

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Up, Up and Away	Transport Chitty Chitty Bang Bang	Ocean Liners (The Titanic)	Steam Power	Communication	Great British Inventions	Medical advances



The Canterbury Primary School

Curriculum

2020-2021

Term 5

Great Inventions



Year	Reading
<p>R Up, Up and Away</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>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>RETELLING AND RECITING ORALLY <i>To demonstrate understanding of stories by retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Use pictures and actions to learn and recite a simple version of a text. <p>THEMES <i>To identify the main ideas and themes in a wide range of books</i></p> <ul style="list-style-type: none"> ➤ Link familiar themes to their own experiences. <p>EVALUATING <i>Evaluate the text</i></p>

	<ul style="list-style-type: none"> ➤ Begin to talk about aspects of the text they like.
<p>1 Cars - Chitty Chitty Bang Bang</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>NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Find information in a text about an event, character or topic. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Think about what they know about events or topics prior to reading. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Speculate about the possible meanings of new or unfamiliar words met in reading. ➤ Explain the meaning of the words they meet in a text <p><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 <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. ➤ Find specific information in simple texts they've read or that has been read to them. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Match events to characters in narrative and detail and information to objects or topics in non-fiction texts. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. ➤ Discuss what is suggested about a character from the way or how he/ she speaks. <p><i>Justify their ideas about a text</i></p>

	<ul style="list-style-type: none"> ➤ Answer simple questions where they recall information from a text. <p>VISUALISING</p> <p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Visualise what they have been reading, e.g. through drawing or acting out. <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 style="text-align: center;">2</p> <p>Ocean Liners - Titanic</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. <p>NON-FICTION: RETRIEVAL</p> <p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. ➤ Express and record their understanding of information orally, using simple graphics, or in writing. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link the events or topic from a text to their own experience and/ or information they know. ➤ Recognise how books are similar to others they have read or heard. <p>VOCABULARY</p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. ➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Develop understanding of words met in reading. ➤ Speculate about the possible meaning of unfamiliar words they have read. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries to locate words by the initial letter. ➤ Use terms such as definition. ➤ Discuss the definitions given in dictionaries and agree which is the most useful in the context. <p>RETRIEVAL</p> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non – fiction. ➤ Give reasons why things happen where this is directly explained in the text. <p><i>Answer questions about a text and record their understanding</i></p>

	<ul style="list-style-type: none"> ➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. ➤ Use different formats (matching, ordering etc.) to answer questions on a text. <p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Make inferences about characters from what they say and do, focusing on important moments in a text. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text. <p>VISUALISING <i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events. <p>PREDICTING <i>Predict what might happen</i></p> <ul style="list-style-type: none"> ➤ 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.
<p>3 Steam Power</p>	<p>NON-FICTION: ASKING QUESTIONS <i>Ask questions to find out</i> Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</p> <p>NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Take information from diagrams, flow charts and forms where it is presented graphically. ➤ Express and record their understanding of information orally, using simple graphics, or in writing. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link the events or topic from a text to their own experience and/ or information gathered. ➤ Begin to make links to similar books they have read. <p>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). <i>Answer questions about a text and record their understanding</i> ➤ 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>VISUALISING <i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Re-present information gathered from a text as a picture or graphic, labelling it with material from the text. <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>4 Communication</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>NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Pick out key sentences and phrases that convey important information. ➤ Take information from diagrams, flow charts and forms where it is presented graphically. ➤ Collect information from different sources and present it in a simple format e.g. chart, poster, diagram. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. <p>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.

Build a wide vocabulary

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

Use a dictionary effectively

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

RETRIEVAL

Retrieve information from texts

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

Answer questions about a text and record their understanding

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

INFERENCE

Infer from what characters say and do

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

Justify their ideas about a text

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

Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.

VISUALISING

Visualise their understanding of what they have read

- Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.

PREDICTING

Predict what might happen

- 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>5 Great British Inventions</p>	<p>NON-FICTION: ASKING QUESTIONS <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>NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Locate information confidently and efficiently, using the full range of the information being read, including information presented graphically. ➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. ➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. ➤ Check the plausibility and accuracy of their explanation or inference of the word meaning <p><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. <p>RETRIEVAL <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> ➤ Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> ➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. ➤ Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. ➤ Vary the reading strategies they use to answer questions, depending on the different types asked. ➤ Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.
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	<p>INFERENCE <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> ➤ Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ 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. <p>VISUALISING <i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself. <p>PREDICTING <i>Predict what might happen</i></p> <ul style="list-style-type: none"> ➤ 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.
<p>6 Medical Advances</p>	<p>NON-FICTION: ASKING QUESTIONS <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. ➤ Refine research questions in the light of initial findings. <p>NON-FICTION: RETRIEVAL <i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Evaluate texts for their reliability and usefulness when researching a topic. ➤ Record important details retrieved from a text using an appropriate format e.g. by making a comparisons table. <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read. <p>VOCABULARY <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning ➤ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ 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. <p><i>Use a dictionary effectively</i></p>

- 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.

VISUALISING

Visualise their understanding of what they have read

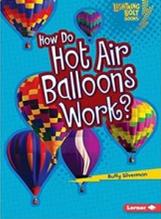
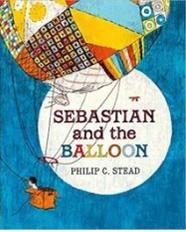
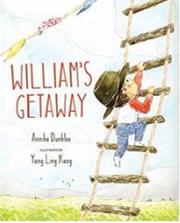
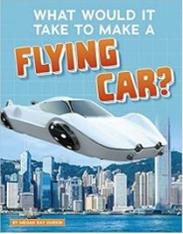
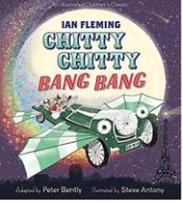
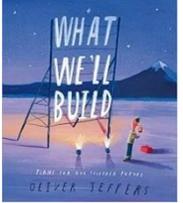
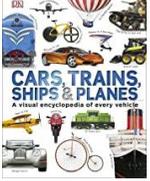
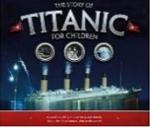
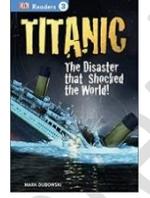
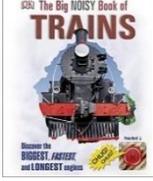
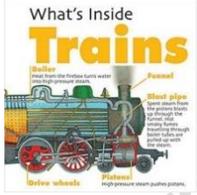
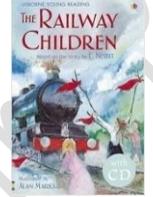
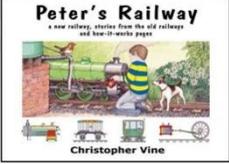
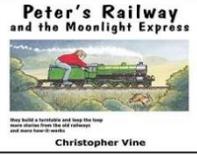
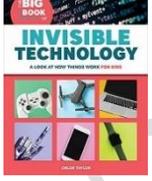
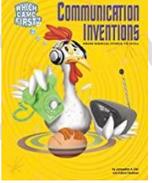
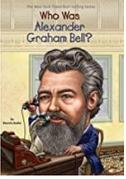
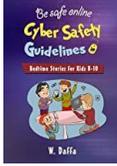
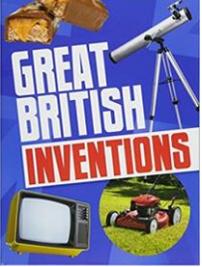
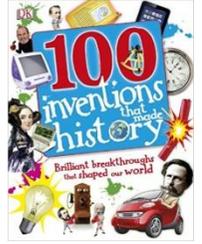
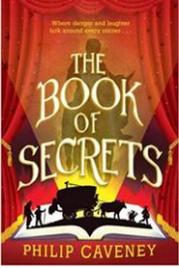
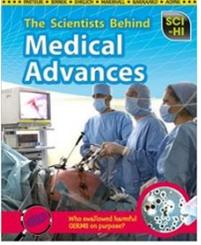
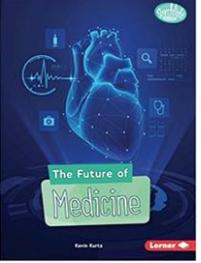
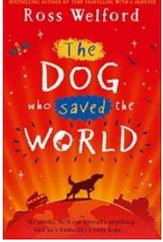
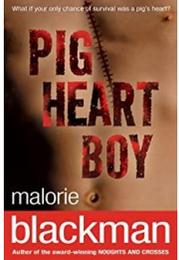
- Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself .

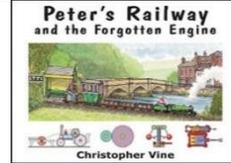
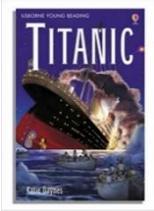
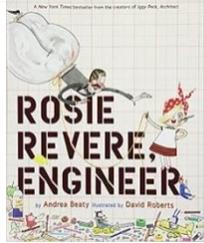
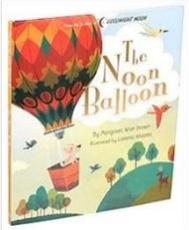
PREDICTING

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.

Cycle 2 - Term 5 – Great Inventions

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Up, up and away!	Chitty Chitty Bang Bang (transport)	Ocean Liners (Titanic)	Steam Power	Communication	Great British inventions	Medical advances
   	   	    	    	    	  	   



Year	Writing - These are the key focuses for post-Covid revision of learning.
R	<p>Write simple sentences which can be read by themselves & others.</p> <ul style="list-style-type: none"> • Use capital letters and full stops to demarcate sentences. • Write demarcated sentences. • Use correct pencil grip. • Write name (correct upper & lower case). • Use correct letter formation for familiar words. <p>Phonics – CT planning</p>
1	<ul style="list-style-type: none"> • Write clearly demarcated sentences. • Use 'and' to join ideas. • Use conjunctions to join sentences (e.g. so, but). • Use standard forms of verbs, e.g. go/went. • Introduce use of: <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks • Use capital letters for names & personal pronoun 'I'. • Write a sequence of sentences to form a short narrative <i>[as introduction to paragraphs]</i>. • Use correct formation of lower case – finishing in right place. • Use correct formation of capital letters. • Use correct formation of digits. <p>Phonics – CT planning</p>

<p>2</p>	<ul style="list-style-type: none"> •Write different kinds of sentence: statement, question, exclamation, command. •Use expanded noun phrases to add description & specification. •Write using subordination (when, if, that, because) and co-ordination (or, and, but). •Correct & consistent use of present tense & past tense. •Correct use of verb tenses. •Write with correct & consistent use of: <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks •Use commas in a list. •Use apostrophe to mark omission and singular possession in nouns. •Write under headings. •Write lower case letters correct size relative to one another. •Show evidence of diagonal & horizontal strokes to join. <p>Phonics/Spelling No-Nonsense Spelling T5 Summer 1</p>
<p>3</p>	<ul style="list-style-type: none"> •Use conjunctions (when, so, before, after, while, because). •Use adverbs (e.g. then, next, soon, therefore). •Use prepositions (e.g. before, after, during, in, because of). •Experiment with adjectives to create impact. •Correctly use verbs in 1st, 2nd & 3rd person. •Use perfect form of verbs to mark relationships of time & cause. •Use inverted commas to punctuate direct speech. •Group ideas into basic paragraphs. •Write under headings & sub-headings.

	<ul style="list-style-type: none"> •Write with increasing legibility, consistency and fluency. <p>Phonics/Spelling No-Nonsense Spelling T5 Summer 1</p>
4	<ul style="list-style-type: none"> •Vary sentence structure, using different openers. •Use adjectival phrases (e.g. biting cold wind). •Use appropriate choice of noun or pronoun. •Use fronted adverbials. •Use apostrophe for plural possession. •Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). •Use commas to mark clauses. •Use inverted commas and other punctuation to punctuate direct speech. •Use paragraphs to organize ideas around a theme. •Use connecting adverbs to link paragraphs. •Write with increasing legibility, consistency and fluency. <p>Phonics/Spelling No-Nonsense Spelling T5 Summer 1</p>
5	<ul style="list-style-type: none"> •Add phrases to make sentences more precise & detailed. •Use range of sentence openers – judging the impact or effect needed. •Begin to adapt sentence structure to text type. •Use pronouns to avoid repetition. •Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). •Use the following to indicate parenthesis: o brackets o dashes o comma •Use commas to clarify meaning or avoid ambiguity. •Link clauses in sentences using a range of subordinating & coordinating conjunctions.

	<ul style="list-style-type: none"> •Use verb phrases to create subtle differences (e.g. she began to run). •Consistently organise into paragraphs. •Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). •Write legibly, fluently and with increasing speed. <p>Phonics/Spelling No-Nonsense Spelling T5 Summer 1</p>
6	<ul style="list-style-type: none"> •Use subordinate clauses to write complex sentences. •Use passive voice where appropriate. •Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). •Use a sentence structure and layout matched to requirements of text type. •Use semi-colon, colon or dash to mark the boundary between independent clauses. •Use colon to introduce a list & semi colon within a list. •Use correct punctuation of bullet points. •Use hyphens to avoid ambiguity. •Use full range of punctuation matched to requirements of text type. •Use wide range of devices to build cohesion within and across paragraphs. •Use paragraphs to signal change in time, scene, action, mood or person. •Write legibly, fluently and with increasing speed. <p>Phonics/Spelling No-Nonsense Spelling T5 Summer 1</p>

Year	Maths
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R	<p>Calculation - doubling and halving</p> <p>Sharing</p> <p>Problem solving</p> <p>Time</p> <p>Pattern and symmetry</p> <p>Counting to 100</p> <p>Counting in 2's, 5's and 10's.</p>
1	<p>Count in multiples of 2s, 5s and 10s</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>
2	<p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time</p>

3	<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].</p> <p>Solve problems that involve all of the above.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>
4	<p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>

Estimate, compare and calculate different measures, including money in pounds and pence.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

5 Solve problems involving number up to three decimal places.

Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Identify 3D shapes, including cubes and other cuboids, from 2D representations.

Use the properties of rectangles to deduce related facts and find missing lengths and angles.

Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

Draw given angles, and measure them in degrees.

Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° .

6 Draw 2-D shapes using given dimensions and angles.

Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

SATs revision / problem solving

The Canterbury Primary School

Year	Science
R	<p><u>EYFs goals</u> <u>30-50</u> -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Talks about why things happen and how things work.</p> <p><u>40-60+</u> Looks closely at similarities, differences, patterns and change.</p> <p>Ideas: children can observe different objects that go up into the sky. They can make comparison. They can create their own object to go into the sky and look at how to make it stay longer in the air. Close links to technology.</p>
1	<p><u>Transport (chitty, chitty, bang, bang)</u></p> <p><u>Independent investigation</u> Emphasis on them designing their own investigation in a group or pairs. (The planning, conducting, recording can take place over a number of lessons or you may wish to complete a few practical experiments).</p> <p><u>W/S:</u> -Performing simple tests through a practical means -Recording an investigation (with a template if required. To extend, leave the values empty). -Using recordings and observations to answer questions.</p> <p>Ideas: creating a car to race. It could be down a ramp. If you are to link it to content, I would link it back to materials to repeat/reinforce previous learning)forces is NOT until Y3).</p> <p><u>Seasonal changes – spring</u> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. Create a report for the changes throughout the year. Include a prediction to what summer will be like.</p>

Ocean Liners (Titanic)

2

Content: Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Ideas:

Creating a garden to go on to the deck of the titanic (mini garden). Which plants would survive in different heats (cold/fridge, freezer, outside in the warm, creating a mini green house with plastic).

W/S:

- create a recording table (chd to decide the values and where the information goes).
- Using results from basic equipment (recorded data) to answer their questions.

Steam Power

3

Content: Magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

W/S:

- Set-up simple investigations (e.g. comparative, fair testing, observational etc)
- Report findings appropriately and use basic scientific concepts to explain findings
- From findings, raise further questions.

Ideas:

- Testing different metals (pretend that the materials are from a steam powered machine).
- Creating a magnetic board game – questions related to the topic.
- Creating a compass.

4 Communication

Content: Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

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)
Selecting the most suitable and appropriate way to record – provide reasoning (this can be verbal)

- Begin to question if something (a result), doesn't appear accurate.
- From conclusions, make new predictions for new values and suggest improvements.
(A focus on looking at inconsistencies and improvements in results)

Ideas: linking to history, telephone invention (Alexander Bell). From here, design their own string telephone. They could experiment with the length of string or even the material type. Investigation could be independent here.

5 The wind-up radio

Content: Forces

- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

W/S:

-Take accurate and precise recordings or measurements and repeat where necessary
Recording using scientific diagrams, labels, classify, tables, scatter, bar and line graphs

- Draw conclusions using scientific theories to explain results
- Conclude whether a theory is supported or refuted.

Ideas:

Also examine other inventions that have used forces during this period – related to levers, gears etc.

Friction and energy can also be reviewed.

6

Medical advances

Content: Living things and their habitats

-describe how living things are classified into **broad groups** according to common observable characteristics and based on similarities and differences, including **micro-organisms**, plants and animals

-give reasons for classifying plants and animals based on **specific characteristics**.

(Bold parts on how it has moved forward from Y4 where it's more explore and recognise).

Can also link to previous topic about nutrients (T2).

W/S:

-Plan scientific questions, using variables, stating which variables may be difficult to control

-Draw conclusions using scientific theories to explain results

-Using test results to set up further investigations or suggestions with reasons (evaluation)

-Explain the degree of trust and accuracy of trust to help suggest improvements. Some to explain anomalies.

Ideas:

Links to bacteria and virus. Independent investigation of testing different anti-bacterial products.

Modern medicine vs herbals methods. You could examine plants that you can use as food in season (mint etc -tasting session and links to food).

Year	History	Geography
R	<p style="text-align: center;">Up,Up and away</p> <p style="text-align: center;">Sequence: Be able to order events</p> <p>Q – What order do the events happen?</p>	<p style="text-align: center;">Up, up and away</p> <p style="text-align: center;">Identify / Compare and Contrast</p> <p>Children recognise features of school and grounds and places visited. Familiar places e.g school, farm</p> <p>Ideas</p> <ul style="list-style-type: none"> • Use atlas/globe/map to find out where people have lived or travelled • What are these places like? Hot , cold etc. • Do they have similar features to where we live now? Sea / church / schools / park
1	<p style="text-align: center;">Transport – Cars</p> <p style="text-align: center;">Recall: Know about a range of transport. Recognise: what they are and why they are significant</p> <p>Q – When was the first car invented and by who? Q – How have cars changed over time? Q – What have cars been used for?</p> <p>https://www.history.com/topics/inventions/automobiles</p>	<p style="text-align: center;">Transport – Chitty, Chitty Bang Bang</p> <p style="text-align: center;">Observe / Identify</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>§ key physical features, including:, forest, hill, mountain, soil, valley, vegetation, .</p> <p>§ key human features, including: city, town, village, factory, farm, house, office.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Use aerial photographs of local area (Chitty, Chitty Bang, Bang can fly) can chn identify which are human and physical features.

		<ul style="list-style-type: none"> • Chn recreate own routes to school. How do they get to school, car / walk /bus? • Create a sounds map - Stand still and listen very carefully and try to identify different sounds and the direction they are coming from. Use lines of different length from a centre point to describe distance and direction of the sounds you hear. Sounds like Close your eyes and listen – can you hear a sound that is the result of human activity and one that comes from nature? Explain what they are and where they are from. Code different sounds • Observe the traffic in local area and complete a traffic survey. https://www.tes.com/teaching-resource/traffic-survey-sheet-3009311
2	<p style="text-align: center;">Ocean Liners - Titanic</p> <p>Reason / Speculate: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Sequence: Be able to order events and objects into a sequence</p> <p>Q – What was it like on board Titanic? Q – What happened on the night of April 14th 1912? Q – What happened to the survivors after Titanic sank?</p> <p>https://titanic-foundation.org/news-and-resources/resources/educational-resources/</p> <p>https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zkg9dxs</p>	<p style="text-align: center;">Ocean Liners (Titanic)</p> <p style="text-align: center;">Observe / Describe</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Field trip Visit life boat station- https://rnli.org/find-my-nearest/lifeboat-stations/whitstable-lifeboat-station Sketch the area noting key human and physical features. • Take a walk around the local area and make sketches/map how is this different to Whitstable? • Create a poster about the importance of RNLI work.

<p>3</p>	<p style="text-align: center;">Steam Power</p> <p>Chronology: Understand that the past has been recorded in a variety of different ways</p> <p>Explain: why are they significant</p> <p>Q – Who invented the steam train? Q – How have trains changed? Q – How have trains been used over time?</p> <p>https://www.bbc.co.uk/bitesize/clips/zky3cdm</p> <p>http://www.bbc.co.uk/history/historic_figures/stephenson_george.shtml</p>	<p style="text-align: center;">Steam Power</p> <p style="text-align: center;">Synthesise</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Visit Romney, Hythe and Dymchurch railway - https://www.rhdr.org.uk/ • Create sketches of the area observing human and physical features • Create a survey of the area, such as good for chn / adults / elderly and use a tally chart to record findings. Use this information to create a graph when back in school (maths link)
<p>4</p>	<p style="text-align: center;">Communication</p> <p>Explain: Be able to give some reasons for particular events and changes</p> <p>Synthesise: Be able to gather information from simple sources</p> <p>Q – Who was Alexander Graham Bell? Q – How has communication evolved over time? Q – What did Sir Tim Berners -Lee invent and how has it impacted out lives?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/true-stories-alexander-graham-bell/zf7gd6f</p>	<p style="text-align: center;">Communication</p> <p style="text-align: center;">Explain</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Take a walk around the school and create a map of the school grounds. • Chn to create own symbols – human / physical. • Use digimaps to see how the area has changed over time. Can they see difference (human/physical) – explain.

<p>5</p>	<p style="text-align: center;">Great British Inventions</p> <p>Apply: Be able to select and record information relevant to an historical topic. Evaluate: from the evidence available form conclusions</p> <p>Q – What do you think was the greatest era for innovation? Q – Which British inventors do you think have had the greatest impact on our society? Q – What modern inventions have been most successful?</p> <p>https://www.srgtalent.com/blog/greatest-british-scientists</p> <p>https://www.bbc.co.uk/programmes/articles/5QRIT3MhZLnsTjrGswV2FIJ/which-invention-won-britains-greatest-invention</p>	<p style="text-align: center;">Great British Inventions</p> <p style="text-align: center;">Summarise</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Learn how to use a compass https://www.youtube.com/watch?v=rZd0RfsC-9I • Use OS Maps to plot a route e.g from school to an area outside • Orienteering activities
<p>6</p>	<p style="text-align: center;">Medical advances</p> <p>Make reasoned judgements: Be able to describe how the history of medicine affects the lives of people now</p> <p>Q – What advancements were made during WW1? Q – What innovation do you think has revolutionised medical advancement the most? Q – How will medical advancement help find a cure for Covid – 19? (May re-word if a cure is found!)</p> <p>https://www.bbc.co.uk/teach/class-clips-video/m-is-for-medicine/zjstscw</p> <p>https://www.nationalgeographic.com/magazine/2019/01/12-innovations-technology-revolutionize-future-medicine/</p>	<p style="text-align: center;">Medical advances</p> <p style="text-align: center;">Reach Informed Conclusion</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Ideas</p> <ul style="list-style-type: none"> • Look at map of Canterbury (digimaps/OS Maps) identify the human and physical features. • Finding out about the local area. Why do people visit Canterbury? • Take a trip into Canterbury assign groups to record what types of places there are e.g shops/supermarket/places of worship/green areas/dentist • Chn could create questions to ask visitors of Canterbury e.g How would you describe your purpose of being in Canterbury today? How did you get here? How attractive do you think Canterbury City is? • Use the data collected to create pie charts / graphs (math link)

Year	<p style="text-align: center;">RE</p> <p>2nd April – Good Friday 4th April – Easter Sunday 13th April – Vaisakhi (Sikh) 13th April – Ramadan begins 12th May -- Ramadan ends 13th -16th May – Eid ul-Fitr 23rd May—Whit Sunday</p>	<p style="text-align: center;">PSHE</p>				
R		<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Hurtful!</td> </tr> <tr> <td> <p>R10. Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Think about how people may feel if they experience hurtful behaviour or bullying</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. Discuss how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. Knowing there are situations when they should ask for permission and also when their permission should be sought</p> </td> </tr> <tr> <td style="text-align: center;">Hurtful!</td> </tr> <tr> <td> <p>R10. Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Think about how people may feel if they experience hurtful behaviour or bullying</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. Discuss how to respond if physical contact makes them feel uncomfortable or unsafe</p> </td> </tr> </table>	Hurtful!	<p>R10. Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Think about how people may feel if they experience hurtful behaviour or bullying</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. Discuss how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. Knowing there are situations when they should ask for permission and also when their permission should be sought</p>	Hurtful!	<p>R10. Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Think about how people may feel if they experience hurtful behaviour or bullying</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. Discuss how to respond if physical contact makes them feel uncomfortable or unsafe</p>
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<p>R10. Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. Think about how people may feel if they experience hurtful behaviour or bullying</p> <p>R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. How to respond safely to adults they don't know</p> <p>R16. Discuss how to respond if physical contact makes them feel uncomfortable or unsafe</p>						

		<p>R17. Knowing there are situations when they should ask for permission and also when their permission should be sought</p>
<p>1</p>	<p style="text-align: center;">Judaism</p> <p>Key Question: What makes some places sacred?</p> <ul style="list-style-type: none"> • Which places are special and why? • Why do people pray? • What are sacred building used for? <p>Ideas: Talk about what things and places are special to them and why; do they have things that are holy and sacred? Find out how the Jewish place of worship is used and why going is important to them. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship (e.g. ark, Ner Tamid, Torah scroll, tzitzit, kippah, tallit)</p>	<p style="text-align: center;">Trusted!</p> <p>R12. Discuss how hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. Why sometimes people may behave differently online, including by pretending to be someone they are not R18. Talk about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. List basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>
<p>2</p>	<p style="text-align: center;">Islam</p> <p>Key Question: What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Where do we belong? • What does it mean to be a Muslim in Britain today? <p>Ideas: Talk about groups to which the children belong, what they enjoy about them and why they are important. Find out some symbols of 'belonging' used in Islam. Talk to a Muslim and find out what is good about being in a community</p>	<p style="text-align: center;">Bullying!</p> <p>R21. What is kind and unkind behaviour, and how this can affect others R22. How to treat themselves and others with respect; how to be polite and courteous R23. To recognise the ways in which they are the same and different to others R24. How to listen to other people and play and work cooperatively R25. How to talk about and share their opinions on things that matter to them someone else's personal safety (including online)</p>

	<p>and what kinds of things they do. Compare welcoming ceremonies from different religions e.g. brat bat (Jewish), baptism, Aqiqah (Muslim)</p>	
<p>3</p>	<p style="text-align: right;">Judaism</p> <p>Key Question: Why do people pray?</p> <ul style="list-style-type: none"> • How does prayer make people feel? • If God is everywhere, why go to a place of worship? <p>Ideas: Read the Lord's Prayer and think about the meanings of the words. Ask questions about answered and unanswered prayer and find out some answers to these questions. Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspires, close to God or challenged? How? Learn that religions pray in many different way.</p>	<p style="text-align: center;">Behaviour!</p> <p>R19. Think about and record the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. What strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment, or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. What is discrimination: what it means and how to challenge it</p>
<p>4</p>	<p style="text-align: right;">Islam</p> <p>Key Question: What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Is the difference between right and wrong always clear? • If religions say that God inspires their rules for living, where to Humanists look for guidance? <p>Ideas: Talk about how pupils learn the difference between right and wrong. Explore teachings which act as guidance for Muslims. What difference would it make if everyone kept these guides for living? Explore the lives of some inspirational religious individual. Consider how their religious faith inspired and guided them in their lives.</p>	<p style="text-align: center;">Privacy!</p> <p>R22. Think about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23. Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content, and contact; how to report concerns</p> <p>R24. How and why to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>

<p>5</p>	<p style="text-align: center;">Judaism</p> <p><u>Key Question: If God is everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> • Why do people pray? • What makes some places sacred? <p>Ideas: Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. Find out the key features of places of worship. Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</p>	<p style="text-align: center;">Consent!</p> <p>R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. Why you need to seek and give permission (consent) in different situations</p> <p>R27. Discuss keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. Where to get advice and report concerns if worried</p>
<p>6</p>	<p style="text-align: center;">Islam</p> <p><u>Key Questions: Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> • How can people express the spiritual through the arts? • What would a world be without charity or generosity? <p>Ideas: Work in small group and present to the class an example of the most impressive religious art or architecture. Notice, list and explain the similarities and differences between Christian and Muslim sacred buildings. Compare Christians and Muslim ideas about art. Consider why Muslims think giving away money is important, and what difference this makes to the giver and the receiver.</p>	<p style="text-align: center;">Self Respect!</p> <p>R30. What personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. Respecting the differences and similarities between people recognising what they have in common</p> <p>R33. To listen and respond respectfully including those whose tradition, beliefs and lifestyles are different to yours</p> <p>R34. Discuss and debate topical issues, respect others point of views and constructively challenge others.</p>

Year	Art and Design	Design and Technology
R	<p data-bbox="517 201 815 225" style="text-align: center;"><i>Trains, Boats and Planes</i></p> <p data-bbox="439 236 898 260" style="text-align: center;"><u>Exploring and Developing Ideas (Plan)</u></p> <ul data-bbox="248 276 1133 411" style="list-style-type: none"> - Explore ideas from first hand observation, experience and imagination. <ul style="list-style-type: none"> - 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 data-bbox="219 459 1115 483"><i>Focus: Printing- shapes using a variety of objects- trains, boats and planes</i></p> <p data-bbox="409 496 925 520"><i>Artist: Paul Klee- Shapes, colours and lines</i></p> <p data-bbox="618 533 716 557" style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> - Rubbings - Print with variety of objects - Print with block colours  <p data-bbox="510 916 831 940" style="text-align: center;"><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 data-bbox="1518 201 1816 225" style="text-align: center;"><i>Trains, Boats and Planes</i></p> <p data-bbox="1626 236 1709 260" style="text-align: center;"><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 <ul style="list-style-type: none"> - Explore ideas by rearranging materials - Describe simple models or drawings of ideas and intentions <p data-bbox="1216 520 2123 544" style="text-align: center;"><u>Make- Mechanisms- Wheels and axles- Explore toys with wheels and axles</u></p> <ul style="list-style-type: none"> -Begin to create their design using basic techniques -start to build structures, joining components together -Look at simple hinges, wheels and axles. Use technical vocabulary to describe when appropriate. <ul style="list-style-type: none"> -Use adhesives to join materials. -Begin to use scissors to cut straight and curved edges and hole punches to punch holes. <ul style="list-style-type: none"> -Explore using/ holding basic tools such as a saw and hammer. <ul style="list-style-type: none"> -Name equipment, materials and tools -Describe materials e.g soft, hard, strong, weak -Begin to use materials according to their properties -Explore products which have mechanisms e.g. wheels, axles, levers and pulleys. <p data-bbox="1615 1054 1720 1078" style="text-align: center;"><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. <p data-bbox="1272 1174 2063 1198" style="text-align: center;"><u>Focus: Make a train, boat or plane and include wheels and axles.</u></p> 

1

Transport- Chitty Chitty Bang Bang
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: Painting- Pointillism

Artist: George Seurat

Painting

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

Children can:

- Name the primary and secondary colours
 - Experiment with different brushes (including brushstrokes) and other painting tools
 - Mix primary colours to make secondary colours
 - Add white and black to alter tints and shades
- Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.



Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook

Transport- Chitty Chitty Bang Bang
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- Mechanisms Wheels and Axles

- Talk about and start to understand the simple working characteristics of materials and components
- Explore and create products using mechanisms, such as levers, sliders and wheels.
- 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
- 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

Evaluate

- Explain positives and things to improve for existing products
- Talk about their design ideas and what they are making
- As they work, start to identify strengths and possible changes they might make to refine their existing design
- Evaluate their products and ideas against their simple design criteria

Focus: Mechanisms- Wheel and axles

	<p>-Identify what they might change in their current work or develop in their future work.</p> <p>-Annotate work in sketchbook.</p>	
<p>2</p>	<p style="text-align: center;"><i>Ocean Liners- Titanic</i> <u>Exploring and Developing Ideas</u></p> <p>KS1 Art and Design National Curriculum- To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> -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 <p>-Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p> <p style="text-align: center;">Focus: Collage of the Titanic <u>Collage</u></p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> -Use a combination of materials that have been cut, torn and glued -Sort and arrange materials -Add texture by mixing materials <p>-Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p style="text-align: center;"><i>Ocean Liners- Titanic</i> <u>Design</u></p> <ul style="list-style-type: none"> -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. <p style="text-align: center;"><u>Make- Food for Dinner on an Ocean Liner</u></p> <ul style="list-style-type: none"> -Explain where in the world different foods originate from -Understand that all food comes from plants or animals <p>-Understand that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <ul style="list-style-type: none"> -Name and sort foods into the five groups in the Eatwell Guide -Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why <p>-Use what they know about the Eatwell Guide to design and prepare dishes.</p> <p style="text-align: center;"><u>Evaluate</u></p> <ul style="list-style-type: none"> -Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations -Explain positives and things to improve for existing products



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 what materials products are made from
- Talk about their design ideas and what they are making
- As they work, start to identify strengths and possible changes they might make to refine their existing design
- Evaluate their products and ideas against their simple design criteria
- Start to understand that the iterative process sometimes involves repeating different stages of the process.

Focus: Prepare and make food dinner on an ocean liner.

3

Steam Power

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: Drawing- Sketches of Trains- shade, light and dark tones

Artist: Claude Monet- Train Enthusiast- Discuss and compare his pictures.

Drawing and Painting

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.

Children can:

Steam Power

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
- Develop and follow simple design criteria
- Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.
- Make- Electrical Systems- simple circuit and switches- Make a train wire loop game**
- Understand and demonstrate how mechanical and electrical systems have an input and output process
- Make and represent simple electrical circuits, such as a series and parallel, and components to create functional products

<ul style="list-style-type: none"> -Experiment with showing line, tone and texture with different hardness of pencils <ul style="list-style-type: none"> -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. <div data-bbox="524 424 804 612" data-label="Image"> </div> <p style="text-align: center;"><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"> -Select from a range of materials and components according to their functional properties and aesthetic qualities <ul style="list-style-type: none"> -Place the main stages of making in a systematic order -Learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures -Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics. <p style="text-align: center;"><u>Evaluate</u></p> <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 <p><u>Focus: Electrical Systems- simple circuit and switches- Make a train wire loop game</u></p> <div data-bbox="1563 738 1765 879" data-label="Image"> </div>
<p style="text-align: center;"><i>Communication</i></p> <p style="text-align: center;"><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 style="text-align: center;">Children can:</p> <ul style="list-style-type: none"> -Use sketchbooks to record ideas -Explore ideas from first-hand observations <ul style="list-style-type: none"> -Question and make observations about starting points, and respond positively to suggestions -Adapt and refine ideas <ul style="list-style-type: none"> -Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p style="text-align: center;"><i>Communication</i></p> <p style="text-align: center;"><u>Design</u></p> <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -Use annotated sketches and cross-sectional drawings to develop and communicate their ideas -Use computer-aided design to develop and communicate their ideas <ul style="list-style-type: none"> -Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment. <p><u>Make- Shell structure of a telephone- Alexander Graham Bell with computer aided design</u></p>

Focus: Textile- Felt Phone Case

Designer: Smiggle

Textiles

Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.

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

Children can:

- Select appropriate materials, giving reasons
- Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects
- Develop skills in stitching, cutting and joining
- Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.



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.

- Plan a with growing confidence, carefully select from a range of tools and equipment, explaining their choices
- Select from a range of materials and components according to their functional properties and aesthetic qualities
- Place the main stages of making in a systematic order
- Learn to use a range of tools and equipment safely
- Cut, shape and score materials with some degree of accuracy
- Assemble, join and combine material and components with some degree of accuracy

Evaluate

- 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

Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.

Focus: Shell structure of a telephone- Alexander Graham Bell with computer aided design



5

Great British Inventions

Exploring and Developing Ideas (Plan)

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

Children can:

- Review and revisit ideas in their sketchbooks
- Offer feedback using technical vocabulary
- Think critically about their art and design work

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

Focus: Printing- explore effects of different types of printing methods and techniques

Artist: Andy Warhol

Printing

Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.

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

Children can:

- Design and create printing blocks/tiles
- Develop techniques in mono, block and relief printing
- Create and arrange accurate patterns

-Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collagraph

Great British Inventions

Design

-Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market

-Use their knowledge of a broad range of existing products to help generate their ideas

-Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user

-Explain how particular parts of their products work

-Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas

-Consider the availability and costings of resources when planning out designs

-Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.

Make- Electrical Systems- Switches and circuits- Build own light bulb.

-Understand and demonstrate that mechanical and electrical systems have an input, process and output

-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

-Create step-by-step plans as a guide to making

-Learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures

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

-Complete detailed competitor analysis of other products on the market



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.

- 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: Electrical Systems- Switches and circuits- Build own light bulb



6

Medical Advances

Exploring and Developing Ideas (Plan)

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

Children can:

- Review and revisit ideas in their sketchbooks
- Offer feedback using technical vocabulary
- Think critically about their art and design work

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

Focus: Printing

Artist: Damien Hirst Medicine Packets

Printing

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

Children can:

- Design and create printing blocks/tiles
- Develop techniques in mono, block and relief printing
- Create and arrange accurate patterns

Medical Advances

Design- Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market

- Use their knowledge of a broad range of existing products to help generate their ideas
- Use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas

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

Make- Textiles- Design a uniform for a Nurse, Doctor or Paramedic- Peta Clancy 'Made of Bacteria'

- With growing confidence, select from a wide range of tools and equipment
- Select from a range of materials and components according to their functional properties and aesthetic qualities
- Independently take exact measurements and mark out, to within 1 millimetre
- Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components
 - Cut a range of materials with precision and accuracy
 - Shape and score materials with precision and accuracy

-Use key vocabulary to demonstrate knowledge and understanding in this strand:
Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;



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.

- Assemble, join and combine materials and components with accuracy
- Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product
- Join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch
- 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

- 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: Design and make a doctors, nurses or paramedics uniform



Year	Music	Computing
R	<p style="text-align: center;">Up, up and away</p> <p>Focus: For pupils to learn the song, 'Up, Up, Up'</p> <p>SF: I will learn the song, 'Up, Up, Up'</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> Listen to and learn the song, 'Up, Up, Up' - https://www.youtube.com/watch?v=Lrd0TIER_JO If time, listen to Up Up and Away – from the film 'Up.' - https://www.youtube.com/watch?v=g vseZREgiwA <p>Resources:</p> <p style="text-align: center;">YouTube for the songs</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.</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>Useful websites:</p> <p>https://www.barefootcomputing.org/</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</p> <p>https://community.computingschool.org.uk/resources/landing</p>
1	<p style="text-align: center;">Transport – Chitty Chitty Bang Bang</p> <p>Focus: Rhythm and song, using Djembes.</p> <p>SF: I will learn and take part in a performance of the song, Chitty Chitty Bang Bang, using the Djembe.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> Listen to the song, 'Chitty Chitty Bang Bang' and learn - https://www.youtube.com/watch?v=flg4rlc9IQY 	<p>Useful websites:</p> <p>https://www.barefootcomputing.org/</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</p> <p>https://community.computingschool.org.uk/resources/landing</p> <p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> I can explain why it is important to be safe online. BBC Computing KS1 How to use the web safely Clicky's Online Safety Rap Safety Land

- Introduce drumming – listening and playing rhythm-based games/ copying patterns and finding the beat
- As a class (one drum between two), practice singing the song and keeping beat using the drums
- Drum pattern extension task – children to play on drum: bang bang, chitty chitty bang bang – all the way through (Ostinato)
- Pupils to perform their song (record on iPad)

Resources:

- Djembes
- YouTube for songs and drumming ideas
iPads (for recording purposes)

- I can explain some dangers when using a digital device (e.g. computer, tablet, mobile phone...).

Information Technology

- I know information can be presented in different ways on a digital device (e.g. graph, poster, video...etc).
- I can use or create sound in my work.

EasiMic

- I can use or create images in my work.

Digital Camera

- I can use or create sound in my work.
- I can use or create images in my work.

Word/Powerpoint

EasiMics

Computer Science

<https://code.org/>

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

- I know that a computer needs a clear set of instructions because it does exactly as it is told
[How to program a robot](#)
- I can tell you the correct order I need to do things in to make something happen.

<p>2</p>	<p style="text-align: center;">Ocean Liners (Titanic)</p> <p><u>Focus: Listening and performing: Pupils to listen to and discuss the song, 'My Heart Will Go On' and experience rap and beatboxing.</u></p> <p>SF: I will learn about the history of rap and beatboxing and in a group or as a class, use some of the words to the song, 'My Heart Will Go On' and turn it into a rap (with some beatboxing in the background).</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Research the history behind rap and beat-boxing • Practice various raps/ beatboxing! • Listen to 'My Heart Will Go On' and learn • In small groups (or as a class), pupils to compose a rap using some of the words, using beatboxing as their backing track <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube for examples of rap and beat-boxing and the song • iPads for recording purposes • Keyboard, for drum backing tracks (if beatboxing was too challenging) 	<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> <p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know what the Internet is <p style="text-align: center;">What is the Internet?</p> <ul style="list-style-type: none"> • I can explain different ways we can connect to the Internet. <p style="text-align: center;">How we can connect to the Internet</p> <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know how to save my work. • I can retrieve and edit my work to make changes. • I can resave my work. • I know information can be stored on the computer or on portable devices (e.g. school network, usb, SD card, cloud...). • Draw pictures to show different places or devices information can be stored on. <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can create a simple program using at least two algorithms (e.g. in Scratch tell a joke, create a fish tank).
<p>3</p>	<p style="text-align: center;">Steam Power</p> <p><u>Focus: For pupils to create a piece of music using junk percussion, based on their topic, Steam Power.</u></p> <p>SF:</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>

	<p>I will contribute in creating a Call & Response composition using junk percussion, using facts and information about Steam Power.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Research the meaning of recycling and re-using • Learn about Call & Response • Pupils to make sounds and different rhythms from everyday objects around the room/ school (make a tally chart of what sounds best etc.) and what could sound like a steam powered train • Practise Dynamics/ play rhythm-based games • Pupils to make their own instruments – junk percussion, out of resources they have recycled from home • Learn about junk percussion – watch STOMP (I have this) • Using facts about the benefits of recycling, pupils (in small groups or as a class), to compose a piece, using junk percussion and/or use everyday objects around the school • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of junk percussion and Call & Response (YouTube) • DVD - STOMP • Laptops for research <p style="text-align: right;">iPad to record</p>	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know that people online are strangers and may not be who they say they are • I know that if someone asks me to meet them, I will talk to an adult first. <p>Childnet Captain Kara and the Smart Crew</p> <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> • I know what a database is used for. • I know a database is made up of records and each record is divided into fields. • I can search a ready-made database to answer questions. • I can search a database to find relevant information. <p>Such as Cars for sale in local area.</p> <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> • I can debug a program. <p>https://curriculum.code.org/csf-19/coursed/4/</p>
4	<p style="text-align: center;">Communication</p> <p><u>Focus: Listening and Dynamics: Pupils to take it in turns to conduct and instruct one another when and how to play.</u></p> <p>SF: I will listen to and become familiar with different genres of music and will instruct my peers (in small groups) when and how to play.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Pupils to listen to a selection of music and take it in turns to conduct – as a whole class to begin with. Non-verbal, conducting or holding up symbols only. Percussion or body percussion can be used. 	<p>Useful websites:</p> <p>https://www.barefootcomputing.org/</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</p> <p>https://community.computingatschool.org.uk/resources/landing</p> <p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> • I know that not all information online may be true. <p>Should I trust everything I read on the web</p>

	<ul style="list-style-type: none"> As above – but in smaller groups Pupils to make symbols, instructions, eg. loud, quiet, fast, slow, stop, play Watch the video about Dynamics/ Elements of music - https://www.youtube.com/watch?v=ffcaP94N8KM https://www.youtube.com/watch?v=f96k2siTTpA If time, use Makaton to sign to the song – Count On Me (I can help with this) <p>Resources:</p> <ul style="list-style-type: none"> YouTube Makaton symbols (I have these) 	<ul style="list-style-type: none"> I can explore some spoof websites and identify the inaccurate information by comparing this with alternative sites (e.g. All About Explorers, Dog Island, Tree Octopus...). <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> I know how to use a range of different tools in a paint package. I can use a range of different paint tools to create a piece of art work. <p style="text-align: center;">Computer Science</p> <p>https://code.org/</p> <p>https://www.codeforlife.education/</p> <ul style="list-style-type: none"> I know that we can control physical systems. I know that there are lots of physical systems we have in our lives to make things easier. (alarm systems, temperature controls, traffic lights....) <p>BBC Controlling Physical Systems</p>
5	<p style="text-align: center;">Great British Inventions</p> <p>Focus: Pupils to learn about the different Great British Inventions and compose a piece, using Djembes.</p> <p>SF: I will listen to African music, focussing on the Djembe. I will learn simple rhythms and compose and perform a composition about inventions.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> Listen to music from Africa, focussing on the Djembe – what other instruments can the pupils hear etc? Introduce African drumming – listening and playing rhythm-based games/ copying patterns 	<p>Useful websites:</p> <p>https://www.barefootcomputing.org/</p> <p>https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</p> <p>https://community.computingsatschool.org.uk/resources/landing</p> <p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> I know about the importance of using strong passwords, protecting personal information and using privacy settings on digital devices (e.g. phones, games consoles, computers, tablets...). I can explain why we need strong passwords. I can create examples of strong passwords. I know what netiquette is (i.e. online behaviour). I know what cyberbullying is.

- As a class or in smaller groups, pupils to compose a piece of drumming, with or without words (facts), inspired by the different, famous inventions they have been learning about
- Pupils to perform their pieces to each other (record on iPad)

Resources:

- Djembes
- Laptops for research
- YouTube for African music/ drums
- iPads (for recording purposes)

[Teacher TV Cyberbullying Pictures Sticks and Stones](#)
[Teacher TV Inadvertent Bullying Upper Primary Cyberbullying](#)

- Cybersmart Positive Online Communication (Search download pdf)

Information Technology

- I know that if we can narrow the search down it can make things easier. (E.g. search for only size three shoes...).
- I know which fields to use to help make my search easier.
- I can filter information within a database or spreadsheet.

(e.g. Online house prices [Ward and Partners](#))

Computer Science

<https://code.org/>

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

- I can explain how the Internet works.
www.bbc.co.uk/guides/z3tbgk7#zcs49j6
- I can explain the main differences between the WWW and the Internet.
www.bbc.co.uk/guides/z2nbgk7
- I can create something that illustrates how the Internet and WWW are different.
- I can draw a picture to illustrate the Internet.

The Canterbury Primary School

6

Medical Advances

Focus: Composition: Pupils to listen to a selection of jingles (TV or radio) and compose their own.

SF:

I will listen to and become familiar with various Jingles. I will, in groups, compose my own, advertising a medical product or career in medicine, stating the importance of it.

Content/ ideas:

- Pupils to listen to a selection of jingles. Pupils to discuss which ones get messages across well/ encourage them to listen or buy the product.
Discuss: what makes a good jingle?
- Pupils to write a Jingle (advert for a radio station or TV channel), advertising a medical product or career in medicine, stating the importance of it.
- Perform!

Resources:

- YouTube – for examples of Jingles

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>

Digital Literacy

- I know that sometimes people misuse the Wide World Web and try to trick or mislead us.
- I can explain why I only open up emails or links I know that are safe (e.g. viruses, spam, etc).

[Lady Jane Grey](#)

[Viruses and Malware](#)

- I can explain the things I need to consider when creating online content such as a blog (e.g. who sees it, who can comment on it, who moderates it...).

Information Technology

- I know that you can produce work for different audiences and the language and content may need to vary.
- I understand the need to consider purpose and audience in presenting ideas.
- I can create a multimedia resource (including animation) taking into account the audience.

[\(ZU3D, Powerpoint, Movie Maker, PhotoStory, Animoto etc.\)](#)

Computer Science

<https://code.org/>

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

- I know computers use binary to represent all data.

[What is digital data](#)

[How can images be digitalised](#)

		<ul style="list-style-type: none"> I know that data is broken down into packets when it is exchanged over the Internet. www.youtube.com/watch?v=ZCwonC3EMqU
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Year	PE Term 5
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R	<p><i>Multiskills</i></p> <p><u>Spatial awareness</u> Ability to listen and observe, show an awareness of space for themselves and others. Move confidently, change direction and speed avoiding collisions, stop quickly. <u>Suggested activities:</u> Wiggles- Tell children that they are in a space. Stand up in your space..Oh too slow. Sit down. Stand up..much better! Wiggle your fingers. In front, to the side, behind you, down at the ground, up to the ceiling, to your knees, feet ears, to a friend. Wiggle your arms, toes, legs, bottom. Appropriate stretches. Make an L shape, tuck shape, long shape, wide shape. Sit down. Stand up using your feet and hands. Now try with one hand, then with no hands.</p> <p>Statues- Walking in and around the cones, looking up, eyes alert, looking for spaces to move into. On signal- Hands up sports position-children stop like statues. Hold their position until hands go down and they can move again. Repeat using different travelling movements. Ask if they have noticed any thing about how you stop- sports position. Hands up, palms facing out, knees bent, feet stride, wide base. Explain why they think this is? Discuss (strong, balance position). Show what happens when a narrow base is pushed. Then repeat with a wide base. What is the difference? Discuss. Repeat Statues- this time when signalled to stop- stop in the sports position.</p> <p>Rabbits- See Top Start card- Each child finds a cone and stands next to it. This is their rabbit hole. Children move in and out of the rabbit holes. On command 'rabbit holes,' Children find their way back to their rabbit hole.</p> <p><u>Basic motor skills</u> Move with confidence, travel in different ways with control and co-ordination. Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise. <u>Suggested activities:</u></p>
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Animals- Children learn how to travel in different ways by using feet gallop, jump, walk, or using hands and feet- bunny hop, monkey walk, crab crawl, caterpillar walk. Talk about animals and learn the actions. Go on a country/jungle walk. Make up a story. As the story is told children perform the appropriate actions. Today we are going on a walk. Put on our coats, hats, gloves and scarves (actions to imply). Open the door and step outside. What a chilly day! Set off on our bicycle, cycling through the lanes. Arrive at the farm, saddle up the horses and off we go galloping across the fields etc.

Jumping- Space the cones out in the area. Children walk around in the spaces between the cones. Every time they arrive at a cone jump over it with two feet to two feet. Can they try with two feet to one foot? Can they land on the opposite leg?

Bouncing- Collect in cones/markers. Arrange ropes or flat line markers on the floor: 1) close together at one end and further apart at the other. 2) In a parallel line about 40/50cm apart. 3) In a circle. Set out several of each example (this could be done before the lesson begins- set aside in one half of the area if it is big enough). Ask children to try the following: 1) Jump from two feet to two feet across the river. 2) Start with feet astride a line then jump feet together, feet apart moving along the line. 3) Hop around the outside of the circle/shape, then change direction with the other leg.

1 ***Athletics***

Acquiring and developing skills

To remember and repeat some combinations of actions. To use their bodies and a variety of equipment with some control and coordination.

Selecting and applying skills

To choose skills and equipment to help them meet the challenges they are set.

Knowledge and understanding

To recognise and describe what their bodies feel like during different types of activity.

Evaluating and improving

To watch, copy and describe what they and others have done.

Suggested activities:

Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command "Gear 1" children move slowly by walking, "Gear 2" children jog, "Gear 3" skip, "Gear 4" gallop or side step, "Gear 5" run.

Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command "Fish" the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls "Chips" all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls "Chips" the front row of children must run, if "Fish" is called they remain still. Allow a number of goes for each group, before moving onto the next game.

Julia

Multi-skills

Acquiring and developing skills

To begin to move with some fluency, to begin to change directions and speed with some confidence.

Selecting and applying skills

To use some movements and different speed.

Knowledge and understanding

To describe change to their bodies when they exercise.

Evaluating and improving

To watch others, describe what they see and copy.

Suggested activities:

REACTION GAMES :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.

RAT & RABBIT REACTION GAMES: 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.

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.

2 ***Athletics***

Acquiring and developing skills

To remember, repeat and link combinations of actions. To use their bodies and a variety of equipment with greater control and coordination.

Selecting and applying skills

To be confident to choose skills and equipment to help them meet the challenges they are set.

Knowledge and understanding

To recognise and describe what their bodies feel like during different types of activity.

Evaluating and improving

To watch, copy and describe what they and others have done.

Suggested activities:

Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.

Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the

coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command "Fish" the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls "Chips" all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls "Chips" the front row of children must run, if "Fish" is called they remain still. Allow a number of goes for each group, before moving onto the next game.

Julia

Multi-skills

Acquiring and developing skills

To move fluently, change directions and speed easily and develop special awareness.

Selecting and applying skills

To use different movements, speed and pathways. To recognise space in games and use it to their advantage.

Knowledge and understanding

To describe change to their bodies when they exercise.

Evaluating and improving

To watch others, describe what they see and copy.

Suggested activities:

REACTION GAMES :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.

RAT & RABBIT REACTION GAMES: 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.

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.

3

Cricket

Acquiring and developing skills

To be confident and safe in the spaces used to play games. To use the space effectively. To improve the way they coordinate and control their bodies.

Selecting and applying skills

To choose, use and vary simple tactics of throwing and batting.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:



Continuous Cricket (but with the ball caught from the bowl and not batted out.)

- The ball is bowled towards the batter who attempts to catch it and throw it out towards the field.
- The 'batter' has to run whether they catch it or not and have to get around a cone and back to wicket before the bowler bowls again.
- If they are not back, they can be out by the bowler hitting the stumps.
- Rotate 'batters' after 4 balls.
- **Extend** this game to include batting.

Caterpillar Cricket - one team bats, the other team fields.

- The batting team all start at the red cone except for the batter.
- The ball is bowled and then batter hits the ball and then joins the front of the batting team, who then all run around the four cones and back to the scoring line.
- In the meantime, the fielders have to pass the ball around their members and back to the wicket keeper who hits the stumps with the ball.
- The batting team is awarded the number of runs for the number of players who pass the final cone before the stumps were hit.

Basketball

Acquiring and developing skills

To be confident and safe in the spaces used to play games. To use the space effectively. To improve the way they coordinate and control their bodies.

Selecting and applying skills

To choose, use and vary simple tactics of dribbling and shooting. To be aware of the team members in the game situation.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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.

END ZONE dribbling game: Add two end zones to the area and play mini 3v3 games. In order to score a point players must dribble the ball into the end zone. There is no tackling at this point in the basketball lessons. If a team scores a point the ball goes to the other team.

Hot Potatoes : Passing game to improve speed and accuracy. 3 teams of approx 10 players, each team with an equal number of balls. Aim is to pass balls from start to end zone as fast as possible. Children will need to pass accurately and pivot to aim the shot. Repeat but setting a new ball off after the previous ball reaches a certain point, e.g. the 5th person.

4

Basketball

Acquiring and developing skills

To be confident and safe in the spaces used to play games. To use the space effectively. To coordinate and control their bodies with confidence.

Selecting and applying skills

To choose, use and vary simple tactics of dribbling and shooting. To be aware of the team members in the game situation.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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.

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Quicksticks

Acquiring and developing skills

To use their bodies and a variety of equipment with greater control and coordination.

Selecting and applying skills

To use and adapt tactics and strategies in different situations.

Knowledge and understanding

To recognise what skilful play looks like.

Evaluating and improving

To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.

Suggested activities:

Team Island: This challenge is a bit like musical chairs. Using chalk or cones, mark out some islands on the floor- you could encourage children to do this themselves eventually. Every player needs a stick and a ball and as a group, they should pick someone to be in charge of the game (this could be the teacher to begin with). Every player starts with 5 points – it's up to the players to keep their own score as they go along. Players should dribble the ball around the play area until the person in charge shouts out a number. If the number is four, players have to dribble their ball to an island and make a team of four.

If there are already four players on an island, they will need to dribble their ball to another island which has fewer than four people on it. Players who don't get on an island lose a point, while players who do get on an island gain a point. The first player(s) to get to the target number of points wins the game. For example, if the target number is 10, then the first player(s) to get 10 points is the winner.

Island Hopping: This challenge is a bit like tag. Using chalk or cones, mark out some islands on the floor – you could encourage children to do this themselves eventually. One of the islands needs to be called 'Prison Island'. Players need to avoid being sent to Prison Island. Two players should be the catchers (if this is a big group, more players can be catchers). Non-catchers need a stick AND a ball, but catchers only need a stick because their aim is to steal the ball from the other players. Players need to dribble their ball from island to island (remembering to avoid Prison Island) without being caught by the catchers. Catchers are not allowed to go on any of the islands, so any players on an island are safe. Players being chased by a catcher should dribble their ball to an island where they will be safe. Encourage children to keep moving from island to island trying to avoid being caught. They should be encouraged not to watch the ball as they move because they need to look around to make sure that the catchers are not nearby. To catch a player, the catcher has to steal the ball from a player, or needs to force them to lose control of the ball. Players who are caught need to go to Prison Island and count to 20 before they are allowed to play again. When they have counted to 20, they can start dribbling the ball again.

5	<p>Tennis</p> <p>Gymnastics</p> <p><u>Acquiring and developing skills</u> To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. To be confident in choosing certain shapes and keeping their bodies balanced.</p> <p><u>Selecting and applying skills</u> To improve their ability to select appropriate actions and use compositional ideas confidently.</p> <p><u>Knowledge and understanding</u> To recognise and describe the short term effects of exercise on the body during different activities. To know the importance of suppleness and strength.</p> <p><u>Evaluating and improving</u> To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p><u>Suggested activities:</u></p> <p>Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.</p> <p>Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p>

6

Rounders

Acquiring and developing skills

To use the space effectively during the game. To control their bodies confidently. To discuss the tactics as a team

Selecting and applying skills

To hit and throw the ball accurately. To develop batting and hitting skills.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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

Athletics

Acquiring and developing skills

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

Selecting and applying skills

To choose appropriate techniques for specific events.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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

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