

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Festivals	The Stuarts	The Tudors	The Victorians	The Vikings	The House of Windsor	Alfred the Great



The Canterbury Primary School
Curriculum
2020-2021
Term 2
English Heritage



Year	Reading
<p>R Let's Celebrate</p>	<p>FICTION OR NON-FICTION? <i>To identify the difference between fiction and non-fiction</i></p> <ul style="list-style-type: none"> ➤ To understand non-fiction books tell us real facts and fiction books are make-believe. <p>NON-FICTION – RETRIEVAL <i>To recall key facts.</i></p> <ul style="list-style-type: none"> ➤ Listen to or read the text and answer questions, recalling the facts. <p>STRUCTURE AND PRESENTATION <i>To identify basic story elements</i></p> <ul style="list-style-type: none"> ➤ Identify the front cover, title and author. ➤ Show an understanding of rhyme. ➤ Recognise and use repeated phrases. ➤ Identify characters, settings and key events in order. <p>PREDICTING <i>To predict what might happen</i></p> <ul style="list-style-type: none"> ➤ Begin to use the front cover, illustrations and opening sections read to them to predict the content of unfamiliar texts. ➤ Begin to make predictions based on clues such as pictures. <p>VOCABULARY <i>To build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Talk with an adult about the meaning of unfamiliar words and then use them independently in speech. <p>RETRIEVAL <i>To recall information from a text</i></p> <ul style="list-style-type: none"> ➤ Answer who, what, where and when questions about what they hear or read. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Answer how and why questions about actions and feelings. <p>VISUALISING <i>Visualise understanding of what they have heard</i></p> <ul style="list-style-type: none"> ➤ Demonstrate understanding through role play. <p>SUMMARISING <i>Summarise understanding</i></p> <ul style="list-style-type: none"> ➤ Retell a simple text with picture prompts.
<p>1 Stuarts</p>	<p>NON-FICTION: ASKING QUESTIONS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Pose questions and use text to find answers. <p>VOCABULARY</p>

	<p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Speculate about the possible meanings of new or unfamiliar words met in reading. ➤ Explain the meaning of the words they meet in a text <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Make collections of interesting words and use them when talking about books and stories. <p><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</p> <p><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</p> <p><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>LANGUAGE FOR EFFECT</p> <p><i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Explore the effect of patterns of language and repeated words and phrases. ➤ Identify and discuss some key elements of story language. <p>PREDICTING</p> <p><i>Predict what might happen</i></p> <ul style="list-style-type: none"> ➤ Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. <p>MAKING COMPARISONS</p> <p><i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> ➤ Discuss and compare events or topics they have read about or have listened to. <p>EVALUATING</p> <p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Talk about aspects of the text that they like.
<p>2 Tudors</p>	<p>NON-FICTION: ASKING QUESTIONS</p> <p><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.

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

- 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.

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.

PREDICTING

Predict what might happen

- Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.
- Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.

MAKING COMPARISONS

Make comparisons within and across texts.

- Identify, collect and compare common themes in stories and poems.
- Make comparisons of characters and events in narratives.
- Compare the information about different topics in non-fiction texts.

	<p>EVALUATING <i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Explain why they like a particular text.
<p>3 Victorians</p>	<p>NON-FICTION: ASKING QUESTIONS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare and list questions as the basis for enquiry and decide which are the most important to follow up. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. ➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Locate words in a dictionary by the first two letters. ➤ Know the quartiles of the dictionary. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ 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. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ 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. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. ➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text. <p>LANGUAGE FOR EFFECT <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs. <p>PREDICTING <i>Predict what might happen</i></p> <ul style="list-style-type: none"> ➤ Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. ➤ Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.

	<p>MAKING COMPARISONS <i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> ➤ Make comparisons between events in narrative or information texts on the same topic or theme. ➤ Compare and contrast writing by the same author. <p>EVALUATING <i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.
<p>4 Vikings</p>	<p>NON-FICTION: ASKING QUESTIONS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ 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. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ 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. <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ 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. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Locate words in a dictionary by the third and fourth place letters. ➤ Use the quartiles of the dictionary efficiently to locate words quickly. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ 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. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ 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.) <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Deduce the reasons for the way that characters behave from scenes across a short story. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Support their ideas about a text by quoting or by paraphrasing from it. <p>Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p>LANGUAGE FOR EFFECT</p>

	<p><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. <p>PREDICTING</p> <p><i>Predict what might happen</i></p> <ul style="list-style-type: none"> ➤ Use information about characters to make plausible predictions about their actions. ➤ Make predictions about a text based on prior knowledge of the topic, event or type of text. ➤ Modify predictions as they read on. <p>MAKING COMPARISONS</p> <p><i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> ➤ Collect information to compare and contrast events, characters or ideas. ➤ Compare and contrast books and poems on similar themes. <p>EVALUATING</p> <p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Identify aspects or features that make a text entertaining, informative or useful.
<p>5 The House of Windsor</p>	<p>NON-FICTION: ASKING QUESTIONS</p> <p><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>FACT AND OPINION</p> <p><i>Distinguish between fact and opinion – Yr 5 and 6 only</i></p> <ul style="list-style-type: none"> ➤ In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument. <p>VOCABULARY</p> <p><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><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific text. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.

- Use a dictionary to check a suggested meaning.

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.

LANGUAGE FOR EFFECT

Identify how language contributes to meaning

- 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.

PREDICTING

Predict what might happen

- Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.
- Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
- Discuss the plausibility of their predictions and the reason for them.

MAKING COMPARISONS

Make comparisons within and across texts.

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

EVALUATING

Evaluate the text

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

6
Alfred
the Great

NON-FICTION: ASKING QUESTIONS

Ask questions to find out

- 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.

FACT AND OPINION

Distinguish between fact and opinion – Yr 5 and 6 only

- In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.
- In non-fiction texts distinguish between explicit and implicit points of view.

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.

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.

PREDICTING

Predict what might happen

- Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

MAKING COMPARISONS

Make comparisons within and across texts

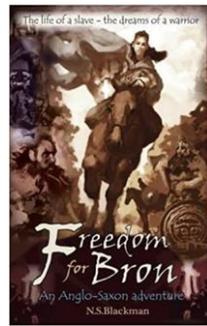
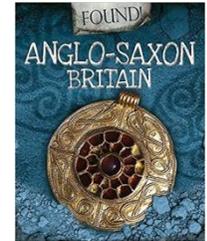
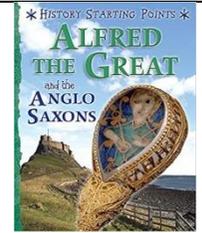
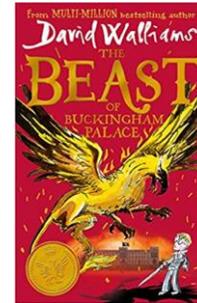
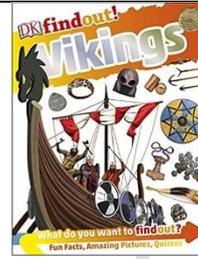
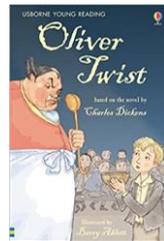
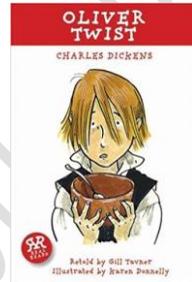
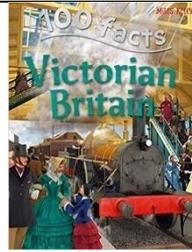
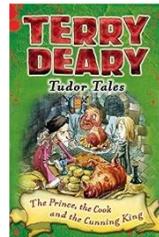
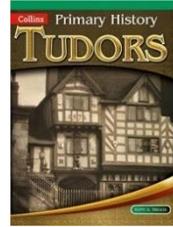
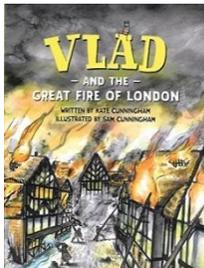
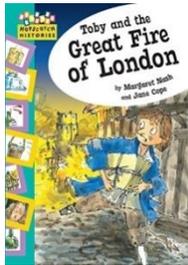
- Make comparisons and draw contrasts between different elements of a text and across texts.
- Compare and contrast the work of a single author.
- Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

EVALUATING

Evaluate the text

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

Cycle 2 - Term 2 – English Heritage						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Let's Celebrate	Stuarts	Tudors	Victorians	Vikings	The House of Windsor	Alfred the Great



Year	Writing – English Heritage
R	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <p style="text-align: center;"><u>Focus book: Bonfire Night, Hanukkah, Diwali, Christmas, Chinese New Year, Stick Man</u></p> <p style="text-align: center;">Focus genres: basic instructions; stories about celebrations; rhyme</p> <p>Objectives</p> <p>Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together; know which letters represent some phonemes. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences.</p> <p><u>Phonics:</u> e, u, r, h ck, ff, ll, ss</p> <p>Recap and consolidate all of Phase 2 Letters and Sounds</p> <p style="text-align: center;">Skills</p> <p>To predict how a story might end (focus in individual reading) To retell a story. To create a firework safety poster. To give meaning to the marks they make. To write initial sounds. To write simple words and have a phonetically plausible attempt at longer words.</p> <ul style="list-style-type: none"> • Be able to follow a story without pictures or props. • Listen and respond to ideas expressed by others in conversation or discussion. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use language to imagine and recreate roles and experiences in play situations. • Link statements and sticks to a main theme or intention. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or narrative into their play • Retell a familiar story - Talk4Writing • Link sounds to letters, naming and sounding the letters of the alphabet. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Write own name and other things such as labels, captions. • Attempt to write short sentences in meaningful contexts.

- 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

The Stuarts

Focus texts: Life in Stuart Britain, The Great Fire of London, Toby and the Great Fire of London, Vlad and the Great Fire of London

Genre focus: Non-chronological report (p.195 Grammar for Writing)

Poem/nursery rhyme to learn by heart: Ring a ring o' roses; oranges and lemons

Objectives

Spell words containing 40+ phonemes already learnt.

Spell common exception words.

Make nouns plural by adding -s or -es.

Use endings -ing, -d, -ed, -s to change the meaning of verbs.

Know and use un- to create negatives of verbs e.g. untie.

Phonics/Spelling Content

Spell words containing 40+ phonemes already taught.

Phonics – Phase 5

Phonics – Phase 5

Week 1 - Recap new graphemes learnt in term 1

Week 2 - Recap alternative pronunciations learnt in term 1

Week 3 - Alternative spellings of single consonant sounds

Teach – /k/(c, ch, k, ck), /d/(d, dd, ed), /f/(f, ff, gh, ph)

Week 4 - Alternative spellings of single consonant sounds

Teach - /g/(g, gg, gh, gu, gue), /h/(h, wh), /j/(dg, dge, g, ge, j), /l/(al, el, il, le, l, ll)

Week 5 - Alternative spellings of single consonant sounds

Teach - /m/ (m, mb, me, mm, mn), /n/(gn, kn, n, ne, nn), /r/(r, rh, rr, wr), /s/(c, ce, sc, se, st, s, ss)

Week 6 - Alternative spellings of single consonant sounds

Teach - /t/(bt, ed, t, tt), /v/(f, v, ve), /w/(w, wh), /z/(se, ss, z, ze, zz)

Week 7 - Recap alternative spellings of single consonant sounds learnt this term.

Grammar and Punctuation

Continue to practise –

Use capital letters for people, places and days of the week and the personal pronoun 'I'.

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

Explain the job of an adjective.

Use adjectives to make expanded noun phrases.

Skills

Non-chronological report Nursery Rhymes and poems

To rehearse what they want to say orally before writing.

Use phonic strategies to help them to spell words: segmenting and blending.

Use resources in the learning environment to help them to spell: word banks, displays, Sentence Salad display

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

Use 'and' to join words or clauses.

Leave finger spaces between words.

Talk about their writing with teacher, other adult or other pupils.

Read their writing out loud, clearly enough to be heard by others.

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

Form capital letters correctly.

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

Form the digits 0 – 9 correctly.

2

The Tudors

Focus texts: Life in Tudor Britain, Elizabeth I, Tudor Tales, The Queen's Token

Genre focus: Recounts – letters and diaries

Newspaper report – basic (p.195 Grammar for Writing)

Objectives

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 – high-frequency words

Spell words ending -ge and -dge.
Spell words with silent letters: gn and kn

Phonics and Spelling Content – No Nonsense Spelling Aut 2

Wk1 - Strategies for learning words: intro to year 2 section NNS. Revise spelling patterns from last term. Statutory word lists. Common exception words.

Wk2 - Phase 5 GPCs that are not secure. (Class dependent)

Wk3 - Selected Phase 5 GPCs (class/group gaps).

Wk4 - /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'.

Wk 5 - /s/ sound spelt 'c' before 'e', 'i' and 'y'.

Wk 6 - /n/ sound spelt 'kn' and 'gn' at the beginning of words.

Grammar – use focus reading text to these

Using pronouns to replace nouns and noun phrases.

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.

Use CL, FS, ?, ! Correctly.

Use commas in lists.

Use apostrophes in contractions: don't, can't, won't

Use apostrophes of possession with singular nouns.

Create complex sentences with: when, if, that, because.

Expand before and/or after the noun to create expanded noun phrases.

Vary sentence structure appropriately to create: statements, questions, exclamations and commands.

Choose and use consistently the correct tense in their writing: past or present.

Use the progressive form of verbs in the past or present tense: I am/I was drumming.

Skills

Genre focus: Recounts – letters and diaries

Newspaper report – basic (p.195 Grammar for Writing)

Can use appropriate features of genre/Match purpose.

Write narratives based on personal experiences or those of others.

	<p>Write about real events. Write poetry - acrostic, create simple rhymes. Use layout and features of genre appropriately. Plan or say out loud what they are going to write about. Write down ideas, including new words and interesting vocabulary. Create a series of sentences in a logical order. Reread writing to check that it makes sense - including checking verb tenses. Check work for spelling, punctuation and grammar mistakes. Read their work out loud, clearly and with appropriate expression.</p> <p>Forms lower-case letters of correct size relative to one another. Can use some horizontal and diagonal strokes to join letters. Knows which letters are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters Use spacing between words appropriate to the size of letters.</p>
3	<p style="text-align: center;">The Victorians</p> <p style="text-align: center;">Focus texts: 100 facts about the Victorians; Gripping Tales – Fair’s Fair; retelling of Oliver Twist Genre focus: Diaries and letters; poetry (Robert Louis Stevenson)</p> <p>Objectives Use suffixes from Y2: -s/-es; -d/-ed; -ing. Spell words with prefixes: un-, dis-, mis-, re-. 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.</p> <p>Phonics and Spelling - No Nonsense Spelling Aut 2 Wk1 - Statutory words learnt last half term. Strategies at the point of writing: Have a go. Homophones. Y2 prefixes and suffixes. Wk2 - Prefixes 'mis-' and 're-' Wk3 - Prefixes 'mis-' and 're-'. Strategies for learning words: words from statutory and personal spelling lists Wk4 - Strategies for learning words: words from statutory and personal spelling lists. Words from statutory and personal spelling lists: pair- testing</p>

Wk5 _Proofreading. The /ɪ/ sound spelt 'y'.

Wk6 - Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin).

Grammar and punctuation – use focus reading text to teach these

Grammar –

Keep recycling - 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.

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

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

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).

Use inverted commas to punctuate direct speech (other punctuation may not always be accurate).

Skills - All

Write letters and diary entries from the point of view of a character

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) – will need to be taught explicitly.

Use expanded noun phrases and adverbs to create setting (or character).

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 un-joined.

Spacing of letters and words is appropriate: ascenders and descenders are not touching.

4

The Vikings

Focus texts: Anglo-Saxons and Vikings; How to Train Your Dragon; Viking Boy; The Saga of Erik the Viking

Genres: Instructions; narrative – creating setting

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.

Phonics and Spelling

No Nonsense Spelling Aut 2

Wk1 - Strategies for learning words: words from statutory list learnt previously. Have a go sheet – strategies at the point of writing. Model

Wk2 - Prefixes 'in-', 'il-', 'im-' and 'ir-'

Wk3 Prefixes 'in-', 'il-', 'im-' and 'ir-'. Words from statutory and personal spelling lists: pair testing

Wk4 - Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'

Wk5 - Words from statutory and personal spelling lists: pair testing

Wk6 - Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed').

Grammar – Use reading focus texts for these elements

Verbs – eliminate get/got: powerful verb choices.

Verb tenses: simple, progressive and present perfect.

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 - All

Instructions; narrative – creating setting

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, and 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 un-joined.
Spacing of letters and words is appropriate: ascenders and descenders are not touching.

5

The House of Windsor

Focus texts: Kings and Queens; The Queen; David Walliams – The Beast of Buckingham Palace

Genres: Biography; letters – in role

Objectives

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.

Spelling content

No Nonsense Spelling Aut 2

Wk1 - Selected spellings taught last half term and new spellings for this half term.

Wk2 - From previous years: plurals (adding '-s', '-es' and '-ies') – especially words ending in y and f.

From previous years: apostrophe for contraction and possession

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

Use of the hyphen.

Wk4 - Use of the hyphen. Strategies for learning words: words from statutory and personal spelling lists.

Wk5 - Proofreading, focusing on checking words from personal lists.

Using a dictionary to support learning word roots, derivations and spelling patterns.

Wk6 - Using dictionaries to create word webs.

Strategies at the point of writing: building new words from known morphemes.

Grammar and punctuation – use focus reading text to teach these

Keep recycling these

Verb tenses: simple past, present, future, present perfect, present and past progressive.

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.

Use brackets or commas to indicate parenthesis.

Skills – All need to be used but emphasis on bold

Biography

Letters

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.

	<p>Use headings, subheadings, bullet-points to organise work.</p> <p>Draft and write: select vocabulary and grammar for impact.</p> <p>Use a variety of stylistic features for impact: alliteration, simile, metaphors, and personification.</p> <p>Use a range of devices to extend paragraphs: adverbials, pronouns and conjunctions.</p> <p>Use a variety of techniques to engage the reader: build tension; comment, opinion, rhetorical questions, reflection.</p> <p>Describe settings, character and atmosphere.</p> <p>Use dialogue to show character or to advance the action.</p> <p>Evaluate and edit work: use a wider variety of sentence structures for effect.</p> <p>Evaluate and edit work: make changes to grammar, vocabulary and punctuation to improve impact.</p> <p>Evaluate and edit: ensure that correct tense is used throughout.</p> <p>Evaluate and edit: ensure that appropriate register is used - formal/informal appropriately.</p>
6	<p style="text-align: center;">Alfred the Great</p> <p style="text-align: center;">Focus texts: Alfred the Great and the Anglo-Saxons; Anglo-Saxon Britain; Freedom for Bron</p> <p style="text-align: center;">Genre: Biography and autobiography; Narrative - Flashbacks and time shift</p> <p>Objectives</p> <p>Spelling – Review Y5 No-Nonsense Spelling and begin Y6 Autumn T1</p> <p>Spell words on the Y5/6 list.</p> <p>Spell words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)</p> <p>Spell words ending -able/ably; -ible/-ibly.</p> <p>Use further prefixes and suffixes and understand rules for adding them.</p> <p>Spell words with the /i:/ sound spelt ‘ei’ after ‘c’.</p> <p>Add suffixes beginning with vowel letters to words ending in ‘-fer’.</p> <p>Spell words with endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (precious, ambitious)</p> <p>Distinguish between: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>Spell commonly confused homophones: compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</p> <p>All homophones from KS2 – previous years Y2-4.</p> <p>Spell words containing the letter string ‘-ough’</p> <p>The /ʃəl/ sound, words ending ‘tia’ and ‘cia’ (official, special, artificial, partial, confidential, essential)</p> <p>Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones draft/draught, dissent/descent, precede/proceed, wary/weary</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use thesauruses to find alternative words - check meanings in a dictionary.</p> <p>Composition: edit and improve spelling in own work (with partner)</p>

Spelling content

No Nonsense Spelling Aut 2

Wk1 - Words from statutory word lists.

Strategies for learning words: words from statutory word list.

Wk2 - Homophones ('ce'/'se') Teach. Word function to distinguish between spellings: grammar!

Wk3 - Homophones ('ce'/'se'): dictation.

Strategies for learning words: words from personal spelling lists.

Wk4 - Endings that sound like /ʃəs/ spelt '-cious' or '-tious'. Teaching – word function and grammar.

Wk5 - Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation.

Strategies for learning words: words from statutory word list.

Wk6 – revise spelling learning from this term; statutory spelling list words

Grammar and punctuation – use reading focus books to teach this

Keep recycling

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

Apostrophes – singular and plural nouns.

Verb tenses.

Basic punctuation – FS, CL,?,! and punctuation of speech (include interrupted speech)

Use a wide range of punctuation accurately: FS, CL, commas, ?, !, **hyphens, dashes**, apostrophes, 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 will need to be used but emphasise skills in bold

Biography and autobiography

Narrative – flashbacks and time-shift

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.

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.

Year	Maths
R	<p>Number recognition Counting objects, actions and from a larger group Writing numbers Ordering numbers Calculation- 1 more and 1 less 3D shapes Patterns</p>
1	<p>Add and subtract one-digit and two digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>(Within 20) 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, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>
2	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p>

	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>
3	<p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>
4	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>

<p>5</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally, drawing upon known facts.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³).</p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.</p>
<p>6</p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $1/4 \times 1/2 = 1/8$).</p> <p>Divide proper fractions by whole numbers (e.g. $1/3 \div 2 = 1/6$).</p>

	<p>Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8).</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.</p> <p>Multiply one digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>
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Year	Science
R	<p style="text-align: center;"><u>Fabulous festivals</u></p> <p>-flaps to achieve effects such as sound, movements or new images. Ideas: This can be linked to your light idea (what can you see the fireworks through?) They can use objects to create the sound or images of fireworks.</p> <p>30-50 months -Can talk about some of the things they have observed such as plants, animals, natural and found objects. This can link well with season changes. -Developing an understanding of growth, decay and changes over time. Idea to link with the leaves falling from the trees and decaying.</p> <p>40-60+ months -Looks closely at similarities, differences, patterns and change. Idea – more in-depth to look at how the season has changed – they could collect materials outside and group them.</p>
1	<p style="text-align: center;"><u>Stewarts</u></p> <p>Independent investigation</p>

(The planning, conducting, recording can take place over a number of lessons or you may wish to complete a few practical experiments).

W/S:

- Asking simple questions to investigate
- Performing simple tests through a practical means
- Using observations to answer questions

Idea: during this era you had

Fire of London – you can do the previous investigation but a risk assessment has to be complete.

Plague – how to stop germs spreading. They can place glitter on their hands – see if just water, water and soap, just a towel etc removes the most. See what ideas that they come up with.

Civil war – materials that make the strongest swords or shields. Possible links to DT.

Seasonal changes – winter

If you do this in December as it gets nearer to the shortest day.

Add to your class record.

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

At the end of this term, discuss the changes in the above. Keep all the information for the end of the year.

2

Tudors

Independent investigation.

Ideas:

You could begin to look at materials and create an investigation that looks a stability of Tudor houses or best material to create a crown or a shield.

W/S:

- Asking simple questions and suggesting different ways to investigate.
- Using basic equipment to perform simple tests that enable comparisons (this can be between groups or within the same group)
- (If required, create a recording table - chd should decide the values and where the information goes).
- Answer their questions through their observations, using basic scientific vocabulary and ideas.

Ideas:

make comparison with hygiene in the Tudor times compared to today. Also, look at how nutrition may be different and which era may have better nutrition. Check to see if y1 did the glitter experiment. If so, can move learning further forward by testing the best types of soap to clean something? How much soap is required to clean something? Are there better products than soap (we use white vinegar to clean limescale)? They can design their own question to investigate.

- Fitness plan for a king.
- Testing the best exercise to get your heart rate up (link to PE).

3

Victorians

Content: Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

W/S:

- Set-up simple investigations (e.g. comparative, fair testing, observational etc)
- Make careful observations and take readings where appropriate
- Report findings appropriately and use basic scientific concepts to explain findings

Ideas:

- Link to Thomas Edison – inventor of the light bulb. He was American but it was during this era. The British Joseph Swan is meant to have created a design earlier (still near the Victorian Era) and it is argued that Edison built on this British idea.
- UV beads and how the Victorians may have been able to protect their eyes with no sunglasses.
- Shadow investigations (could compare light bulbs and candles – risk assessment would be required).
- Investigating what a light source is.

4

Vikings

Content: Animals including humans

Year 4 will need to learn about the skeletal and muscular system from Year 3. This is due to missed learning in 2020 virus.

- 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 (move forward from Y2 but constructing and a variety of food chains. It would be good for children to construct their own food chains)**, identifying producers, predators and prey.

W/S:

- Justify/reason the type of investigation they have set up (e.g. why would a fair test be the most suitable for a particular investigation – this can be verbal)
- Make systematic and careful observations and take accurate readings.
- Using results, draw conclusions and use scientific evidence to explain

Ideas:

Links to the food chain with animals found at that time.

- Labelling a Vikings digestive system.
- Create an experiment where you create a digestive system but change one element – for example the food being digested (great for independence).

<https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

You could even compare the food they ate (plant based) and how it digests compared to some of our processed foods like crisps.

5

The House of Windsor

Content: Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, **solubility, transparency, conductivity (electrical and thermal), and response to magnets** (The main move forward from Year 4 is the way materials are grouped at a higher-level. Also, it draws in parts of the wider science curriculum).
 - know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution (**potential misconception is that they will state that it disappears. This will need to be rectified**).
 - use knowledge of **solids, liquids and gases to decide how mixtures might be separated**, including through filtering, sieving and evaporating.
 - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
 - demonstrate that **dissolving**, mixing and changes of state are **reversible changes**
 - explain that some changes result in the **formation of new materials**, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- (The bold parts are where the learning really moves forward from Year 4).

W/S:

- Plan scientific questions and decide on the variables
- Draw conclusions using scientific theories to explain results

- Using results, state what they would investigate further using new values.

Ideas:

An extension is being build on the house of Windsor but first, you must sift through the dirt like an archaeologist. Which is the best way to separate materials (reversible changes).

Baking a cake to celebrate (look at irreversible changes – you can't get to original ingredients back).

You go through the Queen's pantry to find materials for an investigation.

Independent investigation – salt and water. How much salt can you add until it no longer dissolves? Which materials dissolve? Does heat make a difference to how much sugar or salt can be dissolved? This could be the children's investigation.

6

Alfred the Great

Content: Animals including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- (This is a move forward from Y4 as it's moves from the digestive system to the circulatory system).**

W/S:

- 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.

Ideas:

Tests on heart rates – can they design a routine (complete everyday) that their heart rate would recover quicker? To get them ready for battle!

Term 2 and 6 ideas can be mixed.

Year	History	Geography
R	<p style="text-align: center;">Festivals</p> <p>Describe: what do they do, how do you know</p> <p>Q – What happens during a festival?</p>	<p style="text-align: center;">Festivals</p> <p>Describe</p> <p>Children know about similarities and differences between and among communities and traditions</p> <p>Ideas</p> <ul style="list-style-type: none"> • Use role play to learn about festivals of different religions / cultures. • Try food from different cultures. Can they express what they like dislike? • Use photographs / film clips for children to notice any similarities and differences
1	<p style="text-align: center;">Stuarts</p> <p>Observe: Be able to use key words and phrases relating to the passing of time</p> <p>Identify: Know about a range of events that have happened in the past</p> <p>Select: Be able to ask and answer questions about the past</p> <p>Q – Who was the King during the Gunpowder Plot?</p> <p>Q – Why did Guy Fawkes try to blow up Parliament?</p> <p>Q – Where did The Great Fire of London start?</p> <p>Q – Who was Samuel Pepys</p> <p>https://www.youtube.com/watch?v=VarSSAwiiMU</p> <p>https://www.youtube.com/watch?v=SPY-hr-8-M0</p>	<p style="text-align: center;">The Stuarts</p> <p>Describe</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. 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>*Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas – Use maps/atlasses/globes • Look at 1 area for example London/Scotland – recognise simple human and physical features. Compare to local area.

		<ul style="list-style-type: none"> • Make simple comparison – Could be the size, location, human features etc • Link to History – Why is the location/building etc significant?
2	<p style="text-align: center;">Tudors</p> <p>Sequence: Be able to order events and objects into a sequence</p> <p>Describe: Be able to find out about aspects of the past from a range of sources of information</p> <p>Compare and contrast: Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>Q - What significant individuals lived in Tudor times?</p> <p>Q – Who was in Henry VIII’s family?</p> <p>Q - What is the Mary Rose?</p> <p>Q - Why did Henry VIII close lots of churches?</p> <p>https://maryrose.org/learning-resources/</p> <p>https://www.hrp.org.uk/hampton-court-palace/history-and-stories/#gs.8cuqwj</p>	<p style="text-align: center;">Tudors</p> <p style="text-align: center;">Categorise</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Field trip – Visit Leeds Castle, create a map of the castle and surrounding area which included key features / human and physical. • Alternatively use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Work in pairs / groups to simple give compass directions on their created maps or given maps. This could be taken outside too, chn to create own castle area and give instructions using the four compass directions as well as use location/directional language

<p>3</p>	<p style="text-align: center;">Victorians</p> <p>Chronology: Understand that the past has been recorded in a variety of different ways</p> <p>Explain: Know about the lives of people in those periods</p> <p>Synthesise: Be able to give some reasons for particular events and change</p> <p>Q – What period is the Victorian era? Q – What was the industrial revolution? Q- What was it like to live in Victorian England? Q – Why are the Victorians so famous?</p> <p>https://www.bbc.co.uk/bitesize/topics/zcjhyc/resources/1</p> <p>http://www.primaryhomeworkhelp.co.uk/victorians.html#:~:text=Victorian%20times%20means%20during%20Victoria's%20rule.&text=Britain%20managed%20to%20build%20a,in%20offices%2C%20shops%20and%20factories.</p>	<p style="text-align: center;">Victorians</p> <p style="text-align: center;">Identify / Demonstrate Understanding</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied.</p> <p>Compare a region of the UK with a region in Europe, eg. hilly area with a flat one or under sea level.</p> <p>Types of settlements in Early Britain could be linked to History. Why did people choose to settle there?</p> <p>Ideas</p> <ul style="list-style-type: none"> • Look at settlements during the Victorian Era and how these changed. Chn could present as a diary entry. • British Empire – Identify countries as part of the British Empire and compare one with contrasting region of the UK. This could be presented as a poster. • Brunel – Famous during the Victorian Era, you could look at his work and link this to settlement
<p>4</p>	<p style="text-align: center;">Vikings</p> <p>Summarise: Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p>Demonstrate understanding: Be able to gather information from simple sources</p> <p>Compare and contrast: Know about the main similarities and differences between the past societies.</p> <p>Q – Who were the Vikings? Q – How did the Vikings travel to Britain? Q – What was it like living in Viking Britain? Q – What can we thank the Vikings for?</p>	<p style="text-align: center;">Vikings</p> <p style="text-align: center;">Identify / Explain</p> <p>Locate and name the main counties and cities in/around England</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Identify the Vikings homelands and settlements on a map. Can they recognise which is furthest away / closest. • Compare the types of settlements of Viking times to modern Britain. Explain how they have changed.

	<p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6</p> <p>https://www.history.co.uk/shows/vikings/articles/6-things-the-vikings-gave-us</p>	<ul style="list-style-type: none"> • The First, Viking homelands: Norway, Sweden, Denmark Then, some of the countries they visited: Britain, France, Germany, Italy, Iceland, Greenland, Russia, Canada. Vikings usually travelled by boat chn could create a map and draw where the boat would travel. • Chn to imagine they are Vikings and going on a long boat journey. Can they write an itinerary of the things they will need to take on their travels?
5	<p style="text-align: center;">The House of Windsor</p> <p>Make reasoned judgements: Be able to describe the history and origins of the family</p> <p>Empathise: Know about the changes the family had to make</p> <p>Hypothesise: Be able to enquire into historical issues and their effects on people’s lives</p> <p>Q – Why did the family change their name to Windsor? Q – What roles did they play during the war? Q – What key events have impacted the Windsor’s? Q – Why do only some people in the family have the surname Mountbatten-Windsor?</p> <p>https://www.royal.uk/house-windsor</p> <p>https://www.intriguing-history.com/periods-history/house-windsor/</p>	<p style="text-align: center;">The House of Windsor</p> <p style="text-align: center;">Apply</p> <p>Compare land use maps Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Look at where Windsor Castle was built. Chn could consider why this area was chosen and why it was built in the first place. • Use Digimaps to compare how the area of Berkshire where Windsor Castle stands has changed over time. Can chn give reasons for the change? • Chn to create own map of Windsor using four-figure grid reference, symbols and key.
6	<p style="text-align: center;">Alfred the Great</p> <p>Hypothesise: Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>Apply: Be able to find out about aspects of the past from a range of sources</p> <p>Critique: Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>	<p style="text-align: center;">Alfred the Great</p> <p style="text-align: center;">Critique</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Ideas</p>

<p>Q – Who was Alfred the Great? Q – Was he an educated man? Q – Was Alfred a good leader? Why? Q – What successes did Alfred enjoy?</p> <p>https://www.britannica.com/biography/Alfred-king-of-Wessex#:~:text=Alfred%2C%20also%20spelled%20Aelfred%2C%20byname,during%20his%20reign%2C%20circa%20890.</p> <p>https://www.historic-uk.com/HistoryMagazine/DestinationsUK/Winchester-Ancient-Capital-of-England/#:~:text=In%20871%20at%20the%20tender,established%20Winchester%20as%20his%20capital.&text=As%20befits%20a%20capital%20in,art%20and%20learning%20in%20England.</p>	<ul style="list-style-type: none"> • Look at how the area of Kent was separated and how it changed over time and why it changed • Map Anglo-Saxon burial sites around Kent. • Look how settlement has changed over history in Kent. • Vikings raids in Kent – Map where and why they raided these places <p>https://webapps.kent.gov.uk/KCC.ExploringKentsPast.Web.Sites.Public/SingleResult.aspx?uid=Tke1070</p>
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The Canterbury Primary School

Year	RE	PSHE
R	<p>14th November – Diwali 1st December – First Sunday of Advent 10th – 18th December - Hanukkah 25th December – Christmas Day</p>	<p>Caring</p> <p>R1. What roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. Identify the people who love and care for them and what they do to help them feel cared for</p> <p>R6. How people make friends and what makes a good friendship R7. How to recognise when they or someone else feels lonely and what to do</p>
1	<p>Christianity</p> <p>Key Question: Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • What do different people believe about God? • Why do some people believe God exists? <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>Families</p> <p>R1. What roles different people (e.g. acquaintances, friends and relatives) play in our lives R3. Identify different types of families including those that may be different to their own R4. Identify common features of family life R8. Develop simple strategies to resolve arguments between friends positively</p>
2	<p>Hinduism</p> <p>Key Question: How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Which times are special and why? • Why are festivals important to religious communities? <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.</p>	<p>Helping</p> <p>R1. What roles different people (e.g. acquaintances, friends and relatives) play in our lives R5. Recognise it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R9. How to ask for help if a friendship is making them feel unhappy</p>

	<p>Consider the importance and value of celebration and remembrance in children's own lives.</p>	
<p>3</p>	<p style="text-align: center;">Christianity</p> <p>Key Question: What do different people believe about God?</p> <ul style="list-style-type: none"> • Who is Christian/Muslim/Jewish and what do they believe? • Why do some people believe God exists? <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;">Friendships</p> <p>R1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. Explore marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R10: What is the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>
<p>4</p>	<p style="text-align: center;">Hinduism</p> <p>Key Question: Why do some people think that life is like a journey and what significant experiences mark this?</p> <ul style="list-style-type: none"> • Which times are special and why? • 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? <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;">Commitment</p> <p>R4. Discuss why forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. Identify people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. What feature of positive family life is caring relationships; about the different ways in which people care for one another R12. Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. Why is it importance to seek support if feeling lonely or excluded</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;">Christianity</p> <p>Key Question: Why do some people think God exists?</p> <ul style="list-style-type: none"> • Why do so many people believe in God? • What do the terms 'theist', 'agnostic' and atheist mean? <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;">Inclusion</p> <p>R7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R14. Why healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>
<p>6</p>	<p style="text-align: center;">Hinduism</p> <p>Key Question: What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> • Is death the end? • Why is there suffering? Are there any solutions? <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;">Identity</p> <p>R2. Why might people be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R16. How friendships can change over time, about making new friends and the benefits of having different types of friends R17. Recognise friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

The Canterbury Primary School

Year	Art and Design	Design and Technology
Reception	<p>Festivals</p> <p><u>Exploring and Developing Ideas (Plan)</u></p> <ul style="list-style-type: none"> - Explore ideas from first hand observation, experience and imagination. - Discuss with an adult their starting points for their work. - Begin to say the names of the artists, craftspeople and designers they have learnt about. <p>Focus: Create a picture of a fireworks display using Jackson Pollock's drip painting technique.</p> <p><u>Painting</u></p> <ul style="list-style-type: none"> - Experimenting with and using primary colours - Naming colours of paint - Mixing paint (not formal) - Learn the names of different tools that bring colour - Use a range of tools and methods to create different effects with paint e.g. straws, forks, paint brushes, cotton buds, bubble wrap <p>Artist: Jackson Pollock- Technique 'Drip' painting</p>  <p><u>Evaluating and Developing</u></p> <ul style="list-style-type: none"> - Say what they like about their work - Identify what they could improve next time 	<p>Festivals</p> <p><u>Design</u></p> <ul style="list-style-type: none"> -Explain what they are going to make and which materials they are using -Select from a range of given materials which will meet a given design criteria e.g. shiny - Select and name the tools needed to work with materials e.g. scissors for paper - Explore ideas by rearranging materials - Describe simple models or drawings of ideas and intentions -Discuss their work as it progresses <p><u>Make- Food</u></p> <ul style="list-style-type: none"> -Begin to develop a food vocabulary using taste, smell, texture and feel. -Explore familiar food products e.g. fruit and vegetables -Stir, spread and knead and shape a range of food and ingredients -Begin to work safely and hygienically -Start to think about the need for a variety of foods in a diet -Measure and weigh food items using non- statutory measures e.g. spoons and cups. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> -Say what they like and do not like about items they have and attempt to give reasons. -Begin to talk about their designs as they develop and identify good and bad points. -Start to talk about changes made during the making process. <p>Discuss how closely their finished product meets their design criteria.</p> <p>Focus: Make an item of food for a festival</p> 

1

Stuarts

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: Collage of the Great Fire of London- Warm colours

Collage

KS1 Art and Design National Curriculum- To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space.

Children can:

- Use a combination of materials that have been cut, torn and glued
- Sort and arrange materials
- Add texture by mixing materials
- Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.



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.

Stuarts

Design

- 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- Structures

- Begin to select from a range of hand tools and equipment
- 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
- Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.
- 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

Evaluate

- Explain positives and things to improve for existing products
- As they work, start to identify strengths and possible changes they might make to refine their existing design

Focus: Create a house from the Stuart era. Why and how did buildings change as a result of the Great Fire of London?

Key People: Le Corbusier Shape Houses, Anselm Keifer- Broken Houses, Christopher Wren

		
<p>2</p>	<p><i>Tudors</i> <u>Exploring and Developing Ideas</u> 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. <u>Focus: Tudor Portraiture- Making Portraits in a variety of styles. How have portraits developed over time?</u> Artist: Compare- Hans Holbein- Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol. <u>Drawing</u> 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.</p>	<p><i>Tudors</i> <u>Design</u> -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. <u>Make- Structures- Tudor House</u> -Begin to select from a range of hand tools and equipment -Select from a range of materials, textiles and components according to their characteristics -Learn to use hand tools and kitchen equipment safely -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 -Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations. -Build simple structures, exploring how they can be made stronger, stiffer and more stable <u>Evaluate</u></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.

- 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
- Evaluate their products and ideas against their simple design criteria
- Start to understand that the iterative process sometimes involves repeating different stages of the process.

Focus: Create a Tudor House



3

Victorians

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: Create a wood block print and create a piece of wallpaper in the style of William Morris

Artist: William Morris and the Pre- Raphaelites Renaissance movement

Printing

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

Children can:

- Use more than one colour to layer in a print
- Replicate patterns from observations

Victorians

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
- 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 planning, start to explain their choice of materials and components including function and aesthetics
- Use computer-aided design to develop and communicate their ideas

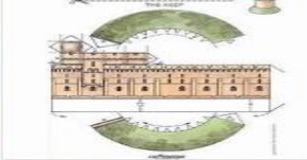
Make- Create a Victorian Toy with a lever and linkages

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products
- Understand and demonstrate how mechanical systems have an input and output process
- Explain how mechanical systems such as levers and linkages create movement

Evaluate

	<ul style="list-style-type: none"> -Make printing blocks -Make repeated patterns with precision -Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.  <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose -Explore what materials/ingredients products are made from and suggest reasons for this -Consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product -Evaluate their product against their original design criteria -Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. <p>Focus: Create a Victorian toy with a lever and linkages- Compare old and new toys- Jack in the Box, Diablo, Rocking Horse, Train</p> 
4	<p>Vikings</p> <p>Exploring and Developing Ideas (Plan)</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> -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. <p>Focus: Drawing portraits of Viking Warriors- The Oseberg Style and The Borre Style- Draw Viking knots and patterns- Animals</p> <p>Drawing</p>	<p>Vikings</p> <p>Design</p> <ul style="list-style-type: none"> -Use their knowledge of a broad range of existing products to help generate their ideas <p>Make- Food</p> <ul style="list-style-type: none"> -Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world -Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality -Understand that food is processed into ingredients that can be eaten or used in cooking -Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source -Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling

	<p>KS2 Art and Design National Curriculum- To become proficient in drawing techniques. -To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> -Experiment with showing line, tone and texture with different hardness of pencils -Use shading to show light and shadow effects -Use different materials to draw, e.g. pastels, chalk, felt tips -Show an awareness of space when drawing -Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.  <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes -Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma -Alter methods, cooking times and/or temperatures -Measure accurately and calculate ratios of ingredients to scale up or down from a recipe -Independently follow a recipe. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> -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. <p>Focus: Recreate a Viking Feast Night</p> 
5	<p><i>The House of Windsor</i></p> <p><u>Exploring and Developing Ideas (Plan)</u></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> -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. 	<p><i>The House of Windsor</i></p> <p><u>Design</u></p> <ul style="list-style-type: none"> -Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products -Use their knowledge of a broad range of existing products to help generate their ideas -Design products that have a clear purpose -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 <p><u>Make- Structure/ Model of Windsor Castle</u></p>

	<p>Focus: Painting- Use Andy Warhol’s technique to recreate a portrait of Queen Elizabeth II</p> <p>Painting</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> -Create a colour palette, demonstrating mixing techniques -Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces -Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. <p>Artist: Andy Warhol</p>  <p>Evaluating and Developing Work</p> <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products -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 -Learn to use a range of tools and equipment safely -Independently take exact measurements and mark out, to within 1 millimetre -Use a full range of materials and components, including construction materials -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 <p>Evaluate</p> <ul style="list-style-type: none"> -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: Make a model of Windsor Castle  
6	<p>Alfred the Great</p> <p>Exploring and Developing Ideas (Plan)</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> -Review and revisit ideas in their sketchbooks -Offer feedback using technical vocabulary -Think critically about their art and design work 	<p>Alfred the Great</p> <p>Design</p> <ul style="list-style-type: none"> -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 -Generate a range of design ideas and clearly communicate final designs -Consider the availability and costings of resources when planning out designs <p>Make- Anglo Saxon Architecture- Frame Structures</p>

-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: Textiles- Relic Bag – Could explore the Bayeux Tapestry



Textiles

Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.

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.

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products
- 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
- 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
- Use a full range of materials and components, including construction materials
- Cut a range of materials with precision and accuracy
- Shape and score materials with precision and accuracy
- Assemble, join and combine materials and components
- Refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.

Evaluate

- 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: Create a model of an Anglo Saxon Building



Year	Music	Computing
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<p>R</p>	<p style="text-align: center;">Festivals</p> <p><u>Focus: Junk percussion – For pupils to learn about how to make instruments out of junk and then play them as part of a small performance (festival style).</u></p> <p>SF: I will learn about junk percussion and be involved in playing instruments I have made. I will also learn how music is used in the different Festivals.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Talk about what we can use to make the instruments from • Collect items • Make the instruments/ decorate them • Listen to music from various festivals • Short performance using the instruments which have been made – can be played along to a recorded piece <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Junk – cartons, tubes, bottles, tins • Pasta, rice etc • Art resources • Internet for YouTube and music 	<p style="text-align: center;">Festivals</p> <p>Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. The main area within the EYFS statutory framework related to computing is the Understanding the world - Technology strand, although each area of the framework enables practitioners to effectively prepare children for studying the computing curriculum.</p> <p>The Development Matters (pg. 2) document states of best practice in early years is creative, active, exploratory, playful and encourages critical thinking, thus the activities below have been included to meet these criteria where feasible. 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><i>Understanding the world</i> - Classrooms could contain a role play area with a range of technology, both functioning and model / broken devices, or a variety of electronic toys, such as remote controlled cars, walkie-talkies and interactive pets, as part of continuous provision. Further technology could be included in conjunction with other activities, such as digital cameras for pupils to photograph their own learning, although it is worth bearing in mind that the EYFS Framework (pg. 12) states children need to “select and use technology for a particular purpose”, rather than simply being given a device. The pedagogical approaches used this age group should also be carefully considered, which includes the need to tinker, or play, with a device, in order to discover how it functions.</p> <p><i>Literacy</i> - Bee Bots continue to be extremely popular in both EYFS and Key Stage 1, and provide a number of opportunities to develop pupils’ computing knowledge within literacy sessions. Children could create a story about the Bee Bot’s journey, such as around a local area or a country being studied, or they could sequence events within a story being studied. For example, children could guide the Bee Bot between different locations, characters and locations within</p>
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Little Red Riding Hood. Should devices not be available, the Barefoot website has [Fake Bots](#) available, which children can use instead of a digital device.

Physical development - many children entering Early Years settings are already familiar with tablet devices, although their ability to use a keyboard and mouse is often limited. This has recently become a more significant issue, due to the [prevalence of tablet devices in the home](#). It is therefore important that children are given opportunities to become familiar with a range of input devices, including the keyboard and mouse, in order 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 [Dance Mat Typing](#) or the [Animal Typing app](#), or more creative outcomes, as described when examining the areas below.

Communication and language - Unplugged activities, or those away from the machine, give children an opportunity to develop their understanding of technology without the need for expensive devices. Children could be asked to give precise instructions verbally, such as through giving instructions to a [sandwich making robot](#), with links made to the importance of using the correct vocabulary, along with speaking clearly and precisely. Give me instructions could also form part of sessions linked to physical development activities, such as determining rules for certain playground games.

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, which could also link to children giving online safety guidance to their peers on using technology safely and what to do if they feel worried or concerned when you using a device. 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](#). Using voice and video recorders also allows children to self evaluate their own speaking.

Expressive arts and design - The use of painting and graphics applications can further develop pupils' keyboard and mouse skills, whilst a range of tablet based apps are also available, such as the free [Doodle Buddy](#). Creative outcomes can be

		<p>produced, which allows pupils to take ownership of their work and could even be part of an extended project. Outputs produced could be linked to other uses of technology, such as producing mats for Bee Beets to travel around, other physical computing devices, such as Spheros, can even be put into paint and controlled using a tablet device to produce images. Outfits for the device to wear, such as Bee Bot head dresses or Sphero paper cup people, could also be developed.</p> <p>Mathematics - Controlling devices provides an excellent opportunity to develop pupils' understanding of left and right, along with directional language. Pupils could be asked to guide a device around a shape, or even use activities from programming related websites, such as code.org, to develop their understanding further. However, whilst such activities can effectively engage pupils in programming tasks, their usage should be carefully considered to ensure they have a purpose.</p> <p>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</p>
1	<p style="text-align: center;">Stuarts</p> <p><u>Focus: For pupils to write a chant about the Stuarts, which includes Plague, Fire and War and perform in classes (or smaller groups) to each other. Pupils to also experience singing in a round, changing the words to Frere Jacques if possible, with words from their chant.</u></p> <p>SF: I can write a chant about the Stuarts and perform it with my friends, in front of the other class. I can also take part in singing in a round to Frere Jacques and play a part in changing the words.</p>	<p style="text-align: center;">Stuarts</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> I know to keep information about me safe (e.g. not sharing personal information). Teacher Info Smartie The Penguin Webster's e-book Taking Care of Personal Information I can list they information I should keep safe and some things I could share. <p>Information Technology</p> <ul style="list-style-type: none"> I know that digital devices have inputs and outputs. I can explain three input devices I may use (e.g. mouse, keyboard, Beebot...). <p>Computer Science https://code.org/ https://www.codeforlife.education/</p>

	<p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Research and discuss facts about the Stuarts • Watch/ listen to other chants • Write your own chant, using the facts • Listen to Rounds and practice singing in one – changing the words if time allows <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube • iPad to record 	<p>e.g. Mole Maze https://code.org/</p>
<p>2</p>	<p style="text-align: center;">Tudors</p> <p><u>Focus: For pupils to experience the percussion family and compose a piece (soundscape), based on the Tudors.</u></p> <p><u>SF:</u> I can name the different percussion instruments and learn how to play them in a group, when playing our composition about the Tudors.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Learn about the different percussion instruments – what they are called and how they are played • Research fun facts about the Tudors – especially how much they loved their music! • Listen to music from that time – discuss • In small groups, create a soundscape, based on the Tudors • Perform (with one narrator) the compositions to each other <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Percussion instruments • iPads to record compositions • laptops for research 	<p style="text-align: center;">Tudors</p> <p style="text-align: center;">Digital Literacy</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>I can list the technology we use at home and explain what it is used for.</p> <p style="text-align: center;">Computers are everywhere</p> <p>I can list the technology we use at home and explain what it is used for.</p> <p style="text-align: center;">Information Technology</p> <p>I know that the keys on a keyboard or touch screen have different functions.</p> <p>I can explain some of the functions on a keyboard (e.g. how to get a capital letter, how to make a £ sign...).</p> <p>I can use a typing program to help me use a keyboard more efficiently (e.g. 2Type, BBC Dancemat...).</p> <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <p>I can create an algorithm on screen with a sequence of steps (five or more).</p> <p>I can write two different algorithms to achieve the same goal.</p> <p>I can create a simple program using at least two algorithms (e.g. in Scratch tell a joke, create a fish tank).</p>

	<ul style="list-style-type: none"> • YouTube for music from the Tudor years 	<p>https://code.org/</p> <p>Varied levels of coding available</p>
<p>3</p>	<p style="text-align: center;">Victorians</p> <p><u>Focus: Junk Percussion and Call & Response.</u></p> <p><u>SF:</u> I will perform our Call & Response composition, based on the Victorians, on the various junk objects we have made. I will also listen to music from that era.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Collect various resources to make into instruments (shakers, comb & paper, buckets to hit, sand in a tray, the radiator (!), cotton reels etc) • Practice playing to a beat • Pupils to compose a call & response piece, using facts about the Victorians • Explore call & response – what is it? Where and when did it begin? Play examples on YouTube • Perform piece as a class, or in small groups • Listen to music from that time – and discuss <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Resources to make instruments • YouTube – call & response and music from that era • Laptops to research facts about the Victorians 	<p style="text-align: center;">Victorians</p> <p style="text-align: center;">Digital Literacy</p> <p>On-Line Safety Follow Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> • I know I should keep my personal information private. • I can explain the difference between keeping information private and public. <p>Childnet Captain Kara and the Smart Crew Insafe Activity Book - (Available in variety of languages)</p> <p style="text-align: center;">Information Technology</p> <p>I can edit an audio file. EasiMics and Audacity</p> <p style="text-align: center;">Computer Science</p> <p>https://code.org/ https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can explain the differences between coding a floor turtle and a screen turtle. • I can create a program that has a sequence of at least six steps using a screen turtle. • I can change the order of a mixed-up algorithm so that it works. <p>https://code.org/ Scratch</p>

4

Vikings

Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C and Am chords will be learnt/ re-capped from last year, and words to these chords in the shape of a poem and used as a call and response, using facts about the Vikings (eg. Slave trade).

SF:

I will learn how to play the C and Am chord on the Ukulele and perform our piece to my class, in my group. I will take part in a composition about the Vikings, writing a poem which can be turned into a call and response.

Content/ ideas:

- Learn the C chord
- Learn the Am chord (I can help with this)
- Discuss the Vikings/ Slave Trade
- Research and discuss the connection between the Slave Trade and Call and Response
- Write (or copy) short poems/ call and response in groups, using the facts about the Vikings
- Add the words, whilst strumming the chords

Resources:

- Ukuleles
- Internet/ laptops for research on facts about the Vikings/ poems
- Internet for examples of Call and Response

Vikings

Digital Literacy

I know how email works.

I can send an e-mail.

[How email works video](#)

Information Technology

- I know that a data logger can be used to collect useful data.
- I can explore measuring temperature, sound or light with a data logger.
I can create a graph using a data logger.

Computer Science

<https://code.org/>

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

I know that a bug is an error and will stop the program running correctly.

[Logic Bug](#)

[What is a bug](#)

I can debug a program/game that doesn't work.

<https://code.org/>

Scratch

<p>5</p>	<p style="text-align: center;">The House of Windsor</p> <p><u>Focus: Rhythm: Pupils to learn about & compose their own rap, using facts about The House of Windsor</u></p> <p><u>L/O:</u> I will learn about the history of rap and in a group, compose my own piece, using facts about The House of Windsor.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Research the history behind rap • Research facts about The House of Windsor • Practice various raps • In small groups, using their facts, pupils to compose a rap, using a keyboard as their backing track • Pupils to perform their raps (record them on iPads) <p><u>Recourses:</u></p> <ul style="list-style-type: none"> • YouTube for examples of rap • iPads for recording purposes • Keyboard, for backing track • laptops for research 	<p style="text-align: center;">The House Of Windsor</p> <p style="text-align: center;">Digital Literacy</p> <p>I know my online activity leaves a digital footprint and that information about me may be used later. (I.e. think before I post). Jigsaw Spacebook Profile Digital Citizenship</p> <p style="text-align: center;">Information Technology</p> <p>I know that films use green screen technology to create special effects. (Optional) Dr.Who Harry Potter Broomstick I can create my own video using green screen techniques. DoInk</p> <p style="text-align: center;">Computer Science</p> <p>https://code.org/ https://www.codeforlife.education/</p> <p>I know how to detect errors in algorithms. I can look at an algorithm to explain what should happen. I can change the code in a program to fix errors and solve a problem. (A program with mistakes e.g. draws red line not blue)</p>
<p>6</p>	<p style="text-align: center;">Alfred the Great</p> <p><u>Focus: Listening: Listening topic: Pupils to explore the history of music and musical instruments from that era.</u></p> <p><u>SF:</u> I will listen to a range of music from that era, and discuss with my class how different it is to now, what instruments are used and understand the evolution of instruments, musical styles and famous composers.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Listen and explore the history of music (YouTube) • Discuss what the instruments are used • How is the music different to now? How has it changed? 	<p style="text-align: center;">Alfred The Great</p> <p style="text-align: center;">Digital Literacy</p> <p>I can use a search engine to find appropriate information and check its reliability. I know sometimes I need to refine my search as I don't always get the information I was expecting. AlleyK&tz Validity Should I trust everything I read on the web? I can find out who the information on a webpage belongs to.</p> <p style="text-align: center;">Information Technology</p> <p>I know how to enter formulae, change data and predict the results. I know how to format cells. I can generate a graph from my spreadsheet. Excel etc</p>

<ul style="list-style-type: none"> • How have the instruments changed over the years? • Discuss the famous composers, around at that time • What are the pupils' favourite/ least favourite, and why? • Feel free to experiment on keyboards, piano, xylophone etc., to create your own piece, inspired by what you have heard – and compose a Fanfare? • Listen to the song: Alfred the Great and learn and sing along - https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-alfred-the-great/z6j447h <p><u>If time:</u></p> <ul style="list-style-type: none"> • Identifying how the song is divided into sections called bars. • Clapping along to the music and explaining that it feels comfortable to count to four - which means there are four beats in a bar. • Identifying how the notes of the chorus for 'If you dare' rise in the pitch and how they fall in pitch on 'Big fanfare'. • Practising singing the words of the chorus with lots of energy and confidence, particularly on the words 'Fight with me, if you dare!' • Identifying and clapping the fast word rhythms in Verse 2. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube • Laptops/ headphones for research 	<p style="text-align: right;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <p>I know that search engines use web crawlers to retrieve search results [i.e. searches the words you type in to the web browser].</p> <p>How search engines work How search works How web pages work</p> <p>I know how search engines rank search results.</p> <p style="text-align: right;">Google Video</p>
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Year	PE Term 2
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R	<p>Dance</p> <p><u>Acquiring and developing skills</u> To understand how to use the space when moving.</p> <p><u>Selecting and applying skills</u> To begin to use different movements.</p> <p><u>Knowledge and understanding</u> To describe how the body feels before, during and after the activity.</p> <p><u>Evaluating and improving</u> To watch others, describe what they see and copy.</p> <p><u>Suggested activities:</u> http://www.musicandmovement.org.uk/learning-resources/themed-activities/</p>
1	<p>Infant Agility/ Balancing</p> <p>Activities: Balancing, jumping, bouncing, running, throwing, catching, skipping</p> <p><u>Acquiring and developing skills</u> To understand how to move fluently, change direction and speed easily, avoid collisions, develop spatial awareness. To show some control and accuracy in throwing and catching.</p> <p><u>Selecting and applying skills</u> To begin to use different movements, speeds and pathways. To understand how to recognise special awareness. To understand the concepts of aiming.</p> <p><u>Knowledge and understanding</u> To describe how the body feels before, during and after the activity. To discuss why playing games is good for us.</p> <p><u>Evaluating and improving</u> To watch others, describe what they see and copy.</p> <p><u>Suggested activities:</u></p> <p>Reaction game: Children lie on the floor in a space and on command they have to get to their feet as quickly as possible. Play this game from different starting positions eg. lying on their front, back, sitting. Extend this activity by getting children to stand up and run 10 metres.</p> <p>Rat and rabbit game: Children stand with a partner back to back. Have two lines of children standing back to back. One row are the rats, the other rabbits. Use cones or lines to mark the zone both sides of the two rows. On command “rats” all children who are rats run towards their marker/line and their partner rabbit must turn and chase, trying to catch them before they reach the end of the zone. Children return to the starting position. Repeat several times calling either rat or rabbit.</p> <p>Run rabbit, run: Set out randomly 10 – 15 hoops, spots or cone markers. Explain to the children that these are the rabbit holes and on command of “Run, Rabbit, Run” the children must get to the safety of a rabbit hole as quickly as possible. A maximum of 3 children are allowed to a rabbit hole. To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.</p>

	<p>Relay games: Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.</p>
2	<p>Tennis</p> <p>Infant Agility</p> <p>Acquiring and developing skills To move fluently, change direction and speed easily, avoid collisions, develop spatial awareness. To show control and accuracy in throwing and catching. To control the speed/ ball when participating in activities.</p> <p>Selecting and applying skills To use different movements, speeds and pathways. To recognise special awareness. To understand the concepts of aiming.</p> <p>Knowledge and understanding To describe changes to the body when exercising. To explain what body needs to keep healthy.</p> <p>Evaluating and improving To watch others, describe what they see and copy. To provide feedback on the improvement.</p> <p>Suggested activities:</p> <p>Reaction game: Children lie on the floor in a space and on command they have to get to their feet as quickly as possible. Play this game from different starting positions eg. lying on their front, back, sitting. Extend this activity by getting children to stand up and run 10 metres.</p> <p>Rat and rabbit game: Children stand with a partner back to back. Have two lines of children standing back to back. One row are the rats, the other rabbits. Use cones or lines to mark the zone both sides of the two rows. On command “rats” all children who are rats run towards their marker/line and their partner rabbit must turn and chase, trying to catch them before they reach the end of the zone. Children return to the starting position. Repeat several times calling either rat or rabbit.</p> <p>Run rabbit, run: Set out randomly 10 – 15 hoops, spots or cone markers. Explain to the children that these are the rabbit holes and on command of “Run, Rabbit, Run” the children must get to the safety of a rabbit hole as quickly as possible. A maximum of 3 children are allowed to a rabbit hole. To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.</p> <p>Relay games: Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.</p>
3	<p>Tag Rugby</p> <p>Acquiring and developing skills To use and link a combination of skills in tasks and game scenarios. To begin to develop co-ordination, control and accuracy in tasks. To begin to communicate with others during game situations.</p> <p>Selecting and applying skills, tactics and compositional ideas To begin to apply control, co-ordination and accuracy in a variety of game situations. To begin to apply tactics in game situations to be successful as a team. To work well in a group.</p> <p>Knowledge and understanding of fitness and health To recognise how their body feels when still and exercising, explaining what and why these are occurring.</p>

Evaluating and improving performance

To describe actions and suggest what improvements could be made.

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 balltwo 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>

Dance

Acquiring and developing skills

To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own and general space, using changes of speed, level and direction.

Selecting and applying skills, tactics and compositional ideas

To compose and link movement to make simple dances with clear beginnings, middles and ends. To perform movement phrases using a range of body actions and body parts.

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 an 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.

Exploration activity:

- **Sway:** The beginning of the wind dance phase. Explore the action word with different body parts and different body shapes. Think about the dynamics e.g is it heavy or light movement? What about the flow? Jerky or smooth?
- **Whirl:** Adding to sway, but becoming a little more faster/heavier wind. Lends itself to rolling backwards and forwards/alternating sides. Try rolling and abruptly stopping on each side to pause, holding your shape still, before repeating on the other side.

- **Spiral and fall:** The middle of the dance phase. The wind is stronger, lifting and reaching higher and higher. Show this movement with your hands. The whirlwind spreading and getting bigger. As the wind drops slightly, show this within your actions.
- **Leap:** The end of the dance where the wind is at its strongest/your actions at their strongest. Run and leap. Make it clear what shape your action/movement will be. Where is your focus?

<https://www.twinkl.co.uk/resource/t2-mov-35-twinkl-move-year-3-dance-extreme-earth-unit-overview>

4 Tag Rugby

Acquiring and developing skills

To use and link a combination of skills in tasks and game scenarios. To use co-ordination, control and accuracy in tasks. To vary skills, actions and ideas and link these in ways that suit in the games activity.

Selecting and applying skills, tactics and compositional ideas

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

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 balltwo 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>

Dance

Acquiring and developing skills

To remember, repeat and develop sequences of movement with varying dynamics in response to stimuli.

Selecting and applying skills, tactics and compositional ideas

To choose, use and vary compositional ideas in the sequences they create and perform.

Knowledge and understanding of fitness and health

To recognise and describe what their bodies feel like during different types of activity. To lift, move and place equipment safely.

Evaluating and improving performance

To modify parts of a sequence as a result of self-evaluation.

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.

Exploration activity:

- **Sway:** The beginning of the wind dance phase. Explore the action word with different body parts and different body shapes. Think about the dynamics e.g is it heavy or light movement? What about the flow? Jerky or smooth?
- **Whirl:** Adding to sway, but becoming a little more faster/heavier wind. Lends itself to rolling backwards and forwards/alternating sides. Try rolling and abruptly stopping on each side to pause, holding your shape still, before repeating on the other side.
- **Spiral and fall:** The middle of the dance phase. The wind is stronger, lifting and reaching higher and higher. Show this movement with your hands. The whirlwind spreading and getting bigger. As the wind drops slightly, show this within your actions.
- **Leap:** The end of the dance where the wind is at its strongest/your actions at their strongest. Run and leap. Make it clear what shape your action/movement will be. Where is your focus?

<https://www.twinkl.co.uk/resource/t2-mov-35-twinkl-move-year-3-dance-extreme-earth-unit-overview>

5 *Basketball*

Acquiring and developing skills

To explore a variety of activities that require co-ordination, control and accuracy.

Selecting and applying skills, tactics and compositional ideas

To begin to apply control, co-ordination and accuracy when using a variety of different balls/objects to achieve a variety of tasks.

To vary skills, actions and ideas and link these in ways that suit the games activity. To take part in competitive games with a strong understanding of tactics and composition.

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 copy, watch and describe actions and comment on how to be successful and improve.

Suggested activities:

Skill practice: make a circle with a minimum of two on each cone and a turning cone in the centre. Those at the front of their cone must dribble into the turning cone then change direction and dribble back to their cone where the next person will do the same. Progress to dribbling into the turning cone and then turning to the cone to the left instead of just going back to the cone they started from.

King of the ring: Children must dribble around in the area. If their ball goes outside of the area they are out. When 'King of the Ring' is called, children can knock other people's balls out whilst still dribbling their own around. This will encourage keeping the ball close and plenty of turns away from others trying to knock their ball out.

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.

Swimming

6 Basketball

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 using a variety of different balls/objects to achieve a variety of tasks. To take part in competitive games with a strong understanding of tactics and composition. To apply knowledge of skills for attacking and defending. To show confidence in using balls skills in various ways.

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:

Skill practice: make a circle with a minimum of two on each cone and a turning cone in the centre. Those at the front of their cone must dribble into the turning cone then change direction and dribble back to their cone where the next person will do the same. Progress to dribbling into the turning cone and then turning to the cone to the left instead of just going back to the cone they started from.

King of the ring: Children must dribble around in the area. If their ball goes outside of the area they are out. When 'King of the Ring' is called, children can knock other people's balls out whilst still dribbling their own around. This will encourage keeping the ball close and plenty of turns away from others trying to knock their ball out.

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.

Dodgeball

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 using a variety of different balls. 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://www.thepeshed.com/dodgeball-games>

<https://www.teachingideas.co.uk/games/dodgeball-skittles>

The Canterbury Primary School