of existing products and their own experience to help generate their ideas          -Design products that have a purpose and are aimed at an intended user          -Explain how their products will look and work through talking and simple annotated drawings          -Design models using simple computing software          -Plan and test ideas using templates and mock-ups          -Understand and follow simple design criteria          -Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.  <b><u>Make- Mechanisms- Lever and Sliders</u></b>          -Select from a range of materials, textiles and components according to their characteristics          -Learn to use hand tools          -Use a range of materials and components          -With help, measure and mark out          -Cut, shape and score materials with some accuracy          -Assemble, join and combine materials, components or ingredients  <b><u>Technical Knowledge</u></b>          -Build simple structures, exploring how they can be made stronger, stiffer and more stable          -Talk about and start to understand the simple working characteristics of materials and components          -Explore and create products using mechanisms, such as levers, sliders and wheels.</p>



### **Evaluating and Developing Work**

- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

### **Evaluate**

- Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations
- Explain positives and things to improve for existing products
- Explore what materials products are made from
- Talk about their design ideas and what they are making
- As they work, start to identify strengths and possible changes they might make to refine their existing design
- Evaluate their products and ideas against their simple design criteria



### **Focus: Create a Shadoof**

3

### **Shang Dynasty**

#### **Exploring and Developing Ideas (Plan)**

**KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.**

Children can:

- Use sketchbooks to record ideas
- Explore ideas from first-hand observations
- Question and make observations about starting points, and respond positively to suggestions
- Adapt and refine ideas
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

**Focus: Make a 'hu' which is wine vessel, usually pear shaped, with a long neck and narrow mouth.**

**KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.**

Children can:

- Cut, make and combine shapes to create recognisable forms
- Use clay and other malleable materials and practise joining techniques

### **Shang Dynasty**

#### **Design**

- Identify the design features of their products that will appeal to intended customers
- Use their knowledge of a broad range of existing products to help generate their ideas
- Use annotated sketches and cross-sectional drawings to develop and communicate their ideas
- When designing, explore different initial ideas before coming up with a final design
- When planning, start to explain their choice of materials and components including function and aesthetics
- Develop and follow simple design criteria
- Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.

#### **Make- Shell Structures**

#### **Planning**

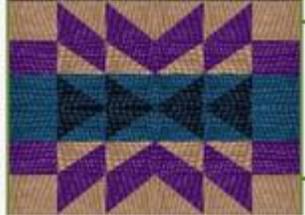
- Plan a with growing confidence, carefully select from a range of tools and equipment, explaining their choices
- Select from a range of materials and components according to their functional properties and aesthetic qualities
- Learn to use a range of tools and equipment safely

<p>-Add materials to the sculpture to create detail          -Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>  <p><b>Evaluating and Developing Work</b></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>-Use a wider range of materials and components, including construction materials and kits          -With growing independence, measure and mark out to the nearest cm and millimetre          -Cut, shape and score materials with some degree of accuracy          -Assemble, join and combine material and components with some degree of accuracy          -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</p> <p><b>Evaluate</b></p> <p>-Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose          -Explore what materials products are made from and suggest reasons for this          -Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</p> <p><b>Focus: Shang Dynasty Architecture- Recreate a model of one of their buildings</b></p>  
<p><b>4</b> <b>Romans</b>  <b>Exploring and Developing Ideas (Plan)</b>  <b>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</b>          Children can:          -Use sketchbooks to record ideas          -Explore ideas from first-hand observations          -Question and make observations about starting points, and respond positively to suggestions          -Adapt and refine ideas          -Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.  <b>Focus: Roman Mosaic</b>  <b>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage.</b></p>	<p><b>Romans</b>  <b>Design</b></p> <p>-Identify the design features of their products that will appeal to intended customers          -Use their knowledge of a broad range of existing products to help generate their ideas          -Design innovative and appealing products that have a clear purpose and are aimed at a specific user          -Explain how particular parts of their products work          -Use annotated sketches and cross-sectional drawings to develop and communicate their ideas          -When designing, explore different initial ideas before coming up with a final design          -When planning, start to explain their choice of materials and components including function and aesthetics          -Test ideas out through using prototypes          -Use computer-aided design to develop and communicate their ideas</p>

<p>Children can:</p> <ul style="list-style-type: none"> <li>-Select colours and materials to create effect, giving reasons for their choices</li> <li>-Refine work as they go to ensure precision</li> <li>-Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>  <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> <li>-Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and follow simple design criteria</li> <li>-Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b><u>Make- Mechanisms- Levers and Linkages</u></b></p> <ul style="list-style-type: none"> <li>-Plan a with growing confidence, carefully select from a range of tools and equipment, explaining their choices</li> <li>-Select from a range of materials and components according to their functional properties and aesthetic qualities</li> <li>-Place the main stages of making in a systematic order</li> <li>-Learn to use a range of tools and equipment safely</li> <li>-Use a wider range of materials and components</li> <li>-With growing independence, measure and mark out to the nearest cm and millimetre</li> <li>-Assemble, join and combine material and components with some degree of accuracy</li> <li>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products</li> <li>-Understand and demonstrate how mechanical and electrical systems have an input and output process</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Evaluate their product against their original design criteria</li> </ul>  <p><b>Focus: Create a Roman catapult</b></p>
<p><b>5</b></p> <p><b><u>Aztecs</u></b></p> <p><b><u>Exploring and Developing Ideas (Plan)</u></b></p> <p><b>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>-Review and revisit ideas in their sketchbooks</li> <li>-Offer feedback using technical vocabulary</li> <li>-Think critically about their art and design work</li> </ul>	<p><b><u>Aztecs</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market</li> <li>-Use their knowledge of a broad range of existing products to help generate their ideas</li> <li>-Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user</li> <li>-Explain how particular parts of their products work</li> <li>-Use annotated sketches, cross-sectional drawings and exploded diagrams</li> <li>-Generate a range of design ideas and clearly communicate final designs</li> </ul>

-Use **digital technology** as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

**Focus: Aztec cloth or blanket. Can the following be incorporated somehow? Religious Gods, Nature and feathers as they were important to the Aztecs (see Twinkl)**



**KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles.**

Children can:

- Experiment with a range of media by overlapping and layering in order to create texture, effect and colour
- Add decoration to create effect
- Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

#### **Evaluating and Developing Work**

- 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 sketch books.

-Consider the availability and costings of resources when planning out designs  
-Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

#### **Make- Textiles**

- Independently plan by suggesting what to do next
- With growing confidence, select from a wide range of tools and equipment, explaining their choices
- Select from a range of materials and components according to their functional properties and aesthetic qualities
- Independently take exact measurements and mark out, to within 1 millimetre
- Use a full range of materials and components
- Cut a range of materials with precision and accuracy
- Shape and score materials with precision and accuracy
- Assemble, join and combine materials and components with accuracy
- Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product
- Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch

#### **Evaluate**

- Complete detailed competitor analysis of other products on the market
- Evaluate their ideas and products against the original design criteria, making changes as needed.



**Focus: Make an Aztec Feather Headdress**

6 **Maya**  
**Exploring and Developing Ideas (Plan)**  
KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

- Review and revisit ideas in their sketchbooks
- Offer feedback using technical vocabulary
- Think critically about their art and design work
- Use **digital technology** as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

**Focus: Create a Mayan mask using a balloon and papier mache. When decorating consider how you could represent gods, animals and incorporate a mosaic design.**

**Sculpture-** KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials.

Children can:

- Plan and design a sculpture
- Use tools and materials to carve, add shape, add texture and pattern
- Develop cutting and joining skills, e.g. using wire, coils, slabs and slips
- Use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast



**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

**Maya**  
**Design**  
-Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market  
-Use their knowledge of a broad range of existing products to help generate their ideas  
-Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user  
-Explain how particular parts of their products work  
-Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas  
-Generate a range of design ideas and clearly communicate final designs  
-Consider the availability and costings of resources when planning out designs  
-Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

**Make- Create a flipbook to show the Maya Creation**

- Create step-by-step plans as a guide to making
- Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures
- Independently take exact measurements and mark out, to within 1 millimetre
- Cut a range of materials with precision and accuracy
- Shape and score materials with precision and accuracy
- Assemble, join and combine materials and components with accuracy

**Evaluate**

- Complete detailed competitor analysis of other products on the market
- Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make
- Evaluate their ideas and products against the original design criteria, making changes as needed.

**Focus: Retell the Maya creation though an electronic flipbook**



<p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>- Annotate work in sketch books.</p>	
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Year	Music	Computing
R	<p><b><u>Focus: For pupils to learn and take part in action songs, which promote the positive things the pupils can do.</u></b></p> <p><b><u>SF:</u></b> I will learn and join in with songs which have actions.</p> <p><b><u>Content/ Ideas:</u></b> Explore the different songs which have actions: If You're Happy And You Know It/ We Can Do Anything (I can teach you this)/ Heads, Shoulders, Knees and Toes (there are many, many more on YouTube)</p> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• YouTube</li> </ul>	<p>Tasks are outlined for each area of the EYFS framework, although many other opportunities exist to use technology with younger children; particularly when linked to a topic studied within class.</p> <p><b><i>Understanding the world –</i></b></p> <ul style="list-style-type: none"> <li>• Role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys.</li> <li>• Digital cameras for pupils to photograph their own learning.</li> </ul> <p><b><i>Literacy –</i></b></p> <ul style="list-style-type: none"> <li>• Bee Bots develop pupils' computing knowledge within literacy sessions.</li> <li>• Create a story about the Bee Bot's journey, such as around a local area or a country being studied.</li> <li>• Sequence events within a story being studied.</li> </ul> <p><b><i>Physical development –</i></b></p> <ul style="list-style-type: none"> <li>• To become familiar with a range of input devices, including the keyboard and mouse.</li> <li>• To develop the required fine motor skills. Usage could be linked to phonics sessions, such as through the use of drill and practice games, including <a href="#">Dance Mat Typing</a> or the <a href="#">Animal Typing app</a>.</li> </ul>

**Communication and language –**

- Unplugged activities. Give children precise instructions verbally, such as through giving instructions to a [sandwich making robot](#).
- Links made to the importance of using the correct vocabulary, along with speaking clearly and precisely.

**Personal, social and emotional development –**

- Voice recorders, or the microphone built into a tablet device, could be used to record how pupils are feeling, or to discuss their relationships with others.
- This could be extended through pupils creating their own videos.
- A range of age-appropriate books are now available for young children to examine online safety, such as [Chicken Clicking](#), [Goldilocks \(A hashtag cautionary tale\)](#) and the free [Smartie the Penguin](#).

**Expressive arts and design –**

- Painting and graphics applications to develop pupils' keyboard and mouse skills.
- Range of tablet based apps are also available, such as the free [Doodle Buddy](#).

**Mathematics –**

- To develop pupils' understanding of left and right, along with directional language.
- Guide a device around a shape, or use activities from programming related websites, such as [code.org](#) , to develop their understanding further.

**Useful websites:**

<https://www.barefootcomputing.org/>

<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

<https://community.computingatschool.org.uk/resources/landing>

**1** **Focus: Rhythm: Using body percussion and instruments made by the pupils, pupils to write and perform a call & response piece, about hunting and gathering. Pupils to also mark make, as a form of notation, and play what they have drawn.**

**SF:**

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 about hunting and gathering and perform it, using my percussion sounds. If time, I will draw symbols of different shapes and sizes and then try to play them!

**Content/ Ideas:**

- Explore the different body percussion sounds
- Instrument making – shakers/ drums/ things to scrape
- Practice playing to a beat
- Pupils to research Early Years and discuss hunting and gathering
- Explore call & response – what is it? Where and when did it begin? Play examples on YouTube
- Pupils to compose a call & response about hunting and gathering
- Pupils to mark make (using chalk on concrete outside?) in small groups and then play their interpretation of it to rest of class, using their instruments (see below for examples)

**Resources:**

- Resources to make shakers eg plastic bottles & rice
- YouTube – body percussion, call & response, facts about Early Years
- Chalk for mark making (can be done on paper too)

**Useful websites:**

<https://www.barefootcomputing.org/>  
<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

**Digital Literacy**

- 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...).

**Information Technology**

- 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...).

**Computer Science**

Activities can be unplugged

<https://code.org/>

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

- I know what code is.  
[What is code](#)
- I can write a set of code to describe an action.

**2** Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C chord will be learnt, and words changed to 'Any Dream Will Do,' using facts about Pharaohs (or learn the song as it is).

**SF:**

I will learn the C chord on the ukulele and perform our composition/ song as a class, to the tune of 'Any Dream Will Do.'

**Content/ Ideas:**

- Learn the C chord on the ukulele (F, G if time)
- Learn about other instruments in the string family
- Change the words to 'Any Dream Will Do' (from Joseph), using facts about Pharaohs (or learn the song as it is)
- Discuss the connection between Joseph and Pharaohs

**Resources:**

- Ukuleles
- Plectrums (see CJ for plectrum maker)
- Internet/ laptops for YouTube and research for facts/ stringed instruments/ Joseph

**Useful websites:**

<https://www.barefootcomputing.org/>  
<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

**Digital Literacy**

- 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.

**Information Technology**

- 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)

**Computer Science**

Activities can be unplugged

<https://code.org/>

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

- 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.

[Car Park Simulator](#)

[BBC Science Clips](#)

**3** **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.**

**SF:**

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 (can be inspired by Handel's Water Music) and perform as a small group.

**Content/ Ideas:**

- Pupils to listen to a selection of classical music, focussing on *Handel's Water Music*. 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.
- Pupils to learn some of the history behind the Water Music
- In small groups, pupils to compose their own piece of music using their choice of instrument – or, water (using different levels) in glass bottles, using chopsticks to play. Can be inspired by the Water Music, or pupils can use facts about the Yellow River, or write about why they built their houses and public buildings out of wood and mud (to try and hold back flooding).
- 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 if time, to add to their piece

**Recourses:**

- Selection of instruments
- Glass bottles/ water
- Chopsticks (I will provide if you need me to)
- Classical CD's, YouTube

**Useful websites:**

<https://www.barefootcomputing.org/>  
<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

**Digital Literacy**

**E-Safety Follow Google Internet Legends Scheme of Work**

- 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

**Information Technology**

- 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)

**Useful websites:**

<https://www.barefootcomputing.org/>  
<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

**Computer Science**

Activities can be unplugged

<https://code.org/>

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

- 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).

	<ul style="list-style-type: none"> <li>• Handel’s Water Music</li> <li>• Laptops for research</li> </ul>	
4	<p><b><u>Focus: Pupils to experience Call &amp; Response and to compose a piece of music about the Romans, using Djembes.</u></b></p> <p><b>SF:</b> I will learn about the Djembe and the connection between the Romans and Africa. I will take part in a composition about the Romans and perform as a class, or in small groups.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss/ research music and instruments from Africa</li> <li>• Introduce African drumming – listening and playing rhythm-based games/ copying patterns</li> <li>• Listen to/ discuss Call &amp; Response (this should be a re-cap)</li> <li>• As a class or in smaller groups, pupils to compose a Call &amp; Response piece using facts about the Romans invading Britain, other parts of Europe, Africa, Middle East - on Djembes</li> <li>• Pupils to perform their pieces to each other (record on iPad)</li> </ul> <p><b><u>Recourses:</u></b></p> <ul style="list-style-type: none"> <li>• Djembes</li> <li>• Laptops for research</li> <li>• YouTube for African drumming/ Call &amp; Response</li> <li>• iPads (for recording purposes)</li> </ul>	<p><b>Useful websites:</b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a></p> <p style="text-align: right;"><b>Digital Literacy</b></p> <p style="text-align: center;"><b>E-Safety Follow Google Internet Legends Scheme of Work</b></p> <ul style="list-style-type: none"> <li>• I know there are lots of different ways we may communicate and collaborate with people.</li> <li>• I can explain some of the different ways we could communicate, and which may be most useful for the task.</li> </ul> <p><a href="#">Different ways to communicate</a></p> <p style="text-align: right;"><b>Information Technology</b></p> <p>v that I can use computers to create graphs.</p> <ul style="list-style-type: none"> <li>• I know that there are different types of graphs to display information.</li> <li>• I can explore creating different graphs using some data I have been given.</li> </ul> <p style="text-align: right;"><b>Computer Science</b></p> <p>Activities can be unplugged</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I can explain why it is sometimes easier to use a repeat or loop.</li> </ul>

		<p><u>Repeated Patterns</u></p> <ul style="list-style-type: none"> <li>I can design an algorithm using a loop (repeat command).</li> </ul>
<p>5</p>	<p><b><u>Focus: Pupils to listen to music from Mexico and be involved in group discussions. Pupils to also create a soundscape, based on true facts about Early Aztec history.</u></b></p> <p><b><u>SF:</u></b> I can listen to music from Mexico and answer questions about what I am hearing. I will also be part of creating some music to go to a short story, which has been based on facts about The Aztecs.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>Listen to music from Mexico</li> <li>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.</li> <li>Research music from Mexico</li> <li>Research some facts about The Aztecs</li> <li>Using the facts, pupils (in small groups), to compose a soundscape to go with their facts (short story) they have researched (sounds can be instruments, or everyday objects, body percussion etc)</li> <li>Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b><u>Recourses:</u></b></p> <ul style="list-style-type: none"> <li>Music examples from Mexico (CD's, YouTube)</li> <li>Selection of instruments/ objects</li> <li>Laptops for research</li> <li>iPad to record</li> </ul>	<p><b><u>Useful websites:</u></b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a></p> <p style="text-align: right;"><b>Digital Literacy</b></p> <p><b><u>E-Safety Follow Google Internet Legends Scheme of Work</u></b></p> <ul style="list-style-type: none"> <li>I know how to report an incident.</li> <li>I know I can tell an adult, contact Childline or CEOP if something happens online that makes me unhappy.</li> <li>I can explain the procedure we have in school for reporting an incident.</li> <li>I can explain the procedure I would use if I was unhappy about something I experienced outside of school.</li> <li>I know that some websites have age restrictions to help keep us safe.</li> <li>I can explain why some websites have age restrictions and some of the dangers we may be exposed to.</li> <li>I can discuss the importance of choosing an age-appropriate website or game.</li> <li>I can explore some websites that highlight the importance of following age restriction guidance.</li> </ul> <p><a href="#"><u>Mama Switched It Off</u></a>  <a href="#"><u>Prudish Victorians</u></a></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I know that video and audio can be edited.</li> </ul>

- 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.

[Audacity](#), [Moviemaker](#), [DoInk](#)

### Computer Science

Activities can be unplugged

<https://code.org/>

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

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.

[What are variables](#)

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.

<https://code.org/>

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

[Scratch](#)

**6** **Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece, using facts about The Maya.**

**SF:**

I will learn about the history of rap and beatboxing and in a group, compose my own piece, using facts about The Maya.

**Content/ Ideas:**

- Research the history behind rap and beat-boxing
- Research facts about The Maya
- Practice various raps/ beat-boxing!
- In small groups, using facts about The Maya, 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

**Useful websites:**

<https://www.barefootcomputing.org/>  
<https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources>

**Digital Literacy**

**On-Line Safety Follow Google Internet Legends Scheme of Work**

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 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**

Activities can be unplugged

<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
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The Canterbury Primary School

Year	PE
R	<p><b><i>Gymnastics/ Travel</i></b></p> <p><b><u>Acquiring and developing skills</u></b> To understand how to move safely in a short sequence of movements. To travel in different ways.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> To begin to balance with some control.</p> <p><b><u>Knowledge and understanding of fitness and health</u></b> To describe how the body feels when still and exercising.</p> <p><b><u>Evaluating and improving performance</u></b> To talk about what they and others have done.</p> <p><b><u>Suggested activities:</u></b> <a href="https://www.sasp.co.uk/uploads/gymnastics-foundation-lessons-1-12.pdf">https://www.sasp.co.uk/uploads/gymnastics-foundation-lessons-1-12.pdf</a></p>
1	<p><b><i>Tennis</i></b></p> <p><b><i>Dance</i></b></p> <p><b><u>Acquiring and developing skills</u></b> To understand how to move safely in their own and general space.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> To begin to compose and link movement to make simple dances.</p> <p><b><u>Knowledge and understanding of fitness and health</u></b> To recognise how their body feels when still and exercising.</p> <p><b><u>Evaluating and improving performance</u></b> To talk about dance ideas inspired by different stimuli.</p> <p><b><u>Suggested activities:</u></b> <b>Alphabet soup:</b> Children move around in various directions and movements. On command they make the letter called out. Examples include X, V, Y, T, C, I, L, K. These can be explored individually and in partners/small groups. Hold each shape for three to six seconds.</p> <p><a href="https://www.twinkl.co.uk/resource/t-mov-48-twinkl-move-year-1-dance-starry-skies-planning-overview">https://www.twinkl.co.uk/resource/t-mov-48-twinkl-move-year-1-dance-starry-skies-planning-overview</a></p>

2

### ***Dance***

#### **Acquiring and developing skills**

To explore movement ideas. To move safely in their own and general space, using changes of speed, level and direction.

#### **Selecting and applying skills, tactics and compositional ideas**

To begin to compose and link movement to make simple dances with clear beginnings, middles and ends.

#### **Knowledge and understanding of fitness and health**

To recognise how their body feels when still and exercising.

#### **Evaluating and improving performance**

To talk about dance ideas inspired by different stimuli. To copy, watch and describe dance movement. To use simple dance vocabulary to compare and improve work.

#### **Suggested activities:**

**Alphabet soup:** Children move around in various directions and movements. On command they make the letter called out. Examples include X, V, Y, T, C, I, L, K. These can be explored individually and in partners/small groups. Hold each shape for three to six seconds.

<https://www.sasp.co.uk/uploads/dance-year-2.pdf>

### ***Badminton***

#### **Acquiring and developing skills**

To understand how to move on the court and use the space.

#### **Selecting and applying skills, tactics and compositional ideas**

To understand how to hold a racket and correctly strike the shuttle in order to reach their desired target.

#### **Knowledge and understanding of fitness and health**

To recognise how their body feels when still and exercising.

#### **Evaluating and improving performance**

To discuss how to improve the movements.

#### **Suggested activities:**

[file:///C:/Users/steehan/Downloads/Shuttle%20Time%20School%20Lessons%20\(1\).pdf](file:///C:/Users/steehan/Downloads/Shuttle%20Time%20School%20Lessons%20(1).pdf)

3

### ***Athletics***

#### **Acquiring and developing skills**

To understand a variety of different techniques they use for particular activities.

#### **Selecting and applying skills**

To develop their ability to choose and begin to use simple tactics and strategies in different situations.

#### **Knowledge and understanding**

To understand the basic principles of warming up. To describe how the body reacts during different types of activity.

#### **Evaluating and improving**

To evaluate their own and others' work and suggest ways to improve it.

#### **Suggested activities:**

<https://www.twinkl.co.uk/resources/ks2-pe/ks2-pe-sports/athletics-sports-pe-subjects-key-stage-2>

<https://www.sasp.co.uk/uploads/athletics-year-3-4.pdf>

### ***Netball***

#### **Acquiring and developing skills**

To understand basic passing and receiving skills using a netball.

#### **Selecting and applying skills**

To understand how to shoot.

#### **Knowledge and understanding**

To develop an understanding and knowledge of the basic footwork rule of netball. To understand the different positions in a netball team (five-a-side).

#### **Evaluating and improving**

To evaluate the performance and recognise which positions are attacking and which are defending.

#### **Suggested activities:**

**Zig Zag relays:** Two teams are formed

- Players line up in two lines – each line has players from both teams – with players standing next to people from opposite teams
- A ball starts at the start of each line (the first person in each line is from opposing teams)
- The ball is passed across to the own team player on the other line and should zig zag down the line
- Both teams should be doing this with a race to get their own ball down the line and back again
- Could be done rolling, passing or kicking the ball

#### **Three Man Weave**

- Three people line up at one end of court then pass a ball down the court doing a three man weave
- For kids beginning, have three lined up, but they stay in their places as they run down the court
- Can try with five man weave

### **Piggy in the Middle**

- One person in the middle, whilst two or more on the outside pass the ball to each other, trying to let the middle person intercept the ball
- This can be done in a triangle formation, or a square with two piggies in the middle

4

### ***Athletics***

#### **Acquiring and developing skills**

To consolidate and improve the quality, range and consistency of the techniques they use for particular activities.

#### **Selecting and applying skills**

To develop their ability to choose and use simple tactics and strategies in different situations.

#### **Knowledge and understanding**

To understand the basic principles of warming up. To describe how the body reacts during different types of activity.

#### **Evaluating and improving**

To evaluate their own and others' work and suggest ways to improve it.

#### **Suggested activities:**

<https://www.twinkl.co.uk/resources/ks2-pe/ks2-pe-sports/athletics-sports-pe-subjects-key-stage-2>

<https://www.sasp.co.uk/uploads/athletics-year-3-4.pdf>

### ***Netball***

#### **Acquiring and developing skills**

To demonstrate basic passing and receiving skills using a netball.

#### **Selecting and applying skills**

To understand how to shoot with some precision.

#### **Knowledge and understanding**

To develop an understanding and knowledge of the basic footwork rule of netball. To understand the different positions in a netball team (five-a-side).

#### **Evaluating and improving**

To evaluate the performance and recognise which positions are attacking and which are defending.

#### **Suggested activities:**

**Zig Zag relays:** Two teams are formed

- Players line up in two lines – each line has players from both teams – with players standing next to people from opposite teams
- A ball starts at the start of each line (the first person in each line is from opposing teams)
- The ball is passed across to the own team player on the other line and should zig zag down the line
- Both teams should be doing this with a race to get their own ball down the line and back again
- Could be done rolling, passing or kicking the ball

### **Three Man Weave**

- Three people line up at one end of court then pass a ball down the court doing a three man weave
- For kids beginning, have three lined up, but they stay in their places as they run down the court
- Can try with five man weave

### **Piggy in the Middle**

- One person in the middle, whilst two or more on the outside pass the ball to each other, trying to let the middle person intercept the ball
- This can be done in a triangle formation, or a square with two piggies in the middle

5

### ***Tag Rugby***

#### **Acquiring and developing skills**

To use a variety of skills in different game situations.

#### **Selecting and applying skills, tactics and compositional ideas**

To show good control, co-ordination and accuracy during the game. To apply tactics in game situations to be successful as a team. To pass the ball accurately and receive the ball safely.

#### **Knowledge and understanding of fitness and health**

To recognise which activities help their speed, strength and stamina. To begin to vary dynamics and develop actions and motifs.

#### **Evaluating and improving performance**

To be able to identify the main aspects of a good performance and suggest how a performance could be improved.

#### **Suggested activities**

**Chase:** Pair off pupils of similar ability (all with tags) in a large zone. Choose one to be the chaser and one to be the evader. The evader has to get as far away from the chaser in the given time (start with 20 sec and change accordingly) keeping within the marked zone so that when the time is up and all pupils freeze, the chaser cannot reach the evader's tag from their standing position. Pupils take it in turns to play the two roles.

**Bull Dogs:** First without a ball .....two or three catchers in the middle of a marked area. The rest of the students ( wearing tags) must run from one end of zoned area to other . If tagged, they became a catcher. When down to last two or 3, they become the taggers.

**Bull Dodge:** Have static pupils as defenders spread out. Have students in groups of 4 or so and individually they run from one end of zoned area to other and dodge around the static defenders , score a try on line , turn around and take the ball back to rest of team and next one goes. Can have 3 or 4 people going at once. Swap the defenders.

<https://d2cx26qpfwuhvu.cloudfront.net/premier/wp-content/uploads/2016/09/23114412/STCO-Practical.pdf>

### **Handball**

#### **Acquiring and developing skills**

To explore a variety of activities that require co-ordination, control and accuracy. To use these skills confidently in a game situation.

#### **Selecting and applying skills, tactics and compositional ideas**

To apply control, co-ordination and accuracy when passing the ball during the game To take part in competitive games with a strong understanding of tactics and composition. To apply knowledge of skills for attacking. To aim accurately in order to get to the opponent. To use running, throwing and catching confidently.

#### **Knowledge and understanding of fitness and health**

To recognise how their body feels when still and exercising and describe the effect exercise has on the body before and after.

#### **Evaluating and improving performance**

To compare and comment on skills to support creation of new games.

#### **Suggested activities:**

[https://striver-challenge.com/wp-content/uploads/2016/02/Handball\\_UKS2.pdf](https://striver-challenge.com/wp-content/uploads/2016/02/Handball_UKS2.pdf)

6

### **Swimming**

#### **Tag Rugby**

#### **Acquiring and developing skills**

To be confident to use a variety of skills in different game situations.

#### **Selecting and applying skills, tactics and compositional ideas**

To show good control, co-ordination and accuracy during the game. To apply tactics in game situations to be successful as a team.

#### **Knowledge and understanding of fitness and health**

To recognise which activities help their speed, strength and stamina. To begin to vary dynamics and develop actions and motifs.

#### **Evaluating and improving performance**

To be able to identify the main aspects of a good performance and suggest how a performance could be improved.

#### **Suggested activities**

**Chase:** Pair off pupils of similar ability (all with tags) in a large zone. Choose one to be the chaser and one to be the evader. The evader has to get as far away from the chaser in the given time (start with 20 sec and change accordingly) keeping within the marked zone so that when the time is up and all pupils freeze, the chaser cannot reach the evader's tag from their standing position. Pupil's take it in turns to play the two roles.

**Bull Dogs:** First without a ball .....two or three catchers in the middle of a marked area. The rest of the students ( wearing tags) must run from one end of zoned area to other . If tagged, they became a catcher. When down to last two or 3, they become the taggers.

**Bull Dodge:** Have static pupils as defenders spread out. Have students in groups of 4 or so and individually they run from one end of zoned area to other and dodge around the static defenders , score a try on line , turn around and take the ball back to rest of team and next one goes. Can have 3 or 4 people going at once. Swap the defenders.

<https://striver-challenge.com/wp-content/uploads/2015/09/Tag-Rugby-Planning-Y5-6.pdf>

The Canterbury Primary School