

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Let's Celebrate	Victory Celebrations	Battle of Britain	World War 1	Battle of Hastings	WW2	English Civil War



**The Canterbury Primary School**  
**Curriculum**  
**Cycle 1**  
**Term 2**  
**War and Peace**



The

Year	Reading
R	<b>Reciprocal Reading Skills:</b>
	<b>Predict</b> <i>Use prior knowledge to support understanding</i> <ul style="list-style-type: none"> <li>➤ Talk about what they know about events or topics prior to reading when prompted.</li> </ul> <i>Make predictions</i> <ul style="list-style-type: none"> <li>➤ Anticipate – where appropriate – key events in stories</li> </ul>
	<b>Clarify</b> <i>Build a wide vocabulary</i> <ul style="list-style-type: none"> <li>➤ Talk with an adult about the meaning of unfamiliar words.</li> <li>➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
	<b>Question</b> <i>Ask retrieval questions about a text</i> <ul style="list-style-type: none"> <li>➤ Ask questions to understand what has happened in stories read to them.</li> </ul> <i>Ask inferential questions</i> <ul style="list-style-type: none"> <li>➤ Ask questions to explore what characters say and do in stories read to them.</li> </ul> <i>Retrieve information from texts</i> <ul style="list-style-type: none"> <li>➤ Answer who, what, where and when questions about what they hear when listening to stories.</li> </ul> <i>Infer from what characters say and do</i> <ul style="list-style-type: none"> <li>➤ Answer how and why questions about a characters actions and feelings when listening to stories.</li> </ul>
	<b>Summarise</b> <i>Summarise understanding</i> <ul style="list-style-type: none"> <li>➤ Retell narratives and stories in their own words.</li> </ul>
	<b>Additional skills to cover across the year:</b>
	<i>Develop positive attitudes to reading</i> <ul style="list-style-type: none"> <li>➤ Enjoy listening to books read to them.</li> <li>➤ Handle books with care, turning the pages from front to back, one page at time, following the words from top to bottom and left to right.</li> </ul>
	<i>Develop and express their understanding</i> <ul style="list-style-type: none"> <li>➤ Orally express their understanding of a text.</li> </ul>
	<i>Visualise their understanding of what they have read</i>

	<ul style="list-style-type: none"> <li>➤ Demonstrate an understanding of stories through role play.</li> </ul>
	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ Comment on their likes and dislikes.</li> </ul>
	<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ Link familiar story themes to their own experiences.</li> </ul>
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> <li>➤ Compare events or topics in stories they have listened to.</li> </ul>
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Use pictures, actions and words to learn and recite a simple version of a text.</li> </ul>
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify the front cover, title and author.</li> <li>➤ Show an understanding of rhyme.</li> <li>➤ Recognise and use repeated phrases.</li> <li>➤ Identify characters, settings and key events in order.</li> </ul>
	<p><b>Non-fiction skills:</b></p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Orally recall information they have listened to about an event, character or topic.</li> </ul>
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ To understand non-fiction books tell us real facts and fiction books are make-believe.</li> </ul>
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> <li>➤ Pose questions and work with an adult to use texts to find answers.</li> </ul>
<b>1</b>	<p><b>Reciprocal Reading Skills:</b></p>
	<p><b>Predict</b></p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Discuss what they know about events or topics prior to reading.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</li> </ul>
	<p><b>Clarify</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Speculate about the possible meanings of new or unfamiliar words met in reading.</li> <li>➤ Explain the meaning of the words they meet in a text.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Make collections of interesting words and use them when talking about books and stories.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use simple dictionaries and begin to understand their alphabetical organisation.</li> </ul>

*Identify how language contributes to meaning and how meaning is conveyed through the writer's language choice*

- Explore the effect of patterned language or repeated words and phrases in familiar stories.
- Identify and discuss some key elements of story language.

### **Question**

*Ask retrieval questions about a text*

- Ask questions to understand what has happened in stories read to them and those they have read.

*Ask inferential questions*

- Ask questions to explore what characters say and do in stories read to them and those they have read.

*Retrieve information from texts*

- Discuss characters' appearance, behaviour and the events that happen to them, using details from the text.
- Find specific information in simple texts read to them and those they've read.

*Infer from what characters say and do*

- Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.
- Discuss what is suggested about a character from the way they act or how he/ she speaks.

### **Summarise**

*Summarise understanding*

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

### **Additional skills to cover across the year:**

*Develop positive attitudes to reading*

- Enjoy listening to books read to them.
- Select books for personal reading (to read and listen to) and give reasons for choices
- Discuss books they like and give reasons for choices.

*Develop and express their understanding*

- Discuss reasons why things happen in the texts they read or are read to them.
- Express their understanding orally, and use words, illustrations and given formats to record their understanding.

*Skim, scan and read closely*

- Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles.
- Scan the text to locate specific information – using titles, labels.

*Answer questions about a text and record their understanding*

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

*Justify their ideas about a text*

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

*Visualise their understanding of what they have read*

- Visualise what they have been reading, e.g. through drawing or acting out.

*Evaluate the text*

- Talk about aspects of the text that they like.

	<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ Pick out significant events, incidents or information that occur through a text.</li> <li>➤ Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.</li> </ul>
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> <li>➤ Discuss and compare events or topics they have listened to and those they have read.</li> </ul>
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Learn and recite simple poems and rhymes, with actions, and re-read them from the text.</li> </ul>
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify and compare basic story elements, e.g. beginnings and endings in different stories.</li> <li>➤ Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</li> </ul>
	<p><b>Non-fiction skills:</b></p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Find information in a text about an event, character or topic.</li> </ul>
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Discuss different ways pages from an information book can be laid out and how this is different from story books.</li> <li>➤ Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> </ul>
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> <li>➤ Pose questions and use texts to find answers.</li> </ul>
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Discuss the language used in labels and captions.</li> <li>➤ Notice how language is used in instructional writing and recounts.</li> <li>➤ Discuss the meaning of significant words met in reading linked to particular topics.</li> </ul>
<b>2</b>	<p><b>Reciprocal Reading Skills:</b></p>
	<p><b>Predict</b></p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Link the events or topic from a text to their own experience and/ or information they know.</li> <li>➤ Recognise how books are similar to others they have read or heard.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</li> <li>➤ Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.</li> </ul>
	<p><b>Clarify</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</li> <li>➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</li> </ul> <p><i>Build a wide vocabulary</i></p>

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

*Use a dictionary effectively*

- Use dictionaries to locate words by the initial letter.
- Use terms such as definition.
- Discuss the definitions given in dictionaries and agree which is the most useful in the context.

*Identify how language contributes to meaning and how meaning is conveyed through the writer's language choice*

- Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
- Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.

**Question**

*Ask retrieval questions about a text*

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

*Ask inferential questions*

- Ask questions to understand more about characters and events in narrative.

*Retrieve information from texts*

- Identify what is known for certain from the text about characters, places and events in narrative.
- Give reasons why things happen where this is directly explained in the text.

*Infer from what characters say and do*

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

**Summarise**

*Summarise understanding*

- Retell a story giving the main events. Retell some important information they've found out from a text.
- Draw together information from across a number of sentences to sum up what is known about a character, event or idea.

**Additional skills to cover across the year:**

*Develop positive attitudes to reading*

- Enjoy reading and listening to whole books.
- Make choices for their personal reading (to read and listen to) from a selection of texts.
- Justify their choice of books and their preferences from the books they have read or have had read to them.

*Annotate the text to support their understanding*

- Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.

*Develop and express their understanding*

- Discuss themes, plots, events and characters, comparing stories by the same and different authors.
- Express and record their understanding of information orally, using simple graphics, or in writing.

*Skim, scan and read closely*

- Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings.

- Scan pages to find specific information, using key words or phrases and headings.
- Read sections of text more carefully, e.g. to answer a specific question.

*Answer questions about a text and record their understanding*

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

*Justify their ideas about a text*

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

*Visualise their understanding of what they have read*

- Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.

*Evaluate the text*

- Explain why they like a particular text.

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

- Discuss familiar story themes that they have read or heard.
- Give reasons why things happen or change over the course of a narrative.

*Make comparisons within and across texts*

- Identify, collect and compare common themes in stories and poems.
- Make comparisons of characters and events in narratives.

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

- Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.

*Identify how structure and presentation contribute to meaning*

- Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.
- Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.

**Non-fiction skills:**

*Retrieve and record information from non-fiction texts*

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

*Identify how the structure and presentation of non-fiction texts contributes to meaning*

- Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.
- Compare the information given about topics in non-fiction texts.

*Ask questions to find out*

- Pose and record questions prior to reading to find something out.
- Ask follow up questions about the topics they've read about.

*Identify how language contributes to meaning in non-fiction texts*

	<ul style="list-style-type: none"> <li>➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc.</li> <li>➤ Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.</li> </ul>
3	<p><b>Reciprocal Reading Skills:</b></p> <p><b>Predict</b>  <i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Link the events or topic from a text to their own experience and/ or information gathered.</li> <li>➤ Begin to make links to similar books they have read.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.</li> <li>➤ Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</li> </ul> <p><b>Clarify</b>  <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</li> <li>➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the first two letters.</li> <li>➤ Know the quartiles of the dictionary.</li> </ul> <p><i>Identify how language contributes to meaning and how meaning is conveyed through the writer's language choice</i></p> <ul style="list-style-type: none"> <li>➤ Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.</li> <li>➤ Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.</li> </ul> <p><b>Question</b>  <i>Ask retrieval questions about a text</i></p> <ul style="list-style-type: none"> <li>➤ Clarify their understanding of events, ideas and topics by asking questions about them.</li> </ul> <p><i>Ask inferential questions</i></p> <ul style="list-style-type: none"> <li>➤ Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.</li> </ul> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</li> </ul> <p><i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</li> <li>➤ Infer characters' feelings in fiction.</li> </ul> <p><b>Summarise</b>  <i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retell main points of a story in sequence.</li> <li>➤ Identify a few key points from across a non- fiction passage.</li> </ul>

**Additional skills to cover across the year:**

*Develop positive attitudes to reading*

- Enjoy reading and listening to whole books.
- Sustain their reading for enjoyment and to find out.
- Extend the range of books read by browsing and selecting texts, including poetry, to read independently.
- Discuss why they like particular books or authors with others, giving reasons.

*Annotate the text to support their understanding*

- Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.
- Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.

*Develop and express their understanding*

- Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.
- Express and record their understanding of information orally, using simple graphics, or in writing.

*Skim, scan and read closely*

- Skim opening sentences of each paragraph to get an overview of a page or section of text.
- Scan contents, indexes and pages to locate specific information accurately.
- Identify sections of a text that they need to read carefully in order to find specific information or answer a question.

*Answer questions about a text and record their understanding*

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

*Justify their ideas about a text*

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

*Visualise their understanding of what they have read*

- Represent information gathered from a text as a picture or graphic, labelling it with material from the text.

*Evaluate the text*

- Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.

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

- Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.
- Discuss how characters' feelings, behaviour and relationships change over a text.

*Make comparisons within and across texts*

- Make comparisons between events in narrative or information texts on the same topic or theme.
- Compare and contrast writing by the same author.

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

- Read, prepare and present poems and play scripts.

	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</li> <li>➤ Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem’s layout.</li> </ul> <p><b>Non-fiction skills:</b></p> <p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Take information from diagrams, flow charts and forms where it is presented graphically.</li> <li>➤ Express and record their understanding of information orally, using simple graphics, or in writing.</li> </ul> <p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify how different non-fiction texts are organised.</li> <li>➤ Use the organisational features of non-fiction texts in their own reading and research.</li> <li>➤ Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> </ul> <p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> <li>➤ Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.</li> </ul> <p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Begin to identify some of the language differences between fiction and non-fiction texts.</li> <li>➤ Develop their understanding of key words met in reading non-fiction texts.</li> </ul>
4	<p><b>Reciprocal Reading Skills:</b></p> <p><b>Predict</b></p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ Use information about characters to make plausible predictions about their actions.</li> <li>➤ Make predictions about a text based on prior knowledge of the topic, event or type of text.</li> <li>➤ Modify predictions as they read on.</li> </ul> <p><b>Clarify</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ 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).</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</li> <li>➤ Consider a writer’s use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the meaning of technical or subject specific words they meet in their reading.</li> <li>➤ Locate words in a dictionary by the third and fourth place letters.</li> <li>➤ Use the quartiles of the dictionary efficiently to locate words quickly.</li> </ul>

*Identify how language contributes to meaning and how meaning is conveyed through the writer's language choice*

- Understand how writers use figurative and expressive language to create images and atmosphere and to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.
- Discuss the meaning of similes and other comparisons they have read.

### **Question**

*Ask retrieval questions about a text*

- Identify elements of a text which they do not understand and ask questions about it.

*Ask inferential questions*

- Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.

*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.

*Infer from what characters say and do*

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

### **Summarise**

*Summarise understanding*

- Summarise a sentence or paragraphs by identifying the most important elements.
- Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.

### **Additional skills to cover across the year:**

*Develop positive attitudes to reading*

- Enjoy reading and listening to whole books.
- Read independently complete short texts and sections from information books.
- Develop their reading stamina as they read longer texts.
- Describe and review their reading habits.

*Annotate the text to support their understanding*

- Mark texts to identify vocabulary and ideas which they need to clarify.
- Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.

*Develop and express their understanding*

- Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so.
- Compare and contrast stories, justifying their preferences and opinions.

*Skim, scan and read closely*

- Skim read a text to get an overview of it, scan for key words, phrases and headings.
- Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.

*Answer questions about a text and record their understanding*

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

- Answer questions on a text using different formats (matching, ordering, tabulating, etc.).

*Justify their ideas about a text*

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

*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.

*Evaluate the text*

- Identify aspects or features that make a text entertaining, informative or useful.

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

- Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story.
- Link cause and effect in narratives and recounts.

*Make comparisons within and across texts*

- Collect information to compare and contrast events, characters or ideas.
- Compare and contrast books and poems on similar themes.

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

- Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.

*Identify how structure and presentation contribute to meaning*

- Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.
- Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.

**Non-fiction skills:**

*Retrieve and record information from non-fiction texts*

- Pick out key sentences and phrases that convey important information.
- Take information from diagrams, flow charts and forms where it is presented graphically
- Collect information from different sources and present it in a simple format e.g. chart, poster, diagram.

*Identify how the structure and presentation of non-fiction texts contributes to meaning*

- Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.

*Ask questions to find out*

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

*Identify how language contributes to meaning in non-fiction texts*

- Investigate the language features of different sorts of non-fiction texts.

	<ul style="list-style-type: none"> <li>➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</li> </ul> <p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ Explain how ideas are developed in non-fiction texts.</li> </ul>
5	<p><b>Reciprocal Reading Skills:</b></p> <p><b>Predict</b></p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Use background knowledge or information about the topic or text type to establish expectations about a text.</li> <li>➤ Compare what is read to what was expected.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</li> <li>➤ Discuss the plausibility of their predictions and the reason for them.</li> <li>➤ Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.</li> </ul> <p><b>Clarify</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</li> <li>➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</li> <li>➤ Check the plausibility and accuracy of their explanation or inference of the word meaning.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific text.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Use a dictionary to check a suggested meaning.</li> </ul> <p><i>Identify how language contributes to meaning and how meaning is conveyed through the writer's language choice</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.</li> <li>➤ Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</li> </ul> <p><b>Question</b></p> <p><i>Ask retrieval questions about a text</i></p> <ul style="list-style-type: none"> <li>➤ Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.</li> </ul> <p><i>Ask inferential questions</i></p> <ul style="list-style-type: none"> <li>➤ Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.</li> </ul> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><i>Infer from what characters say and do</i></p>

- Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.

### **Summarise**

#### *Summarise understanding*

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

### **Additional skills to cover across the year:**

#### *Develop positive attitudes to reading*

- Enjoy listening to texts read to them.
- Read favourite authors and choose books to read on the recommendation of others.
- Plan personal reading goals which reflect their interests and extend their range.
- Talk about books referring to details and example in the text.

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

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

#### *Develop and express their understanding*

- Contribute to a discussion where a group explore their understanding of a topic raised through reading.
- Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.

#### *Skim, scan and read closely*

- Locate information accurately through skimming to gain an overall sense of the text.
- Scan a text to gain specific information.
- Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.

#### *Answer questions about a text and record their understanding*

- Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.
- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text.
- Vary the reading strategies they use to answer questions, depending on the different types asked.
- Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.

#### *Justify their ideas about a text*

- Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning.
- Identify and summarise evidence from a text to support a hypothesis.

#### *Visualise their understanding of what they have read*

- Represent 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><i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.</li> </ul>
<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ Begin to distinguish between plot events/ details and the main themes in the texts they read.</li> <li>➤ Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.</li> </ul>
<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> <li>➤ Make comparisons between the ways that different characters or events are presented.</li> <li>➤ Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</li> </ul>
<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.</li> <li>➤ Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.</li> </ul>
<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> <li>➤ Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</li> </ul>
<p><b>Non-fiction skills:</b></p>
<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Locate information confidently and efficiently, using the full range of the information being read, including information presented graphically.</li> <li>➤ 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.</li> </ul>
<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.</li> <li>➤ Discuss the way that writers of non-fiction match text structure to their intentions.</li> </ul>
<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> <li>➤ Prepare for research by identifying what they already know and what they need to find out.</li> <li>➤ Plan their inquiry or research in the light of these questions.</li> <li>➤ Adapt their questions as they read.</li> </ul>
<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</li> <li>➤ Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.</li> </ul>
<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</li> </ul>

	<p><i>Distinguish between fact and opinion</i></p> <ul style="list-style-type: none"> <li>➤ In persuasive writing and other texts investigate how language is used to present opinion.</li> <li>➤ Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.</li> </ul>
6	<p><b>Reciprocal Reading Skills:</b></p> <p><b>Predict</b></p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> <li>➤ Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.</li> <li>➤ Make comparisons between a text and others they have read.</li> </ul> <p><i>Make predictions</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.</li> <li>➤ Make plausible predictions and explain what they are basing them on.</li> <li>➤ Discuss how and why they need to modify their predictions as they read on.</li> </ul> <p><b>Clarify</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.</li> <li>➤ 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.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</li> <li>➤ Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</li> <li>➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</li> </ul> <p><i>Identify how language contributes to meaning and how meaning is conveyed through the writer’s language choice</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary.</li> <li>➤ Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.</li> <li>➤ Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them.</li> <li>➤ Comment critically on how a writer uses language to imply ideas, attitudes and points of view.</li> </ul> <p><b>Question</b></p> <p><i>Ask retrieval questions about a text</i></p>

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

*Ask inferential questions*

- Ask questions to clarify and explore their understanding of what is implied in the text.

*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.
- Retrieve information from texts and evaluate its reliability and usefulness.

*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.

**Summarise**

*Summarise understanding*

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

**Additional skills to cover across the year:**

*Develop positive attitudes to reading*

- Enjoy listening to texts read to them.
- Sustain their reading of longer and more challenging texts to develop their reading stamina.
- Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.

*Annotate the text to support their understanding*

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

*Develop and express their understanding*

- Contribute constructively to a discussion about reading, responding to and building on the views of others.
- Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

*Skim, scan and read closely*

- Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning.
- Read carefully sections of texts to research information and to answer questions.

*Answer questions about a text and record their understanding*

- 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.
- Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.

*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.

*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.

*Evaluate the text*

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

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

- Understand how a writer develops themes, ideas or points of view over a text.
- Identify how the narrative or author's voice influences the reader's point of view and frames their understanding.
- Discuss how this can change over the course of a text.

*Make comparisons within and across texts*

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

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

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

*Identify how structure and presentation contribute to meaning*

- Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.
- Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.

**Non-fiction skills:**

*Retrieve and record information from non-fiction texts*

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

*Identify how the structure and presentation of non-fiction texts contributes to meaning*

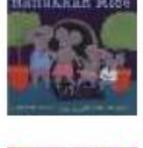
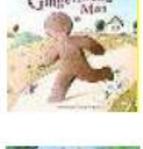
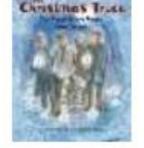
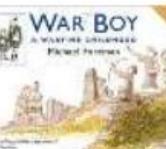
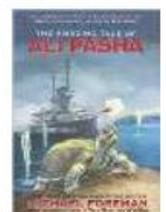
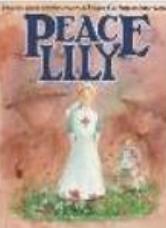
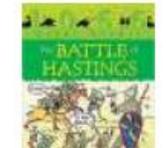
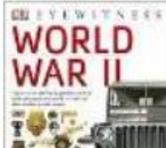
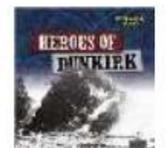
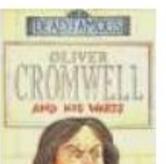
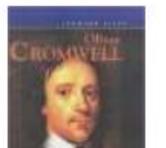
- Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.
- Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.

*Ask questions to find out*

	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Refine research questions in the light of initial findings.</li> </ul>
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.</li> <li>➤ Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</li> </ul>
	<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> <li>➤ In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.</li> </ul>
	<p><i>Distinguish between fact and opinion</i></p> <ul style="list-style-type: none"> <li>➤ In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.</li> <li>➤ In non-fiction texts distinguish between explicit and implicit points of view.</li> </ul>

The Canterbury Primary School

**Cycle 1 - Term 2 – War and Peace**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Fabulous Festivals</b></p>       	<p><b>Victory Celebrations</b></p>       	<p><b>The Battle of Britain</b></p>      	<p><b>WW1</b></p>     	<p><b>Battle of Hastings</b></p>     	<p><b>WW2</b></p>     	<p><b>English Civil War</b></p>     

Year	Writing
<b>R</b>	<p style="text-align: center;"><b>Let's Celebrate!</b></p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul> <p>Ideas:  Labels for presents  Christmas cards  Christmas list (what we want for Christmas)  Letter to Santa  Christmas stories</p>
<b>1</b>	<p style="text-align: center;">Victory Celebrations  Non-Chronological report  2 weeks  Postcards and letters 1 wk/2 if available  Poems for learning by heart 1 week</p> <p>Grammar  Form capital letters correctly.  Leave finger spaces between words.  Explain the job of an adjective.  Use adjectives to make expanded noun phrases.</p> <p>Phonics – Phase 5  <i>Week 1</i>  Recap new graphemes learnt in term 1</p>

	<p><i>Week 2</i> Recap alternative pronunciations learnt in term 1</p> <p><i>Week 3</i> <i>Alternative spellings of single consonant sounds</i> Teach – /k/(c, ch, k, ck), /d/(d, dd, ed), /f/(f, ff, gh, ph)</p> <p><i>Week 4</i> <i>Alternative spellings of single consonant sounds</i> Teach - /g/(g, gg, gh, gu, gue), /h/(h, wh), /j/(dg, dge, g, ge, j), /l/(al, el, il, le, l, ll)</p> <p><i>Week 5</i> <i>Alternative spellings of single consonant sounds</i> Teach - /m/ (m, mb, me, mm, mn), /n/(gn, kn, n, ne, nn), /r/(r, rh, rr, wr), /s/(c, ce, sc, se, st, s, ss)</p> <p><i>Week 6</i> <i>Alternative spellings of single consonant sounds</i> Teach - /t/(bt, ed, t, tt), /v/(f, v, ve), /w/(w, wh), /z/(se, ss, z, ze, zz)</p> <p><i>Week 7</i> Recap alternative spellings of single consonant sounds</p>
<p><b>2</b></p>	<p>The Battle of Britain          Recounts – letters 3wks          Persuasive advert/poster 3 weeks</p> <p>Grammar: expanded noun phrases (expansion before and after the noun).          Using pronouns to replace nouns and noun phrases.          Punctuate sentences with capital letters and full stops.</p> <p>Phonics and Spelling – No Nonsense Spelling Aut 2</p> <p><b>Wk1 - Strategies for learning words:</b>          Look, say, cover, write, check for common exception words.</p> <p><b>Wk2 - Phase 5 GPCs that are not secure. (Class dependent)</b></p> <p><b>Wk3 - Selected Phase 5 GPCs (class/group gaps)</b></p> <p><b>Wk4 - /d<sub>3</sub>/ sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’</b></p> <p><b>Wk 5 - /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</b></p> <p><b>Wk 6 - /n/ sound spelt ‘kn’ and ‘gn’ at the beginning of words</b></p>

<p><b>3</b></p>	<p style="text-align: center;">World War I</p> <p style="text-align: center;">Diaries – recounts 3 weeks. Write diary entry in role. Novel with war theme 3wks - Write own chapter.</p> <p>Grammar - Verbs – past and present. Verbs – perfect form and progressive forms. Punctuate sentences with capital letters, full stops, question marks or exclamation marks. Punctuation of speech: opening and closing speech with inverted commas.</p> <p>Phonics and Spelling - No Nonsense Spelling Aut 2</p> <p><b>Wk1 - Statutory words learnt last half term</b> Strategies at the point of writing: Have a go Homophones Y2 prefixes and suffixes. <b>Wk2 - Prefixes 'mis-' and 're-'</b> <b>Wk3 - Prefixes 'mis-' and 're-'</b> Strategies for learning words: words from statutory and personal spelling lists <b>Wk4 - Strategies for learning words: words from statutory and personal spelling lists</b> Words from statutory and personal spelling lists: pair- testing <b>Wk5 _ Proofreading.</b> The /i/ sound spelt 'y'</p> <p><b>Wk6 - Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin).</b></p>
<p><b>4</b></p>	<p style="text-align: center;">The Battle of Hastings</p> <p style="text-align: center;">Recounts – newspapers 3 weeks – Newspaper entry about Battle of Hastings.</p> <p style="text-align: center;">Myths and Legends 3wks – Research a legend. Retell it.</p> <p>Grammar Verbs – eliminate get/got: powerful verb choices. Phrases and clauses – separate clauses with commas. Punctuate sentences accurately. Main and subordinate clauses. Connecting clauses with conjunctions</p>

	<p>Verb tenses: simple, progressive and present perfect.</p> <p>Phonics and Spelling No Nonsense Spelling Aut 2</p> <p>Wk1 - Strategies for learning words: words from statutory list learnt previously Have a go sheet – strategies at the point of writing. Model</p> <p>Wk2 - Prefixes 'in-', 'il-', 'im-' and 'ir-' Wk3 Prefixes 'in-', 'il-', 'im-' and 'ir-' Words from statutory and personal spelling lists: pair testing</p> <p>Wk4 - Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' Wk5 - Words from statutory and personal spelling lists: pair testing Wk6 - Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed').</p>
<p><b>5</b></p>	<p style="text-align: center;"><b>WW2 – The Machine-Gunners</b></p> <p style="text-align: center;">Magazine articles – Make a war-time magazine. War-time recipes. Make do and mend. Dig for Victory...Letters page...</p> <p style="text-align: center;">Historical narrative – Write own chapter/story. Christmas poems</p> <p>Grammar Punctuate sentences, including speech with other punctuation. Verb tenses – simple past, present, future, present perfect, present and past progressive. Modal verbs. Rules of Standard English.</p> <p>Spelling No Nonsense Spelling Aut 2 Wk1 - Selected spellings taught last half term and new spellings for this half term. Wk2 - From previous years: plurals (adding '-s', '-es' and '-ies'). From previous years: apostrophe for contraction and possession Wk3 - Strategies for learning words: words from statutory and personal spelling lists Use of the hyphen. Wk4 - Use of the hyphen. Strategies for learning words: words from statutory and personal spelling lists. Wk5 - Proofreading, focusing on checking words from personal lists. Using a dictionary to support learning word roots, derivations and spelling patterns.</p>

	<p><b>Wk6 - Using dictionaries to create word webs.</b>  <b>Strategies at the point of writing: building new words from known morphemes.</b></p>
6	<p style="text-align: center;">English Civil War  Biography and autobiography 3wks  Flashbacks and time shift 3wks</p> <p>Grammar  Punctuate sentences accurately.  Mark clause boundaries with commas.  Use a range of conjunctions to link clauses.  Use adverbials of time.  Revise modal verbs and verb tenses.</p> <p>Spelling  No Nonsense Spelling Aut 2  <b>Wk1 - Words from statutory word lists.</b>  <b>Strategies for learning words: words from statutory word list.</b>  <b>Wk2 - Homophones ('ce'/'se')</b>  <b>Wk3 - Homophones ('ce'/'se'): dictation.</b>  <b>Strategies for learning words: words from personal spelling lists.</b></p> <p><b>Wk4 - Endings that sound like</b>  /jəs/ spelt '-cious' or '-tious'.</p> <p><b>Wk5 - Endings that sound like</b>  /jəs/ spelt '-cious' or '-tious': dictation.  <b>Strategies for learning words: words from statutory word list.</b></p> <p style="text-align: right;"><b>Wk6 – revise spelling learning from this term.</b></p>

*Phonics methodology is followed by the No-Nonsense Spelling programme and picks up from Bug Club phonics Phase. Twinkl has resources which match NNS teaching points. **WARNING** – Twinkl does **not** follow the same progression. You will have to find the relevant resource for the NNS unit.*

*Some children will **not** be meeting age-expectations and will need **phonics interventions and catch-up programmes**. It is expected that children will be grouped for spelling and phonics work. Teachers are expected to know the phonics/spelling needs of their children. Those who did not pass the Year 1 phonics screening assessment will need to take this again.*

Year	Maths
<b>R</b>	
<b>1</b>	<p>Add and subtract one-digit and two digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p>recognise and name common 2-D and 3-D shapes, including:  2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p><b>(Within 20)</b>  count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>
<b>2</b>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>Recall and use <b>multiplication</b> and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for <b>multiplication</b> and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p> <p>Solve problems involving <b>multiplication</b> and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p>

	<p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>
<b>3</b>	<p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p>
<b>4</b>	<p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p> <p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>
<b>5</b>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> <p>Multiply and divide numbers mentally, drawing upon known facts.</p>

	<p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>).</p> <p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>), and estimate the area of irregular shapes.</p>
<p><b>6</b></p>	<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions &gt;1.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>).</p> <p>Divide proper fractions by whole numbers (e.g. <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>).</p> <p>Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. <math>\frac{3}{8}</math>).</p> <p>Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places.</p> <p>Multiply one digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Describe positions on the full coordinate grid (all four quadrants).

Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

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Year	Science
<b>R</b>	<p style="text-align: center;"><b><u>Let's celebrate</u></b></p> <p><b>Range 4</b>            Notices detailed features of objects and their environment            Enjoys playing with small world reconstructions, building on first hand experiences</p> <p><b>Range 5</b>            Begin to understand how their behaviour has an effect on the environment            Show care and concern about living things and their environment</p> <p>Ideas:            Create a party outside – how has the environment changed?            What is natural? What is man-made?            After discussions may be had about what happens when people do not clear up after a party? How is it bad for the environment?            They could even write a step of instructions (with help) about what to do after a party??</p>
<b>1</b>	<p style="text-align: center;"><b><u>Victory Celebrations</u></b></p> <p><b>Materials:</b>            -Distinguish between an object and the material from which it is made            -identify and name a variety of everyday materials            -describe the simple physical properties of a variety of everyday materials            -compare and group materials on the basis of similar properties</p> <p>Idea: materials for celebrations            Experiment – suitable material for making a musical instrument to celebrate (such as a drum?)</p> <p><b>W/S:</b>            -perform simple tests through a practical means            -classify/group materials            -using observations to answer a question (this can be their own question or a teacher question for this term).</p> <p>Observe the change in the season/describe the changes in the weather. Discuss how the length of day is changing.</p>
<b>2</b>	<p style="text-align: center;"><b><u>Battle of Britain</u></b></p> <p><b>Living things and their habitats</b>            -explore and compare the differences between things that are living, dead, and things that have never been alive</p>

	<p>Idea: you can use vehicles or planes here – they move, could argue that the release fumes (like breathing out waste), nutrition (need fuel to work) so what makes them not living.</p> <p>Is a flame alive? Is a deciduous tree dead in winter?</p> <p>-describe how animals obtain their food, using the idea of a simple food chain and identifying different sources of food.</p> <p>Idea: you could include links to rationing and more farming back then (e.g. feeding chickens, pigs eat etc and how that meat would be given to people)</p> <p><b>W/S</b></p> <p>-Asking questions and suggesting different ways to answer the question</p> <p>-Describe how they have classified living/dead/alive</p>
<p><b>3</b></p>	<p style="text-align: right;"><b><u>World War 1</u></b></p> <p><b><u>Light</u></b></p> <p>-Recognise that they need light in order to see things and that dark is the absence of light</p> <p>-Notice that light is reflected from surfaces.</p> <p>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes (UV beads are really good and looking at the best type of protection for an investigation)</p> <p>-recognise that shadows are formed when a light source is blocked by a solid object</p> <p>-find patterns in the way that the size of the shadow changes</p> <p>Idea: use the idea of a blackout – creating the best black out room. Or the best light sources to see in the dark in a blackout etc.</p> <p><b>W/S</b></p> <p>-Set up simple experiments, such as comparative or fair testing (where possible, encourage independent thinking for experiments)</p> <p>-Make observations and take appropriate readings where possible</p> <p>-Report findings and use basic scientific ideas to explain findings</p>
<p><b>4</b></p>	<p style="text-align: right;"><b><u>Battle of Hastings</u></b></p> <p><b><u>Sounds</u></b></p> <p>-Identify how sounds are made (associating some of them with something vibrating)</p> <p>-recognise that the vibrations from sounds travel through a medium to the ear</p> <p>-find patterns between pitch and the object that produced it</p> <p>-find patterns between volume and strength of vibrations</p> <p>-recognise that sound becomes fainter the further away from the sound source</p> <p>Idea: link to the battle by warning music or celebratory music.</p> <p><b>W/S:</b></p> <p>-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)</p> <p>- Make systematic and careful observations and take accurate readings.</p> <p>-Using results, draw conclusions and use scientific evidence to explain</p> <p>-From conclusions, make new predictions for new values and suggest improvements (to an experiment).</p>

<p><b>5</b></p>	<p style="text-align: right;"><u>WW2</u></p> <p><b>Forces:</b>          -recognise that some mechanisms (levers, pulleys and gears) allow for a smaller force to have a great effect.          Idea – use of pulleys to help assistance for WW2 and clearing collapsed buildings</p> <p><b>W/S:</b>          -Plan scientific questions and decide upon variables (this will be an introduction so you may want a separate lesson on variables).          -Take accurate and precise recordings or measurements (i.e. Newtons)          -Draw conclusions using scientific concepts to explain results.</p>
<p><b>6</b></p>	<p style="text-align: right;"><u>English Civil War</u></p> <p><b>Light</b>          -Recognise that light travels in a straight line          -use the idea of light travelling in straight lines to see objects through reflection          -explain how we see things          -use the idea that light travels in a straight lone can explain the shape of a shadow</p> <p><b>W/S</b>          -use more complex scientific diagrams to explain abstract theories          -Plan scientific questions, using variables, stating which may be difficult to control          -Drawing conclusions, using scientific theories to explain results.</p>

Year	History	Geography
R	<p style="text-align: center;"><b>Let's Celebrate</b></p> <p style="text-align: center;"><b>Describe:</b> what do they do, how do you know</p> <p>Q – What happens during a celebration? Q – What celebrations take place throughout the year?</p>	<p style="text-align: center;">Lets celebrate <b>Describe</b></p> <p>Children know about similarities and differences between and among communities and traditions</p>
1	<p style="text-align: center;"><b>Victory Celebrations</b></p> <p><b>Observe:</b> Be able to use key words and phrases relating to the passing of time <b>Identify:</b> Know about a range of events that have happened in the past <b>Select:</b> Be able to ask and answer questions about the past</p> <p>Q – What was VE day? Q – How did people celebrate? Q – Why do people gather on the Round Tower in Portsmouth? Q – What gesture did Winston Churchill make famous?</p> <p><a href="https://www.belfasttelegraph.co.uk/news/uk/families-gutted-as-traditional-naval-homecoming-cancelled-by-covid-19-concerns-39060861.html">https://www.belfasttelegraph.co.uk/news/uk/families-gutted-as-traditional-naval-homecoming-cancelled-by-covid-19-concerns-39060861.html</a></p> <p><a href="https://www.iwm.org.uk/history/where-does-v-for-victory-come-from">https://www.iwm.org.uk/history/where-does-v-for-victory-come-from</a></p>	<p style="text-align: center;"><b>Victory Celebrations</b> <b>Describe</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>
2	<p style="text-align: center;"><b>Battle of Britain</b></p> <p><b>Sequence:</b> Be able to order events and objects into a sequence <b>Describe:</b> Be able to find out about aspects of the past from a range of sources of information <b>Compare and contrast:</b> Be able to identify differences between their own lives and those of people who have lived in the past (planes)</p> <p>Q – What was the Battle of Britain? Q – When was the Battle of Britain? Q – Why was radar so important to this battle? Q – What planes were used in the battle and what are they used for today?</p>	<p style="text-align: center;"><b>Battle of Britain</b> <b>Recognise/Identify/Describe</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>*Understand and explain the meaning of the term 'non-European country'.</p>

	<a href="https://battleofbritain.rafa.org.uk/the-battle/?gclid=EAlaIqobChMIifC1z-rY8QIV42DmCh14awmREAAyAAEgKkuPD_BwE">https://battleofbritain.rafa.org.uk/the-battle/?gclid=EAlaIqobChMIifC1z-rY8QIV42DmCh14awmREAAyAAEgKkuPD_BwE</a>	
<p><b>3</b></p>	<p style="text-align: center;"><b>WW1</b></p> <p><b>Chronology:</b> Understand that the past has been recorded in a variety of different ways</p> <p><b>Explain:</b> Know about the lives of people in those periods</p> <p><b>Synthesise:</b> Be able to give some reasons for particular events and change</p> <p>Q – When did WW1 begin and end?  Q – What were the causes of WW1?  Q- Who was Jack Cornwell?  Q – How did animals help?  Q – What was the Christmas Truce?</p> <p><a href="https://www.bl.uk/world-war-one?gclid=EAlaIqobChMIitOhlurY8QIVV-vtCh331gC5EAMYAAEgJvefD_BwE">https://www.bl.uk/world-war-one?gclid=EAlaIqobChMIitOhlurY8QIVV-vtCh331gC5EAMYAAEgJvefD_BwE</a></p>	<p style="text-align: center;"><b>World War I</b></p> <p style="text-align: center;"><b>Identify / Demonstrate Understanding</b></p> <p>Locate the main countries of Europe inc. Russia.  Identify capital cities of Europe.  Locate and name the countries making up the British Isles, with their capital cities.</p>
<p><b>4</b></p>	<p style="text-align: center;"><b>Battle of Hastings</b></p> <p><b>Summarise:</b> Be able to use their knowledge and understanding to answer simple questions about the past and about changes</p> <p><b>Demonstrate understanding:</b> Be able to gather information from simple sources</p> <p><b>Compare and contrast:</b> Know about the main similarities and differences between the past societies.</p> <p>Q – What is the Bayeux Tapestry and why is it important?  Q – What was the prize for winning the battle?</p>	<p style="text-align: center;"><b>Battle of Hastings</b></p> <p style="text-align: center;"><b>Summarise</b></p> <p>Locate and name the main counties and cities in/around England.</p>

	<p>Q – What was Senlac Hill renamed to? Q – When and how did the Normans travel to England?</p> <p><a href="https://www.bl.uk/anglo-saxons/articles/the-battle-of-hastings-fact-and-fiction?gclid=EAlaIQobChMIk5H-gurY8QIVztPtCh2FzQh-EAAYAiAAEgJo5vD_BwE">https://www.bl.uk/anglo-saxons/articles/the-battle-of-hastings-fact-and-fiction?gclid=EAlaIQobChMIk5H-gurY8QIVztPtCh2FzQh-EAAYAiAAEgJo5vD_BwE</a></p>	
<p><b>5</b></p>	<p style="text-align: center;"><b>WW2</b></p> <p><b>Empathise:</b> Know about the social, cultural, religious and ethnic diversity of the period studied</p> <p><b>Critique:</b> Be able to describe how the history of one country affects that of another</p> <p><b>Hypothesise:</b> Be able to enquire into historical issues and their effects on people’s lives</p> <p>Q – What is the British Legion? Q – What were the causes of WW2? Q – Why were the beaches in France important? Q – What countries made up the Axis and Allies? Q – How is the author of James Bond connected to WW2?</p> <p><a href="https://www.iwm.org.uk/history/second-world-war?gclid=EAlaIQobChMIz-ur4OnY8QIV6OjtCh3NEgf_EAAYAiAAEgK5d_D_BwE">https://www.iwm.org.uk/history/second-world-war?gclid=EAlaIQobChMIz-ur4OnY8QIV6OjtCh3NEgf_EAAYAiAAEgK5d_D_BwE</a></p>	<p style="text-align: center;"><b>WWII</b> <b>Apply</b></p> <p>Compare land use maps (Could link to History - France (WWII) from past with the present. Local study? Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present</p> <p><i>Visit Dover museum?</i></p>
<p><b>6</b></p>	<p style="text-align: center;"><b>English Civil War</b></p> <p><b>Make reasoned judgements:</b> Be able to describe how the history of the host country affects the lives of people who live there now</p> <p><b>Apply:</b> Be able to find out about aspects of the past from a range of sources</p> <p><b>Critique:</b> Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p> <p>Q – What was the impact of the civil war? Q – What are the four types of soldiers that were in the armies?</p>	<p style="text-align: center;"><b>English Civil War</b> <b>Critique</b></p> <p>Linking with local History, map how land use has changed in local area over time. Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p>

Q – Was the King right to fight with parliament?  
Q – How did the English civil war involve other countries?

<https://www.nationalarchives.gov.uk/documents/education/civilwarpack.pdf>

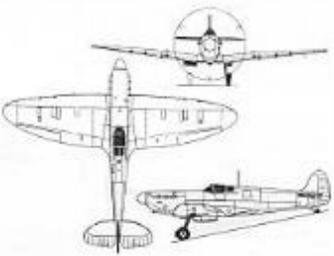
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Year	RE	PSHE - Relationships – respecting self and others, bullying and safe relationships
	<p>9<sup>th</sup> October – Yom Kippur            27<sup>th</sup> October – Diwali            1<sup>st</sup> December – First Sunday of Advent            23<sup>rd</sup>-30<sup>th</sup> December - Hanukkah            25<sup>th</sup> December – Christmas Day</p>	
<b>R</b>	<p><b>What is a festival?</b>  <b>How do people celebrate special times in their lives?</b>  <b>Ideas: Hanukkah, Diwali, Christmas</b></p>	<p><b>Termly word: Unkind!</b></p> <p><b>R10.</b> Explore how bodies and feelings can be hurt by words and actions; that people can say hurtful things online  <b>R11.</b> Think about how people may feel if they experience hurtful behaviour or bullying  <b>R13.</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private  <b>R15.</b> How to respond safely to adults they don't know  <b>R16.</b> Discuss how to respond if physical contact makes them feel uncomfortable or unsafe  <b>R17.</b> Knowing there are situations when they should ask for permission and also when their permission should be sought</p>
<b>1</b>	<p><b>Christianity</b></p> <p><b>Key skill: Investigate</b>  <b>Who is a Christian and what do they believe?</b>  <b>Why do some people believe God exists?</b>  <b>Share stories from the Bible that help to show how Christians think of God, e.g. Noah's ARK, David and Goliath,</b>  <b>Investigate pieces of art and recognise some of the symbols used to represent God</b>  <b>Investigate how Christians follow the Bible and how they live their lives (prayer and worship)</b></p>	<p><b>Termly Word -Safe and unsafe!</b></p> <p><b>R12.</b> 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  <b>R14.</b> Why sometimes people may behave differently online, including by pretending to be someone they are not  <b>R18.</b> Talk about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)  <b>R19.</b> List basic techniques for resisting pressure to do something they don't want to do, and which may make them unsafe</p>

		<p><b>R20.</b> 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>
2	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key skill: Investigate</b>  <b>What can we learn from sacred books?</b>  <b>Which stories are special and why?</b>  <b>Why is the Bible so important to Christians?</b>  <b>Does living biblically mean obeying the whole Bible?</b>  <b>Investigate how different sacred books are treated (Torah, Qur'an, Bible)</b>  <b>Read, act out, illustrate some stories told by Jesus in the Bible. Parable of the lost sheep. The good Samaritan.</b></p>	<p style="text-align: center;"><b>Termly Word - Cooperatively!</b></p> <p><b>R21.</b> What is kind and unkind behaviour, and how this can affect others  <b>R22.</b> How to treat themselves and others with respect; how to be polite and courteous  <b>R23.</b> To recognise the ways in which they are the same and different to others  <b>R24.</b> How to listen to other people and play and work cooperatively  <b>R25.</b> How to talk about and share their opinions on things that matter to them someone else's personal safety (including online)</p>
3	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key skill: Compare</b>  <b>What do different people believe about God?</b>  <b>Who is a Christian/Muslim/Jewish and what do they believe?</b>  <b>Why do some people believe God exists and some do not?</b>  <b>Explore how a range of religions name and describe the attributes of God.</b>  <b>Study art pieces used to represent ideas about God.</b>  <b>Children can express their own ideas of God through art, poetry, music or drama.</b></p>	<p style="text-align: center;"><b>Termly Word - Consequences!</b></p> <p><b>R19.</b> Think about and record the impact of bullying, including offline and online, and the consequences of hurtful behaviour  <b>R20.</b> 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  <b>R21.</b> What is discrimination: what it means and how to challenge it</p>
4	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key skill: Investigate</b>  <b>Why is Jesus inspiring to some people?</b>  <b>What would Jesus do?</b>  <b>Can we live by the values of Jesus today?</b>  <b>Explore what make a person inspirational to others, identifying characteristics of a good role model.</b>  <b>Use the events of Holy week and Easter to find out why Jesus is so important to Christians today.</b>  <b>Explore words and actions of Jesus which inspire people today.</b></p>	<p style="text-align: center;"><b>Termly Word - Respect!</b></p> <p><b>R22.</b> Think about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)  <b>R23.</b> 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  <b>R24.</b> How and why to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>

5	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key skill: Analyse</b>  <b>Why do some people think God exists?</b>  <b>What do the terms 'theist' and 'agnostic' mean?</b>  <b>Find out how many people in the world and in your local area believe in God – using global statistics and the UK census.</b>  <b>Explore some reasons why people do or do not believe in God.</b>  <b>Explore what impact believing in God might make on the way someone lives their everyday life.</b>  <b>Discuss and reflect on the possible benefits and challenges of believing or not believing in God today.</b></p>	<p style="text-align: center;"><b>Termly word - Confidentiality!</b></p> <p><b>R25.</b> Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact  <b>R26.</b> Why you need to seek and give permission (consent) in different situations  <b>R27.</b> 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  <b>R28.</b> How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this  <b>R29.</b> Where to get advice and report concerns if worried</p>
6	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key skill: Investigate</b>  <b>What matters most to Christians and Humanists?</b>  <b>Does religion help people to be good people?</b>  <b>What can we learn from religions about deciding what is right and wrong?</b>  <b>Talk about what kinds of behaviour and actions pupils consider to be bad/wrong. Give these a ranking, which is worst? and why?</b>  <b>Discuss how having a 'code for living' might assist people to make good choices.</b>  <b>Look at a Humanist 'code for living'. How would the help people to make good choices? What would a Humanist class, school or town look like?</b>  <b>The Christian code for living can be summed up in Jesus' two rules, love God and love your neighbour. Explore how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25-37) and Jesus' attitude on the cross (Luke 23:32-350)</b></p>	<p style="text-align: center;"><b>Termly Word -Responsible!</b></p> <p><b>R30.</b> What personal behaviour can affect other people; to recognise and model respectful behaviour online  <b>R31.</b> 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  <b>R32.</b> Respecting the differences and similarities between people recognising what they have in common  <b>R33.</b> To listen and respond respectfully including those whose tradition, beliefs and lifestyles are different to yours  <b>R34.</b> Discuss and debate topical issues, respect others point of views and constructively challenge others</p>
Year	<b>Art and Design</b>	<b>Design and Technology</b>
<b>Make something to sell at the Christmas Fair</b>		

<p><b>R</b></p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Focus: Make a Christmas card using paints and cotton buds.</b></p> 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Focus: Make a hanging Menorah using a paper plate.</b></p> 
<p><b>1</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p><b>Focus: Clay/salt dough- Make war medals</b></p>	<p style="text-align: center;"><b>Design</b></p> <p>Model their ideas through drawings</p> <p>Develop their design ideas applying findings from their earlier research using ICT.</p> <p style="text-align: center;"><b>Make</b></p> <p>Make their design using appropriate techniques.</p> <p>Measure, mark out, cut and shape a range of materials.</p> <p>Use tools e.g. scissors and a hole punch safely.</p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins.</p> <p>Build structures, exploring how they can be made stringer, stiffer and more stable.</p> <p>Explore and use mechanisms (levers, sliders, wheels and axles) in their products.</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p style="padding-left: 40px;">Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p><b>Focus: Make a moving horse slider picture</b></p> <p><b>Main focus: ‘Explore and use mechanisms (levers, sliders, wheels and axles) in their products’ and ‘Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins.’</b></p>

<p><b>2</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p><b>Focus: Sketch to make quick records of design</b></p> 	<p style="text-align: center;"><b>Design</b></p> <p>Develop their design ideas through drawing and modelling. Build structures, exploring how they can be made stringer, stiffer and more stable. Explore and use mechanisms (levers, sliders, wheels and axles) in their products.</p> <p style="text-align: center;"><b>Make</b></p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Choose and use appropriate finishing techniques</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p><b>Focus: Battle of Britain- Use design to make an aircraft- Hawker Hurricane and Spitfire</b></p>
<p><b>3</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.</p>	<p style="text-align: center;"><b>Design</b></p> <p>Explore, develop and communicate design proposals by modelling ideas.</p> <p style="text-align: center;"><b>Make</b></p> <p>Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p>

	<p>Annotate work in sketchbook.</p> <p><b>Focus: Experiment with the potential of various pencils. Discuss use of shadows, use of light and dark.</b></p> 	<p><b>Focus: Stained glass poppies jar using tissue paper and glue</b></p> 
<p><b>4</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p><b>Focus: Printing- Press print- Recreate the Bayeux Tapestry to Retell the events in the Battle of Hastings.</b></p>	<p style="text-align: center;"><b>Design</b></p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p> <p style="text-align: center;"><b>Make</b></p> <p>Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Use simple graphical communication techniques</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their work both during and at the end of the assignment.</p> <p><b>Focus: Design and make a throne</b></p>



5

**Exploring and Developing ideas  
(ONGOING)**

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

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

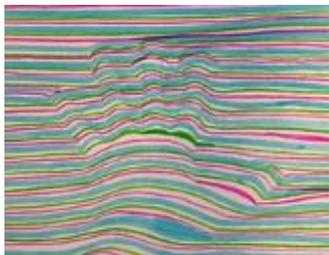
**Evaluating and Developing work  
(ONGOING)**

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

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

Annotate work in sketchbook.

**Focus: Pattern- Optical illusions- incorporate hidden war images  
Artist Bridget Riley**



**Design**

Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.

**Make**

Select appropriate materials, tools and techniques.

Measure and mark out accurately.

Use skills in using different tools and equipment safely and accurately

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

**Evaluate**

Evaluate a product against the original design specification.

Evaluate it personally and seek evaluation from others.

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

**Focus: Design and make an Anderson shelter**



<p><b>6</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p><b>Focus: Portrait of Oliver Cromwell in the style of Rembrandt van Rijn.</b></p>	<p style="text-align: center;"><b>Design</b></p> <p>Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p style="text-align: center;"><b>Make</b></p> <p>Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along. Pin, sew and stitch materials together create a product. Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages). Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors). Understand and apply the basic principles of a healthy and varied diet. Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using drawings with labels. Evaluate against their original criteria and suggest ways that their product could be improved. Understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Focus: Plan and make a meal for a soldier during the English Civil War.</b></p>
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Year	Music	Computing
R		<p>On-Line Safety-</p> <ul style="list-style-type: none"> <li>• assess what they already know about staying safe on-line.</li> <li>• Explicitly teach how we can stay safe on-line.</li> </ul> <p><a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a>  <a href="https://www.childnet.com/resources/digiduck-stories">https://www.childnet.com/resources/digiduck-stories</a></p> <p><a href="https://www.childnet.com/resources">https://www.childnet.com/resources</a> Foundation Stage</p> <p>Education for a Connected World – 2020 edition  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</a></p> <p>Computing/Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> <li>• taking a photograph with a camera or tablet</li> <li>• searching for information on the internet</li> <li>• playing games on the interactive whiteboard</li> <li>• exploring an old typewriter or other mechanical toys</li> <li>• using a Beebot</li> <li>• watching a video clip</li> <li>• listening to music</li> </ul> <p>Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary, but they will have a strong start in Key Stage 1 Computing.</p>
1	<p><b>Battle of Waterloo</b></p> <p><b><u>Focus: For pupils to write a Battle Chant and perform in classes (or smaller groups) to each other. Pupils to also experience singing in a round, changing the words to Frere Jacques.</u></b></p> <p><b><u>SF:</u></b></p>	<p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p><b>CREATING MEDIA</b>  Digital Painting  Create digital paintings based on artists' work  MS Paint, Paintz app <a href="https://paintz.app/">https://paintz.app/</a></p> <p>Education for a Connected World – 2020 edition</p>

	<p>I can write a chant about Battles and perform it with my friends, in front of the other class. I can also take part in singing in a round to Frere Jacques, and play a part in changing the words.</p> <p><b>Content/ ideas:</b></p> <ul style="list-style-type: none"> <li>• Watch the Haka!</li> <li>• Watch/ listen to other chants</li> <li>• Discuss facts about the Battle of Waterloo</li> <li>• Write your own chant, using the facts</li> </ul> <p>If time:</p> <ul style="list-style-type: none"> <li>• Listen to Frere Jacques, and sing in a round</li> <li>• Change the words (if time)</li> <li>• Discuss what language the song is in</li> <li>• Listen to other French music/ how is it different to our music?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• YouTube</li> <li>• iPad to record</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</a></p>
2	<p style="text-align: center;"><b>Battle of Britain</b></p> <p><b>Focus: For pupils to experience the percussion family and compose a piece (soundscape), based on the story of the Battle of Britain.</b></p> <p><b>SF:</b> I can name the different percussion instruments and learn how to play them in a group, when playing our composition about the Battle of Britain.</p> <p><b>Content/ ideas:</b></p> <ul style="list-style-type: none"> <li>• Learn about the different percussion instruments – what they are called and how they are played</li> <li>• In small groups, create a soundscape, based on the story of the Battle</li> <li>• Perform (with one narrator) the compositions to each other</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Percussion instruments</li> </ul>	<p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p style="text-align: center;"><b>CREATING MEDIA</b> Digital Photography Capturing, editing and improving photos. Online safety - images may not be real Tablet device and / or digital camera. Pixlr</p> <p style="text-align: center;">Education for a Connected World – 2020 edition <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</a></p>

	<ul style="list-style-type: none"> <li>• iPads to record compositions</li> <li>• laptops for research</li> </ul>	
<p><b>3</b></p>	<p style="text-align: center;"><b>WW1</b></p> <p><b><u>Focus: Junk Percussion and Call &amp; Response.</u></b></p> <p><b>SF:</b> I will perform our Call &amp; Response composition, based on WW1, on the various junk objects we have made.</p> <p><b><u>Content/ ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Collect various resources to make into instruments (shakers, comb &amp; paper, buckets to hit, sand in a tray, the radiator (!), cotton reels etc)</li> <li>• Practice playing to a beat</li> <li>• Pupils to compose a call &amp; response piece, using facts about WW1</li> <li>• Explore call &amp; response – what is it? Where and when did it begin? Play examples on YouTube</li> <li>• Perform piece as a class, or in small groups</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Resources to make instruments</li> <li>• YouTube – call &amp; response</li> <li>• Facts about WW1</li> </ul>	<p style="text-align: right;"><b>Digital Literacy</b></p> <p><b>On-line Safety: Follow Google Internet Legends Scheme of Work</b></p> <p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p style="text-align: center;"><b>CREATING MEDIA</b> <u>Stop frame animation</u></p> <p>Create stop frame animation, story-based animation, adding music and text to animation Tablets, iMotion Stop motion studio, 2animate, animation in PPT, Pivot Animation</p> <p style="text-align: center;">Education for a Connected World – 2020 edition <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf</a></p>
<p><b>4</b></p>	<p style="text-align: center;"><b>Battle of Hastings</b></p> <p><b><u>Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C and Am chords will be learnt, and words to these chords in the shape of a poem, using facts about the Battle of Hastings.</u></b></p> <p><b>SF:</b></p>	<p style="text-align: right;"><b>Digital Literacy</b></p> <p><b>On-line Safety: Follow Google Internet Legends Scheme of Work</b></p> <p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p style="text-align: center;"><b>CREATING MEDIA</b></p>

	<p>I will learn how to play the C and Am chord on the Ukulele and perform our piece to my class, in my group.</p> <p><b>Content/ ideas:</b></p> <ul style="list-style-type: none"> <li>• Learn the C chord</li> <li>• Learn the Am chord</li> <li>• Write (or copy) short poems in groups, using the facts about the Battle of Hastings</li> <li>• Add the words about the Battle of Hastings, whilst strumming the chords</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Ukuleles</li> <li>• Internet/ laptops for research on facts about the Battle of Hastings/ poems</li> </ul>	<p><b>Photo editing</b></p> <p>How digital images can be changed and edited, resaved and reused. Impact that editing images can have.  paint.net <a href="http://Paint.net">Paint.net</a>, pixabay  befunky, lunapic,</p>
5	<p style="text-align: center;"><b>WW2</b></p> <p><b><u>Focus: Rhythm: Pupils to learn about &amp; compose their own rap, using facts about WW2</u></b></p> <p><b>L/O:</b>  I will learn about the history of rap and in a group, compose my own piece, using facts about WW2.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Research the history behind rap</li> <li>• Research facts about WW2</li> <li>• Practice various raps</li> <li>• In small groups, using facts about WW2, pupils to compose a rap, using a keyboard as their backing track</li> <li>• Pupils to perform their raps (record them on iPads)</li> </ul> <p><b>Recourses:</b></p> <ul style="list-style-type: none"> <li>• YouTube for examples of rap</li> <li>• iPads for recording purposes</li> </ul>	<p style="text-align: center;"><b>Digital Literacy</b></p> <p><b>On-line Safety: Follow Google Internet Legends Scheme of Work</b></p> <p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p style="text-align: center;"><b>CREATING MEDIA</b></p> <p style="text-align: center;"><b><u>Vector drawing</u></b></p> <p style="text-align: center;">Use different drawing tools and create images in layers  Google drawings  Aspex draw, drawing tools in Word and PPT</p> <p style="text-align: center;">Education for a Connected World – 2020 edition  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf</a></p>

	<ul style="list-style-type: none"> <li>• keyboard, for backing track</li> <li>• laptops for research</li> </ul>	
6	<p style="text-align: center;"><b>English Civil War</b></p> <p><b>Focus: Listening: Listening topic: Pupils to explore the history of music and musical instruments (Medieval, Renaissance, Baroque, Classical/ Romantic music).</b></p> <p><b>SF:</b> I will listen to a range of music from a long time ago, and discuss with my class how different it is to now, what instruments are used and understand the evolution of instruments, musical styles and famous composers.</p> <p><b>Content/ ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen and explore the history of music (YouTube) - <i>Medieval, Renaissance, Baroque, Classical/ Romantic.</i></li> <li>• Discuss what the instruments are used</li> <li>• How is the music different to now? How has it changed?</li> <li>• How have the instruments changed over the years?</li> <li>• Discuss the famous composers, around at that time</li> <li>• What are the pupils' favourite/ least favourite, and why?</li> <li>• Feel free to experiment on keyboards, piano, xylophone etc., to create your own piece, inspired by what you have heard.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• YouTube</li> <li>• Laptops/ headphones for research</li> </ul>	<p style="text-align: right;"><b>Digital Literacy</b></p> <p><b>On-line Safety: Follow Google Internet Legends Scheme of Work</b></p> <p>Full SOW and resources @ <a href="https://teachcomputing.org/curriculum/">https://teachcomputing.org/curriculum/</a></p> <p style="text-align: center;"><b>CREATING MEDIA</b> <b>3D modelling</b></p> <p><b>Produce 3D models, examining the differences between working digitally and 2D and 3D graphics</b> <b>TinkerCAD (need accounts)</b></p> <p style="text-align: center;">Education for a Connected World – 2020 edition <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</a></p>

### **MUSIC:**

As always with the teaching of music, please let me know if you would like me to come into class and model a lesson. Please book time in the music room too, if required.

### **Computing**

**Use the following for resources:**

<https://teachcomputing.org/curriculum/> Full SOW, lesson plans and activities found here.

Curriculum Map and Overview found here along with Software and Hardware requirements:

T:\Staff Resources\Curriculum\CPS Staff\Computing Resources\Computing 2021-2022

### Digital Literacy

An element of On-line Safety must be taught each term.

Year	PE Term 2
R	<p><b>Dance</b></p> <p><b>Acquiring and developing skills</b> To understand how to use the space when moving.</p> <p><b>Selecting and applying skills</b> To begin to use different movements.</p> <p><b>Knowledge and understanding</b> To describe how the body feels before, during and after the activity.</p> <p><b>Evaluating and improving</b> To watch others, describe what they see and copy.</p> <p><b>Suggested activities:</b> <a href="http://www.musicandmovement.org.uk/learning-resources/themed-activities/">http://www.musicandmovement.org.uk/learning-resources/themed-activities/</a></p>
1	<p><b>Infant Agility/ Balancing</b></p> <p>Activities: Balancing, jumping, bouncing, running, throwing, catching, skipping</p> <p><b>Acquiring and developing skills</b> To understand how to move fluently, change direction and speed easily, avoid collisions, develop spatial awareness. To show some control and accuracy in throwing and catching.</p> <p><b>Selecting and applying skills</b> To begin to use different movements, speeds and pathways. To understand how to recognise special awareness. To understand the concepts of aiming.</p>

	<p><b>Knowledge and understanding</b> To describe how the body feels before, during and after the activity. To discuss why playing games is good for us.</p> <p><b>Evaluating and improving</b> To watch others, describe what they see and copy.</p> <p><b>Suggested activities:</b>  <b>Reaction game:</b> 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.  <b>Rat and rabbit game:</b> 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.  <b>Run rabbit, run:</b> Set out randomly 10 – 15 hoops, spots or cone markers. Explain to the children that these are the rabbit holes and on command of “Run, Rabbit, Run” the children must get to the safety of a rabbit hole as quickly as possible. A maximum of 3 children are allowed to a rabbit hole. To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.  <b>Relay games:</b> Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.</p>
2	<p><b>Gymnastics</b></p> <p><b>Acquiring and developing skills</b> To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p><b>Selecting and applying skills</b> To choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p><b>Knowledge and understanding</b> To recognise and describe what their bodies feel like during different types of activity.</p> <p><b>Evaluating and improving</b> To improve their work using information they have gained by watching, listening and investigating.</p> <p><b>Suggested activities:</b>  <b>Rabbits:</b> 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><b>Simon Says:</b> Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p> <p><b>Infant Agility</b></p>

	<p><b><u>Acquiring and developing skills</u></b> To move fluently, change direction and speed easily, avoid collisions, develop spatial awareness. To show control and accuracy in throwing and catching. To control the speed/ ball when participating in activities.</p> <p><b><u>Selecting and applying skills</u></b> To use different movements, speeds and pathways. To recognise special awareness. To understand the concepts of aiming.</p> <p><b><u>Knowledge and understanding</u></b> To describe changes to the body when exercising. To explain what body needs to keep healthy.</p> <p><b><u>Evaluating and improving</u></b> To watch others, describe what they see and copy. To provide feedback on the improvement.</p> <p><b><u>Suggested activities:</u></b>  <b>Reaction game:</b> 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.  <b>Rat and rabbit game:</b> 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.  <b>Run rabbit, run:</b> Set out randomly 10 – 15 hoops, spots or cone markers. Explain to the children that these are the rabbit holes and on command of “Run, Rabbit, Run” the children must get to the safety of a rabbit hole as quickly as possible. A maximum of 3 children are allowed to a rabbit hole. To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.  <b>Relay games:</b> Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.</p>
3	<p><b><i>Tag Rugby</i></b></p> <p><b><u>Acquiring and developing skills</u></b> To use and link a combination of skills in tasks and game scenarios. To begin to develop co-ordination, control and accuracy in tasks. To begin to communicate with others during game situations.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> To begin to apply control, co-ordination and accuracy in a variety of game situations. To begin to apply tactics in game situations to be successful as a team. To work well in a group.</p> <p><b><u>Knowledge and understanding of fitness and health</u></b> To recognise how their body feels when still and exercising, explaining what and why these are occurring.</p> <p><b><u>Evaluating and improving performance</u></b> To describe actions and suggest what improvements could be made.</p> <p><b><u>Suggested activities</u></b></p>

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

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

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

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

### **Dance**

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

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

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

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

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

To recognise how their body feels when still and exercising.

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

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

#### **Suggested activities:**

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

#### **Exploration activity:**

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

➤ **Leap:** The end of the dance where the wind is at its strongest/your actions at their strongest. Run and leap. Make it clear what shape your action/movement will be. Where is your focus?

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

4

**Tennis**

**Tag Rugby**

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

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

**Knowledge and understanding of fitness and health**  
To recognise which activities help their speed, strength and stamina. To begin to vary dynamics and develop actions and motifs.

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

Suggested activities

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

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

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

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

5	<p><b>Basketball</b></p> <p><b><u>Acquiring and developing skills</u></b> To explore a variety of activities that require co-ordination, control and accuracy.</p> <p><b><u>Selecting and applying skills, tactics and compositional ideas</u></b> To begin to apply control, co-ordination and accuracy when using a variety of different balls/objects to achieve a variety of tasks. To vary skills, actions and ideas and link these in ways that suit the games activity. To take part in competitive games with a strong understanding of tactics and composition.</p> <p><b><u>Knowledge and understanding of fitness and health</u></b> To recognise how their body feels when still and exercising and describe the effect exercise has on the body before and after.</p> <p><b><u>Evaluating and improving performance</u></b> To copy, watch and describe actions and comment on how to be successful and improve.</p> <p><b><u>Suggested activities:</u></b></p> <p><b>Skill practice:</b> make a circle with a minimum of two on each cone and a turning cone in the centre. Those at the front of their cone must dribble into the turning cone then change direction and dribble back to their cone where the next person will do the same. Progress to dribbling into the turning cone and then turning to the cone to the left instead of just going back to the cone they started from.</p> <p><b>King of the ring:</b> Children must dribble around in the area. If their ball goes outside of the area they are out. When 'King of the Ring' is called, children can knock other people's balls out whilst still dribbling their own around. This will encourage keeping the ball close and plenty of turns away from others trying to knock their ball out.</p> <p><b>Relay races:</b> Split into four teams each in their own lane. The person at the front of the line must dribble out to the end of the channel, turn, dribble back and then perform whichever pass has been set (chest, bounce or shoulder) from the final channel cone to the next person. First team to get everyone back and sitting down gets 1 point.</p> <p><b>Swimming</b></p>

6

### **Basketball**

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

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

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

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

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

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

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

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

#### **Suggested activities:**

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

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

**Relay races:** Split into four teams each in their own lane. The person at the front of the line must dribble out to the end of the channel, turn, dribble back and then perform whichever pass has been set (chest, bounce or shoulder) from the final channel cone to the next person. First team to get everyone back and sitting down gets 1 point.

### **Dodgeball**

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

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

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

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

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

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

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

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

#### **Suggested activities:**

<https://www.thepeshed.com/dodgeball-games>

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

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The Canterbury Primary School