

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Heroes and Heroines	People who help us	On the high street	Recycling	The NHS	Famous Scientists	Journalism



The Canterbury Primary School
Curriculum
2019-2020
Term 5
Jobs and Industry



Year	Reading
1	<p>NON-FICTION: APPLYING SKILLS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Pose questions and use text to find answers. <i>Strategies for reading non-fiction texts</i> ➤ Locate parts of the text which give particular information, including labelled diagrams and charts. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify new or unfamiliar words that they meet in reading. ➤ Speculate about the possible meanings of new or unfamiliar words met in reading. ➤ Explain the meaning of the words they meet in a text. <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use simple dictionaries and begin to understand their alphabetical organisation. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Discuss characters’ appearance, behaviour and the events that happen to them, using details from the text. ➤ Find specific information in simple texts they’ve read or that has been read to them. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Match events to characters in narrative and detail and information to objects or topics in non- fiction texts. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. ➤ Discuss what is suggested about a character from the way or how he/ she speaks. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple questions where they recall information from a text. <p>ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.</p> <p>ASKING QUESTIONS – teach with retrieval and inference <i>Ask questions to improve their understanding</i></p>

	<ul style="list-style-type: none"> ➤ Ask questions about aspects of a text they don't understand. <i>Ask retrieval questions about a text</i> ➤ Ask questions to understand what has happened in stories they have read or been read to them. <i>Ask inferential questions</i> ➤ Ask questions to explore what characters say and do. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Explore the effect of patterns of language and repeated words and phrases. ➤ Identify and discuss some key elements of story language.
2	<p>NON-FICTION: APPLYING SKILLS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Pose and record questions prior to reading to find something out. ➤ Ask follow up questions about the topics they've read about. <p><i>Strategies for reading non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Scan a text to find specific sections using key words or phrases, sub headings. ➤ Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. ➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries to locate words by the initial letter. ➤ Use terms such as definition. ➤ Discuss the definitions given in dictionaries and agree which is the most useful in the context. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non – fiction. ➤ Give reasons why things happen where this is directly explained in the text. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying.

- Use different formats (matching, ordering etc.) to answer questions on a text.

INFERENCE

Infer from what characters say and do

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

Justify their ideas about a text

- Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.

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

ASKING QUESTIONS – teach with retrieval and inference

Ask questions to improve their understanding

- Ask questions about a text to ensure they understand events or ideas in a text.

Ask retrieval questions about a text

- Ask what, where, and when questions about a text to support and develop their understanding.

Ask inferential questions

- Ask questions to understand more about characters and events in narrative or the topic in non-fiction.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.

3

NON-FICTION: APPLYING SKILLS

Ask questions to find out

- Pose and record questions prior to reading to find something out.

- Ask follow up questions about the topics they've read about.

Strategies for reading non-fiction texts

- Skim and scan a text to locate information quickly and accurately.

- Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.

- Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.

ANNOTATE TEXT – circle words they are unfamiliar with

Use a dictionary effectively

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

RETRIEVAL

Retrieve information from texts

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

Answer questions about a text and record their understanding

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

INFERENCE

Infer from what characters say and do

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

Justify their ideas about a text

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

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

ASKING QUESTIONS – teach with retrieval and inference

Ask questions to improve their understanding

- Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.

Ask retrieval questions about a text

- Clarify their understanding of events, ideas and topics by asking questions about them.

Ask inferential questions

- Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.

4

NON-FICTION: APPLYING SKILLS

Ask questions to find out

- Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.

Strategies for reading non-fiction texts

- Clarify unfamiliar vocabulary met in information texts.
- Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information.
- Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information.
- Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.

VOCABULARY

Use strategies to locate or infer the meaning of unfamiliar words

- Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).
- Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.

ANNOTATE TEXT – circle words they are unfamiliar with

Use a dictionary effectively

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

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.

	<p>ANNOTATE TEXT – underline information that will answer a retrieval question and use a wavy line to mark information which might help answer an inferential question.</p> <p>ASKING QUESTIONS – teach with retrieval and inference <i>Ask questions to improve their understanding</i></p> <ul style="list-style-type: none"> ➤ Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. <i>Ask retrieval questions about a text</i> ➤ Clarify their understanding of events, ideas and topics by asking questions about them. <i>Ask inferential questions</i> ➤ Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. ➤ Discuss the meaning of similes and other comparisons they have read.
5	<p>NON-FICTION: APPLYING SKILLS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare for research by identifying what they already know and what they need to find out. ➤ Plan their inquiry or research in the light of these questions. ➤ Adapt their questions as they read. ➤ Locate information accurately through skimming to gain an overall sense of the text. <p><i>Strategies for reading non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Clarify unfamiliar vocabulary met in information texts. ➤ Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. ➤ Plan research in other subjects, considering how best to read different sources, and find and record the information they need. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. ➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. ➤ Check the plausibility and accuracy of their explanation or inference of the word meaning <p>ANNOTATE TEXT – circle words they are unfamiliar with</p>

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.

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

ASKING QUESTIONS – teach with retrieval and inference

Ask questions to improve their understanding

- Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.

Ask retrieval questions about a text

- Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

Ask inferential questions

- Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.

	<p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. ➤ Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
6	<p>NON-FICTION: APPLYING SKILLS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. ➤ Refine research questions in the light of initial findings. <p><i>Strategies for reading non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Clarify unfamiliar vocabulary met in information texts. ➤ Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. ➤ Plan research in other subjects, considering how best to read different sources, and find and record the information they need. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ 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. <p>ANNOTATE TEXT – circle words they are unfamiliar with <i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ 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. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. ➤ Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.

- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

INFERENCE

Infer from what characters say and do

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

Justify their ideas about a text Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.

- Identify and summarise evidence from a text to support a hypothesis.

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

ASKING QUESTIONS – teach with retrieval and inference

Ask questions to improve their understanding

- Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

Ask retrieval questions about a text

- Ask questions to clarify their understanding of words, phrases, events and ideas in different texts

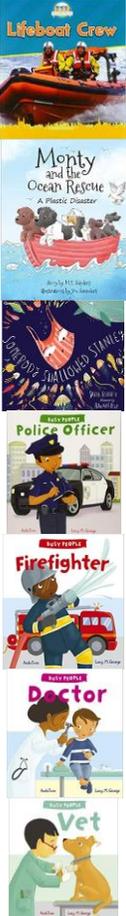
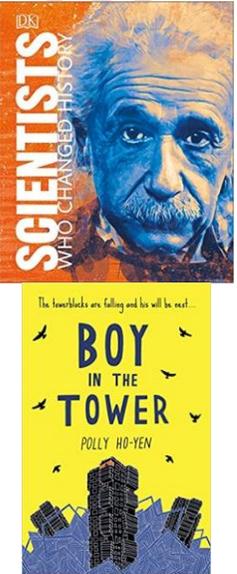
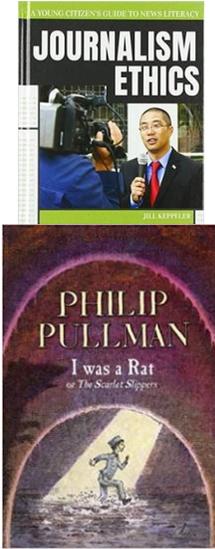
Ask inferential questions

- Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.
- Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.
- Comment critically on how a writer uses language to imply ideas, attitudes and points of view

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Heroes in our Community</p> 	<p>People Who Help Us</p> 	<p>On the High Street</p> 	<p>Year 3 Recycling</p> 	<p>Year 4 The NHS</p> 	<p>Year 5 Famous Scientists</p> 	<p>Year 6 Journalism</p> 

The Career

Year	Writing
<p>1</p>	<p>People who help us Stories by same author 3 wks Sequencing events. Poetry – Theme – Family/Heroes 2wks Grammar: recognise verbs as thinking/feeling/being/ doing words. Use verbs correctly in own sentences. Write exclamations and punctuate them appropriately. Phonics The Scarecrow gap analysis</p> <p style="text-align: right;">Reception and KS1</p>
<p>2</p>	<p>On the high street Stories with familiar settings 3wks Explanation 2 wks Grammar: apostrophes when to use them – and when not to use them. Use suffixes to form nouns, adjectives and adverbs. Past, present and progressive forms of verbs. Phonics and Spelling – No Nonsense Spelling Sum 1 Strategies at the point of writing: Have a go sheets The /l/ or /ə/ sound spelt ‘-el’ at the end of words</p> <p>Wk2 - Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’</p> <p>Strategies at the point of writing: using analogy Wk3 - The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’</p> <p>Wk4 - Suffixes ‘-ment’ and ‘-ness’ The /ɜ:/ sound spelt ‘or’ after ‘w’ Wk 5 - The possessive apostrophe (singular nouns) The /l/ or /ə/ sound spelt ‘-al’ at the end of words</p> <p>The Scarecrow gap analysis</p> <p style="text-align: right;">Reception and KS1</p>

<p>3</p>	<p>Recycling Journalistic writing - 3 wks Biography - 2 wks David Attenborough? Could write a biography of a plastic item. Grammar Apostrophes – omission and singular possession. When not to use apostrophes. Verbs – revision of perfect form and progressive forms. Phonics and Spelling - No Nonsense Spelling Sum 1</p> <p>Wk1 - Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly'). Dictation. Wk2 - Suffix '-ly' with root words ending in 'le' and 'ic'. Suffix -ly. Wk3 - From Year 2: Apostrophes for contractions. Strategies for learning words: words from statutory and personal spelling lists. Wk4 - Rare GPCs (/i/ sound) Wk5- Rare GPCs (/i/ sound). Strategies for learning spellings – statutory and personal lists. Wk6 - From Years 1 and 2: vowel digraphs. Assess using 'The Scarecrow' gap analysis.</p>
<p>4</p>	<p>The NHS Discussion: debate or report 2wks Persuasion – sales pitch/article 3wks Grammar Paragraph structure. Link between paragraphs with pronouns, adverbials or topic vocabulary. Collective nouns. Determiners. Use of commas to separate clauses. Phonics and Spelling No Nonsense Spelling Sum 1</p> <p>Wk1 - Words with the /s/ sound spelt 'sc' (Latin in origin). Strategies for learning words from statutory and personal spelling lists Strategies at the point of writing: Have a go.</p> <p>Wk2 - Endings that sound like /jən/ spelt 'sion'</p> <p>Wk3 - Endings that sound like</p>

	<p>/ʃən/ spelt 'sion'.</p> <p>Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Apost. for possession, including singular and plural.</p> <p>Wk4 – Apost. for possn, including singular and plural.</p> <p>Homophones</p> <p>Wk5 – Homophones. Statutory words learnt during the year.</p> <p style="text-align: right;">Wk6 – Assess using The Scarecrow spelling gap analysis</p>
<p>5</p>	<p>Famous scientists</p> <p>Film and play script 2wks Dr. Frankenstein?</p> <p>Formal reports 2wks</p> <p>Discussion – formal debate – 1wk</p> <p>Grammar</p> <p>Bullet-points and consistent punctuation.</p> <p>Cohesion – pronoun verb agreement.</p> <p>Linking adverbials.</p> <p>Wider range of conjunctions.</p> <p>Phonics/Spelling: No Nonsense Spelling Sum 1</p> <p>Wk1 - Strategies at the point of writing: Have a go.</p> <p>Strategies for learning words: using a range of strategies</p> <p>Wk2 - Words from statutory and personal spelling lists.</p> <p>Strategies at the point of writing: using etymological/ morphological strategies for spelling.</p> <p>Wk3 - Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk4 - Proofreading for words on statutory list.</p> <p>Wk5 - Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose).</p> <p>Wk6 - Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose).</p> <p style="text-align: right;">Words from statutory lists.</p>
	<p>Journalism</p> <p>News reports (formal) 3wks</p> <p>Persuasive letters 2wks</p> <p>Grammar</p> <p>Recap active and passive voice</p> <p>Subjunctive mood.</p> <p>Layout devices</p> <p>Punctuation of bullet-points</p> <p>Recap colons and semi-colons</p> <p>Rules of Standard English.</p>

Direct and reported speech.

Spelling No Nonsense Spelling Sum 1

Wk1 - Strategies for learning words: rare GPCs from statutory word list.

Wk2 - Strategies at the point of writing: Have a go.

Wk3 - Strategies for learning words: words from statutory and personal spelling lists.

Wk4 - Words ending in 'ant', '-ance and '-ancy'.

Wk5 - Words ending in 'ant', '-ance and '-ancy'.

Proofreading own writing independently.

Wk6 – Root words and meanings.

The Canterbury Primary School

Year	Maths
<p>1</p>	<p>Count in multiples of 2s, 5s and 10s</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>
<p>2</p>	<p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time</p>
<p>3</p>	<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].</p> <p>Solve problems that involve all of the above.</p>

	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>
4	<p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
5	<p>Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p>

	<p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees.</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.</p>
<p>6</p>	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>SATs revision / problem solving</p>

Year	Science
<p>1</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> -Identify and name a variety of animal types (amphibians, reptiles etc) and also those that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) <p>Idea: with the title people who help us – vets maybe included and link this way.</p> <p>W/S: identifying and classifying (simple grouping activities and using observation skills to help them in their grouping activities).</p>
<p>2</p>	<p>Living things and their habitats (rest from T2)</p> <ul style="list-style-type: none"> -identify and name a variety of plants and animals in their habitats, including micro habitats -identify that most living things live in habitats to which they are suited -describe how different habitats provide basic needs and how they depend on each other <p>W/S:</p> <ul style="list-style-type: none"> -Asking simple questions and suggesting different ways to investigate -Describe how they have classified or grouped in a particular way -Answer their questions through their observations, using basic scientific vocabulary and ideas.
<p>3</p>	<p style="text-align: center;"><u>Recycling</u></p> <p>Note: last term topic (Magnets and Forces) can be used/carried over to this term too.</p> <p>W/S focus and creating an independent investigation.</p> <p>Idea: link to investigating plastic</p> <ul style="list-style-type: none"> -Suggest questions to investigate and choose the most relevant question -Set-up simple investigations (e.g. comparative, fair testing, observational etc) -Report findings appropriately and use basic scientific concepts to explain findings -Create questions from unexpected results.
<p>4</p>	<p style="text-align: center;"><u>The NHS</u></p> <p>Animals, including humans</p> <ul style="list-style-type: none"> -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains (inc producers, predators and prey). <p>Idea: The stomach and teeth can be linked to the NHS. For example, if you do the stomach digesting experiment, children could be doctors investigating how to aid digestion or what is inhibiting good digestion.</p> <ul style="list-style-type: none"> -Create relative questions and suggest different scientific enquires to answer the question -Make systematic and careful observations and take accurate readings. -Using results, draw conclusions and use scientific evidence to explain

<u>Famous Scientists</u>	
5	<p>Earth and space</p> <ul style="list-style-type: none"> -Describe the movement of the Earth, and other planets, relative to the sun. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies -Use the idea of the Earth's rotation to explain day and night and apparent movement of the sun across the sky. <p>Idea: Linking famous space explorers and providing background knowledge.</p> <p>W/S:</p> <ul style="list-style-type: none"> -Take accurate and precise recordings or measurements and repeat where necessary -Recording using scientific diagrams, labels, classify, tables, scatter, bar and line graphs -Draw conclusions using scientific theories to explain results -Begin to discuss accuracy of results.
6	<p>W/S: This term is an independent investigation</p> <ul style="list-style-type: none"> -Plan scientific questions, using variables, stating which variables may be difficult to control -Take accurate and precise recordings or measurements and repeat or work out the mean where necessary and justify -More complex recording, including the independent and dependent variable placement on line/scatter graphs and in recording tables. -Explain the degree of trust and accuracy of trust to help suggest improvements. Some to explain anomalies. -Using test results to set up further investigations or suggestions with reasons (evaluation)

Year	History	Geography
1	<p style="text-align: center;">People who help us</p> <p>Recall: Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>Q – How have job roles changed over the years?</p>	<p style="text-align: center;">Fieldwork</p> <p>Where do you live? Is it close to school? Discuss how different people travel in different ways to school</p> <p>Observational / Identify simple types of buildings & places around the school and know their own special features.</p>
2	<p style="text-align: center;">On the high street</p> <p>Reason / Speculate: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – How has the British high street changed in the last 50 years?</p>	<p style="text-align: center;">Fieldwork</p> <p>Use simple fieldwork and Observational skills / Describe to study the geography of school and its grounds.</p> <p>Journey Stick / Booklet or complete a chart to express opinions during Fieldwork.</p>
3	<p style="text-align: center;">Recycling</p> <p>Summarise: Be able to gather information from simple sources</p> <p>Q – When was recycling first invented?</p>	<p style="text-align: center;">Fieldwork</p> <p>Observational skills to study the geography of school and its grounds. How does it make them feel?</p> <p>Present</p> <p>What would they like to see?</p>
4	<p style="text-align: center;">The NHS</p> <p>Explain: Be able to give some reasons for particular events and changes</p> <p>Q – What were the key reasons for the creation of the NHS?</p>	<p style="text-align: center;">Fieldwork</p> <p>Observational skills</p> <p>Map school grounds – Could include/challenge pupils to add measurements, conventional and other measuring methods e.g. time to walk perimeter, number of steps as well as metres.</p> <p>Summarise</p>

		Why is a school built in this location?
5	<p align="center">Famous Scientists</p> <p>Apply: Be able to select and record information relevant to an historical topic. Q – What scientists do you think have had the greatest impact?</p>	<p align="center">Fieldwork</p> <p align="center"><u>Observational skills</u></p> <p>Make sketch maps of an area outside of school ground using symbols and key.</p> <p><u>Observe, measure & record / Demonstrate understanding</u> - human & physical features in the local area using a range of methods, including sketch maps</p>
6	<p align="center">Journalism</p> <p>Hypothesise: Understand how some aspects of the past have been represented and interpreted in different ways Q – Why is journalism so important?</p>	<p align="center">Fieldwork</p> <p><u>Observe</u> <u>Interpret / Evaluate</u> Identify the most influential way that people have improved/ damaged the landscape you're in and give reasons why. What would you suggest to improve?</p>

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Year	RE	PSHE – New Beginnings
	<p>10th April – Good Friday 12th April – Easter Sunday 13th April – Vaisakhi (Sikh) 24th April – Ramadan begins 25th May – Eid ul-Fithr</p>	
1	<p style="text-align: center;">Judaism</p> <p>Key Question: What makes some places sacred?</p> <ul style="list-style-type: none"> • Which places are special and why? • Why do people pray? • What are sacred building used for? <p>Ideas: Talk about what things and places are special to them and why; do they have things that are holy and sacred? Find out how the Jewish place of worship is used and why going is important to them. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship (e.g. ark, Ner Tamid, Torah scroll, tzitzit, kippah, tallit)</p>	<p style="text-align: center;">Role Models!</p> <p style="text-align: center;">To explore a variety of role models and their roles.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : how role models have changed : who is a role model and why : questionnaires : Art work : newspaper reports
2	<p style="text-align: center;">Islam</p> <p>Key Question: What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Where do we belong? • What does it mean to be a Muslim in Britain today? <p>Ideas: Talk about groups to which the children belong, what they enjoy about them and why they are important. Find out some symbols of 'belonging' used in Islam. Talk to a Muslim and find out what is good about being in a community and what kinds of things they do. Compare welcoming ceremonies from different religions e.g. brat bat (Jewish), baptism, Aqiqah (Muslim)</p>	<p style="text-align: center;">Environments!</p> <p style="text-align: center;">To identify and explore how the high street operates.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : what is the high street and how does it operate : key factors for the high street to operate : DT – build the high street : sketching of buildings : materials used

<p>3</p>	<p style="text-align: center;">Judaism</p> <p><u>Key Question: Why do people pray?</u></p> <ul style="list-style-type: none"> • How does prayer make people feel? • If God is everywhere, why go to a place of worship? <p>Ideas: Read the Lord’s Prayer and think about the meanings of the words. Ask questions about answered and unanswered prayer and find out some answers to these questions. Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspires, close to God or challenged? How? Learn that religions pray in many different way.</p>	<p style="text-align: center;">Environments!</p> <p>To identify the different ways to recycle and their uses.</p> <p style="text-align: center;">Ideas</p> <p>:what is recycling-discuss the pros and cons : identify what can be recycled and how : create a recycling machine : predict how recycling may evolve in 50 years : recycled art</p>
<p>4</p>	<p style="text-align: center;">Islam</p> <p><u>Key Question: What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> • Is the difference between right and wrong always clear? • If religions say that God inspires their rules for living, where to Humanists look for guidance? <p>Ideas: Talk about how pupils learn the difference between right and wrong. Explore teachings which act as guidance for Muslims. What difference would it make if everyone kept these guides for living? Explore the lives of some inspirational religious individual. Consider how their religious faith inspired and guided them in their lives.</p>	<p style="text-align: center;">Health and Well Being!</p> <p>To explore and identify how the NHS contribute to our Health and Well Being.</p> <p style="text-align: center;">Ideas</p> <p>: what services does the NHS offer to support Health and Well Being : make a list of all the services – rating them by importance : create a poster to recruit NHS staff : pros and cons of working in the</p>
<p>5</p>	<p style="text-align: center;">Judaism</p> <p><u>Key Question: If God is everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> • Why do people pray? • What makes some places sacred? <p>Ideas: Learn about the destruction of the Jewish temple, the ‘house of God’, in 70 CE. Find out what purpose modern synagogues serve in the absence of a ‘house of God’. Find out the key features of places of worship.</p>	<p style="text-align: center;">Communities!</p> <p>To show an understanding of different communities and how they have changed over time.</p> <p style="text-align: center;">Ideas</p> <p>: identify a community and research how it has changes over time : create a timeline with key significant dates and people : have a communities day – singing/jobs for the elderly : invite a community in school</p>

	Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.	
6	<p style="text-align: center;">Islam</p> <p><u>Key Questions: Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> • How can people express the spiritual through the arts? • What would a world be without charity or generosity? <p>Ideas: Work in small group and present to the class an example of the most impressive religious art or architecture. Notice, list and explain the similarities and differences between Christian and Muslim sacred buildings. Compare Christians and Muslim ideas about art. Consider why Muslims think giving away money is important, and what difference this makes to the giver and the receiver.</p>	<p style="text-align: center;">Living in the Wider World!</p> <p style="text-align: center;">To understand what it takes to live in the wider world.</p> <p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> : to research opportunities for employment : evaluate own personal strengths : how does social media influence the wider world? : think critically about extremism and intolerance : survey of peoples opinion analyse data

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Year	Art and Design	Design and Technology
<p>1</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Make a badge Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca to make a product. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation.</p> 	<p style="text-align: center;">Design</p> <p>Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do .</p> <p style="text-align: center;">Make</p> <p>Make their design using appropriate techniques. Measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins. Build structures, exploring how they can be made stringer, stiffer and more stable. Explore and use mechanisms (levers, sliders, wheels and axles) in their products. Use simple finishing techniques to improve the appearance of their product</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Focus: Create a moving services vehicle e.g. police car, ambulance, fire engine.</p> 
<p>2</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p>	<p style="text-align: center;">Design</p> <p>Identify simple design criteria. Make simple drawings and label parts.</p>

	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Fashion designers Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Use a variety of techniques, inc. weaving, French knitting, tie- dying, fabric crayons and wax or oil resist and embroidery to make a garment.</p> 	<p style="text-align: center;">Make</p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate against their design criteria. Focus: To use my design to inform the media, tools and techniques I apply to make a garment.</p> 
<p style="text-align: center;">3</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas for an item considering its purpose and the users. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.</p> <p style="text-align: center;">Make</p> <p>Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work.</p>

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Focus: Create a textured collage using a range of media.

Experiment with a range of media e.g. overlapping, layering etc.

The children could design their own recycling symbol.



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

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

Measure, tape or pin, cut and join fabric with some accuracy.

Demonstrate hygienic food preparation and storage.

Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.

Understand and apply the basic principles of a healthy and varied diet.

Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Evaluate

Evaluate their product against original design criteria e.g. how well it meets its intended purpose.

Disassemble and evaluate familiar products.

Understand how key events and individuals in design and technology have helped shape the world.

Focus: Make a product out of recycling

e.g. basket, necklace, drum, bird feeder.

		 <p>TURN PLASTIC BOTTLES INTO (UTE) PLANTERS!</p>
<p>4</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>	<p style="text-align: center;">Design</p> <p>Make labelled drawings from different views showing specific features.</p> <p style="text-align: center;">Make</p> <p>Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages). Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors). Understand and apply the basic principles of a healthy and varied diet.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their work both during and at the end of the assignment.</p>

Focus: Portraits- Discuss the qualities of a nurse and reflect these qualities in various portraits



Pablo Picasso Inspired



Abstract self portraits



Sandra Silberzweig

Evaluate their products carrying out appropriate tests.

Understand how key events and individuals in design and technology have helped shape the world.

Focus: Make a model of an ambulance with moving wheels. Could this project include this objective 'Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors)' by including a light for the siren?



5

**Exploring and Developing ideas
(ONGOING)**

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Evaluating and Developing work
(ONGOING)**

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

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Design

Generate ideas through thought showering and identify a purpose for their product.

Use results of investigations, information sources, including ICT when developing design ideas.

Make

Select appropriate materials, tools and techniques.

Measure and mark out accurately.

Use skills in using different tools and equipment safely and accurately

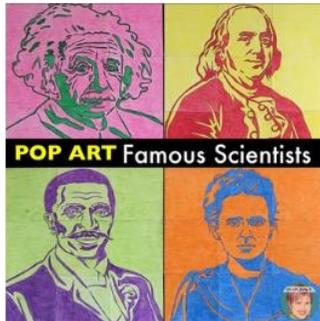
Cut and join with accuracy to ensure a good-quality finish to the product

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

Evaluate

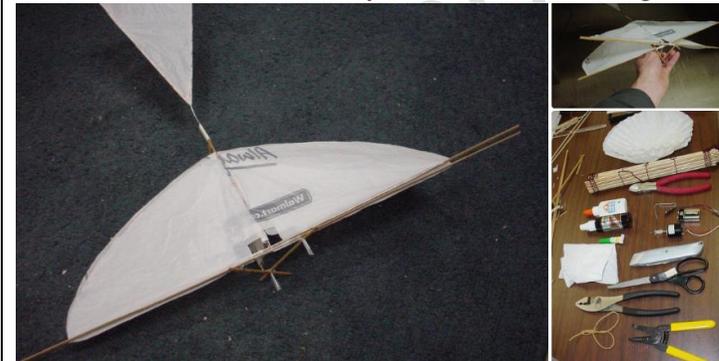
Evaluate it personally and seek evaluation from others.

Focus: Pop Art- Andy Warhol



Understand how key events and individuals in design and technology have helped shape the world.

Focus: Leonardo Da Vinci- Paper Glider or Arch Bridge



6

**Exploring and Developing ideas
(ONGOING)**

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Evaluating and Developing work
(ONGOING)**

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

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Focus: Within their art journal, used mixed media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Or focus on below:

Surrealism- Rene Magritte- The False Mirror is widely acknowledged to represent the limitations of human vision. A mirror reflects what

Design

Communicate their ideas through detailed labelled drawings.

Make

Select appropriate tools, materials, components and techniques.

Assemble components make working models.

Use tools safely and accurately.

Construct products using permanent joining techniques.

Make modifications as they go along.

Evaluate

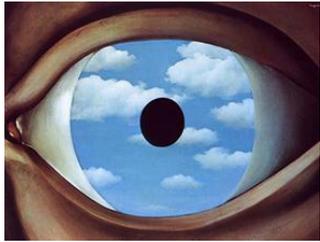
Record their evaluations using drawings with labels.

Focus: Design and make their own pen or create an art journal



Or they could make a model of the eye they have designed in Art out of clay.

is placed before it, whereas the eye is subjective, it filters and processes those images that it wishes to see. TES- Videos and resources



The Canterbury Primary School

Year	Music	Computing
1	<p>Focus: Rhythm & Composition: pupils to compose a piece of music about their topic, using Djembes.</p> <p>SF: I will take part in a composition about my topic and perform as a class, or in small groups, using the Djembe.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Discuss/ research/ list jobs where we are helped by people • Introduce African drumming – listening and playing rhythm-based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, using the facts which have been discussed • Discuss whether the pupils want to compose their piece as a call & response or chant • Pupils to perform their pieces to each other (record on iPad) <p>Resources:</p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for music regarding African drums, chants, call & response etc. • iPads (for recording purposes) 	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I can explain why it is important to be safe online. BBC Computing KS1 How to use the web safely Clicky's Online Safety Rap Safety Land • I can explain some dangers when using a digital device (e.g. computer, tablet, mobile phone...). <p>Information Technology</p> <ul style="list-style-type: none"> • I know information can be presented in different ways on a digital device (e.g. graph, poster, video...etc). • I can use or create sound in my work. <p>EasiMic</p> <ul style="list-style-type: none"> • I can use or create images in my work. Digital Camera • I can use or create sound in my work. • I can use or create images in my work. <p>Word/Powerpoint EasiMics</p> <p>Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I know that a computer needs a clear set of instructions because it does exactly as it is told How to program a robot • I can tell you the correct order I need to do things in to make something happen.

<p>2</p>	<p><u>Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece about 'On The High Street'.</u></p> <p><u>SF:</u> I will learn about the history of rap and beatboxing and in a group or as a class, compose a piece, using facts about our topic.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Research the history behind rap and beat-boxing • Research facts about jobs connected with the High Street • Practice various raps/ beatboxing! • In small groups (or as a class), using facts about the topic, pupils to compose a rap, using beatboxing as their backing track <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube for examples of rap and beat-boxing • iPads for recording purposes • Keyboard, for drum backing tracks (if beatboxing was too challenging) • laptops for research 	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I know what the Internet is <p><u>What is the Internet?</u></p> <ul style="list-style-type: none"> • I can explain different ways we can connect to the Internet. <p><u>How we can connect to the Internet</u></p> <p>Information Technology</p> <ul style="list-style-type: none"> • I know how to save my work. • I can retrieve and edit my work to make changes. • I can resave my work. • I know information can be stored on the computer or on portable devices (e.g. school network, usb, SD card, cloud...). • Draw pictures to show different places or devices information can be stored on. <p>Computer Science</p> <p><u>https://code.org/</u></p> <p><u>https://www.codeforlife.education/</u></p> <ul style="list-style-type: none"> • I can create a simple program using at least two algorithms (e.g. in Scratch tell a joke, create a fish tank).
<p>3</p>	<p><u>Focus: For pupils to create a piece of music using junk percussion, based on their topic, Recycling.</u></p> <p><u>SF:</u> I will contribute in creating a Call & Response composition using junk percussion, using facts about Recycling.</p> <p><u>Content/ Ideas:</u></p>	<p>Digital Literacy</p> <ul style="list-style-type: none"> • I know that people online are strangers and may not be who they say they are • I know that if someone asks me to meet them, I will talk to an adult first. <p><u>Childnet Captain Kara and the Smart Crew</u></p>

	<ul style="list-style-type: none"> • Research the meaning of recycling and re-using • Learn about Call & Response • Pupils to make sounds and different rhythms from everyday objects around the room/ school (make a tally chart of what sounds best etc.) • Practise Dynamics/ play rhythm-based games • Pupils to make their own instruments – junk percussion, out of resources they have recycled from home • Learn about junk percussion – watch STOMP (I have this) • Using facts about the benefits of recycling, pupils (in small groups or as a class), to compose a piece, using junk percussion and/or use everyday objects around the school • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of junk percussion and Call & Response (YouTube) • DVD - STOMP • Laptops for research • iPad to record 	<p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know what a database is used for. • I know a database is made up of records and each record is divided into fields. • I can search a ready-made database to answer questions. • I can search a database to find relevant information. <p>Such as Cars for sale in local area.</p> <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can debug a program. <p>https://curriculum.code.org/csf-19/coursed/4/</p>
<p>4</p>	<p>Focus: Listening: Pupils to listen to a selection of music from the 1940's (when the NHS started) and compare it to today's music.</p> <p>SF: I will listen to and become familiar with music from the 1940's. I will be able to name some of the instruments which I can hear and describe how the music is different to what I hear today.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Pupils to listen to a selection of music from the 1940's. Pupils to discuss which instruments they can hear/ do they like it/ how does it make them feel? etc. • Include Classical music 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know that not all information online may be true. <p>Should I trust everything I read on the web</p> <ul style="list-style-type: none"> • I can explore some spoof websites and identify the inaccurate information by comparing this with alternative sites (e.g. All About Explorers, Dog Island, Tree Octopus....). <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know how to use a range of different tools in a paint package. • I can use a range of different paint tools to create a piece of art work. <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p>

	<ul style="list-style-type: none"> Pupils to write a Jingle (advert for a radio station), stating how important the NHS is or celebrating the 70 years – in 1940's style or today's music <p>Resources:</p> <ul style="list-style-type: none"> YouTube – for music from the 1940's/ Jingle examples 	<p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> I know that we can control physical systems. I know that there are lots of physical systems we have in our lives to make things easier. (alarm systems, temperature controls, traffic lights...) <p>BBC Controlling Physical Systems</p>
5	<p>Focus: Pupils to learn about the different famous scientists and compose a piece, using Djembes.</p> <p>SF: I will listen to African music, focussing on the Djembe. I will learn simple rhythms and compose and perform a composition about famous scientists.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> Listen to music from Africa, focussing on the Djembe – what other instruments can the pupils hear etc? Introduce African drumming – listening and playing rhythm-based games/ copying patterns As a class or in smaller groups, pupils to compose a piece of drumming, with or without words (facts), inspired by the different famous scientists they have been learning about Pupils to perform their pieces to each other (record on iPad) <p>Resources:</p> <ul style="list-style-type: none"> Djembes Laptops for research YouTube for African music/ drums iPads (for recording purposes) 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> I know about the importance of using strong passwords, protecting personal information and using privacy settings on digital devices (e.g. phones, games consoles, computers, tablets...). I can explain why we need strong passwords. I can create examples of strong passwords. I know what netiquette is (i.e. online behaviour). I know what cyberbullying is. <p>Teacher TV Cyberbullying Pictures Sticks and Stones Teacher TV Inadvertent Bullying Upper Primary Cyberbullying</p> <ul style="list-style-type: none"> Cybersmart Positive Online Communication (Search download pdf) <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> I know that if we can narrow the search down it can make things easier. (E.g. search for only size three shoes...). I know which fields to use to help make my search easier. I can filter information within a database or spreadsheet. (e.g. Online house prices Ward and Partners) <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p>

		<p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can explain how the Internet works. www.bbc.co.uk/guides/z3tbgk7#zcs49j6 • I can explain the main differences between the WWW and the Internet. www.bbc.co.uk/guides/z2nbgk7 • I can create something that illustrates how the Internet and WWW are different. • I can draw a picture to illustrate the Internet.
<p>6</p>	<p><u>Focus: Composition: Pupils to listen to a selection of jingles (TV or radio) and compose their own.</u></p> <p><u>SF:</u> I will listen to and become familiar with various Jingles. I will, in groups, compose my own, advertising a product, person or film.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Pupils to listen to a selection of jingles. Pupils to discuss which ones get messages across well/ encourage them to listen or buy the product. Discuss: what makes a good jingle? • Pupils to write a Jingle (advert for a radio station or TV channel), advertising a product, person or film. • Perform! <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube – for examples of Jingles 	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know that sometimes people misuse the Wide World Web and try to trick or mislead us. • I can explain why I only open up emails or links I know that are safe (e.g. viruses, spam, etc). <p style="text-align: center;">Lady Jane Grey Viruses and Malware</p> <ul style="list-style-type: none"> • I can explain the things I need to consider when creating online content such as a blog (e.g. who sees it, who can comment on it, who moderates it...). <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know that you can produce work for different audiences and the language and content may need to vary. • I understand the need to consider purpose and audience in presenting ideas. • I can create a multimedia resource (including animation) taking into account the audience. (ZU3D, Powerpoint, Movie Maker, PhotoStory, Animoto etc.)

		<p style="text-align: right;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I know computers use binary to represent all data. What is digital data How can images be digitalised • I know that data is broken down into packets when it is exchanged over the Internet. www.youtube.com/watch?v=ZCwonC3EMqU
		<p>Use the following for resources: Free to join https://www.barefootcomputing.org/ https://www.twinkl.co.uk/resources/new-2014-curriculum-resources</p> <p style="text-align: center;">Digital Literacy</p> <p>An element of E-Safety has to be taught each term.</p> <p>Information Technology: Gives opportunities to link to the topic, using word processing, powerpoint, Clicker 7, digital cameras for photos and video and EasiMics for recording audio.</p> <p>Computer Science- for any coding elements use: https://code.org/ Free to join https://www.codeforlife.education/ Free to join</p> <p>Scratch</p> <p>To Track Assessment: Use Purple Mash Assessment Document to Track Learning and what's been covered.</p>

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

Year	PE
1	<p><i>Athletics</i></p> <p><u>Acquiring and developing skills</u> To remember, repeat and link combinations of actions. To begin to use their bodies and a variety of equipment with greater control and coordination</p> <p><u>Selecting and applying skills</u> To choose skills and equipment to help them meet the challenges they are set.</p> <p><u>Knowledge and understanding</u> To begin to recognise and describe what their bodies feel like during different types of activity.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p> <p>Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.</p> <p>Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command “Fish” the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls “Chips” all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls “Chips” the front row of children must run, if “Fish” is called they remain still. Allow a number of goes for each group, before moving onto the next game.</p>
2	<p><i>Striking and fielding- Julia</i></p> <p><i>Athletics</i></p> <p><u>Acquiring and developing skills</u> To remember, repeat and link combinations of actions. To use their bodies and a variety of equipment with greater control and coordination.</p> <p><u>Selecting and applying skills</u> To be confident to choose skills and equipment to help them meet the challenges they are set.</p> <p><u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different types of activity.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p>

	<p>Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.</p> <p>Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command “Fish” the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls “Chips” all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls “Chips” the front row of children must run, if “Fish” is called they remain still. Allow a number of goes for each group, before moving onto the next game.</p>
3	<p><i>Cricket</i></p> <p><u>Acquiring and developing skills</u> To be confident and safe in the spaces used to play games. To use the space effectively. To improve the way they coordinate and control their bodies.</p> <p><u>Selecting and applying skills</u> To choose, use and vary simple tactics of throwing and batting.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u></p>

	<p>Relay races: Split into four teams each in their own lane. The person at the front of the line must dribble out to the end of the channel, turn, dribble back and then perform whichever pass has been set (chest, bounce or shoulder) from the final channel cone to the next person. First team to get everyone back and sitting down gets 1 point.</p> <p>END ZONE dribbling game: Add two end zones to the area and play mini 3v3 games. In order to score a point players must dribble the ball into the end zone. There is no tackling at this point in the basketball lessons. If a team scores a point the ball goes to the other team.</p> <p>Hot Potatoes : Passing game to improve speed and accuracy. 3 teams of approx 10 players, each team with an equal number of balls. Aim is to pass balls from start to end zone as fast as possible. Children will need to pass accurately and pivot to aim the shot. Repeat but setting a new ball off after the previous ball reaches a certain point, e.g. the 5th person.</p>
4	<p>Swimming Branson Basketball- Julia Gymnastics Rosen class</p> <p>Acquiring and developing skills To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p>Selecting and applying skills To improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Knowledge and understanding To recognise and describe the short term effects of exercise on the body during different activities. To know the importance of suppleness and strength.</p> <p>Evaluating and improving To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p>Suggested activities: Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc. Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p>
5	<p>Tennis Gymnastics</p> <p>Acquiring and developing skills To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. To be confident in choosing certain shapes and keeping their bodies balanced.</p> <p>Selecting and applying skills To improve their ability to select appropriate actions and use compositional ideas confidently.</p>

	<p><u>Knowledge and understanding</u> To recognise and describe the short term effects of exercise on the body during different activities. To know the importance of suppleness and strength.</p> <p><u>Evaluating and improving</u> To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p><u>Suggested activities:</u></p> <p>Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.</p> <p>Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p> <p><i>Rounders</i></p> <p><u>Acquiring and developing skills</u> To use the space effectively during the game. To improve the way they coordinate and control their bodies. To understand the rules of rounders.</p> <p><u>Selecting and applying skills</u> To be able to hit the ball accurately. To throw the ball accurately.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u> https://www.twinkl.co.uk/resource/t2-mov-454-twinkl-move-pe-y5-striking-and-fielding-rounders-planning-overview</p>
6	<p><i>Rounders</i></p> <p><u>Acquiring and developing skills</u> To use the space effectively during the game. To control their bodies confidently. To discuss the tactics as a team</p> <p><u>Selecting and applying skills</u> To hit and throw the ball accurately. To develop batting and hitting skills.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p>

Suggested activities:

<https://www.twinkl.co.uk/resource/t3-pe-35-rounders-6-and-7-batting-and-fielding-tactics-lesson-ideas>

Athletics

Acquiring and developing skills

To develop the consistency of their actions in a number of events. To increase the number of techniques they use

Selecting and applying skills

To choose appropriate techniques for specific events.

Knowledge and understanding

To understand the basic principles of warming up. To understand why exercise is good for fitness, health & wellbeing.

Evaluating and improving

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

Suggested activities:

<https://www.sasp.co.uk/uploads/athletics-year-5-6.pdf>

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