

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All about me	Colosseum	Machu Picchu	The Great Barrier Reef	Paricutin Volcano	Mount Everest	The Grand Canyon



The Canterbury Primary School
Curriculum
Cycle 1
Term 1
The Seven Wonders of the World



The

Year	Reading
R	Reciprocal Reading Skills:
	Predict <i>Use prior knowledge to support understanding</i> <ul style="list-style-type: none"> ➤ Talk about what they know about events or topics prior to reading when prompted. <i>Make predictions</i> <ul style="list-style-type: none"> ➤ Anticipate – where appropriate – key events in stories
	Clarify <i>Build a wide vocabulary</i> <ul style="list-style-type: none"> ➤ Talk with an adult about the meaning of unfamiliar words. ➤ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
	Question <i>Ask retrieval questions about a text</i> <ul style="list-style-type: none"> ➤ Ask questions to understand what has happened in stories read to them. <i>Ask inferential questions</i> <ul style="list-style-type: none"> ➤ Ask questions to explore what characters say and do in stories read to them. <i>Retrieve information from texts</i> <ul style="list-style-type: none"> ➤ Answer who, what, where and when questions about what they hear when listening to stories. <i>Infer from what characters say and do</i> <ul style="list-style-type: none"> ➤ Answer how and why questions about a characters actions and feelings when listening to stories.
	Summarise <i>Summarise understanding</i> <ul style="list-style-type: none"> ➤ Retell narratives and stories in their own words.
	Additional skills to cover across the year:
	<i>Develop positive attitudes to reading</i> <ul style="list-style-type: none"> ➤ Enjoy listening to books read to them. ➤ 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.
	<i>Develop and express their understanding</i> <ul style="list-style-type: none"> ➤ Orally express their understanding of a text.
	<i>Visualise their understanding of what they have read</i> <ul style="list-style-type: none"> ➤ Demonstrate an understanding of stories through role play.
	<i>Evaluate the text</i> <ul style="list-style-type: none"> ➤ Comment on their likes and dislikes.
	<i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i> <ul style="list-style-type: none"> ➤ Link familiar story themes to their own experiences.

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

- 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.

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

- Pick out significant events, incidents or information that occur through a text.
- Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.

Make comparisons within and across texts

- Discuss and compare events or topics they have listened to and those they have read.

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

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.

	<p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
	<p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.
	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Explain why they like a particular text.
	<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"> ➤ Discuss familiar story themes that they have read or heard. ➤ Give reasons why things happen or change over the course of a narrative.
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ Identify, collect and compare common themes in stories and poems. ➤ Make comparisons of characters and events in narratives.
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p>Non-fiction skills:</p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. ➤ Express and record their understanding of information orally, using simple graphics, or in writing.
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Pose and record questions prior to reading to find something out. ➤ Ask follow up questions about the topics they've read about.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. ➤ Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.
3	<p>Reciprocal Reading Skills:</p>
	<p>Predict</p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link the events or topic from a text to their own experience and/ or information gathered.

- Begin to make links to similar books they have read.

Make predictions

- Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded.
- Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.

Clarify

Use strategies to locate or infer the meaning of unfamiliar words

- Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.
- Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.

Build a wide vocabulary

- Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.

Use a dictionary effectively

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

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

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

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

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.

Identify how structure and presentation contribute to meaning

- Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.
- Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.

Non-fiction skills:

Retrieve and record information from non-fiction texts

- Take information from diagrams, flow charts and forms where it is presented graphically.

	<ul style="list-style-type: none"> ➤ Express and record their understanding of information orally, using simple graphics, or in writing.
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify how different non-fiction texts are organised. ➤ Use the organisational features of non-fiction texts in their own reading and research. ➤ Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Begin to identify some of the language differences between fiction and non-fiction texts. ➤ Develop their understanding of key words met in reading non-fiction texts.
4	<p>Reciprocal Reading Skills:</p> <p>Predict</p> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts. <p><i>Make predictions</i></p> <ul style="list-style-type: none"> ➤ Use information about characters to make plausible predictions about their actions. ➤ Make predictions about a text based on prior knowledge of the topic, event or type of text. ➤ Modify predictions as they read on. <p>Clarify</p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries). <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them. ➤ Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Investigate the meaning of technical or subject specific words they meet in their reading. ➤ Locate words in a dictionary by the third and fourth place letters. ➤ Use the quartiles of the dictionary efficiently to locate words quickly. <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"> ➤ 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. <p>Question</p>

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.

	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Identify aspects or features that make a text entertaining, informative or useful.
	<p><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"> ➤ 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.
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ Collect information to compare and contrast events, characters or ideas. ➤ Compare and contrast books and poems on similar themes.
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p>Non-fiction skills:</p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Pick out key sentences and phrases that convey important information. ➤ Take information from diagrams, flow charts and forms where it is presented graphically ➤ Collect information from different sources and present it in a simple format e.g. chart, poster, diagram.
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Investigate the language features of different sorts of non-fiction texts. ➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.
	<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"> ➤ Explain how ideas are developed in non-fiction texts.
5	<p>Reciprocal Reading Skills:</p>
	<p>Predict</p> <p><i>Use prior knowledge to support understanding</i></p>

- Use background knowledge or information about the topic or text type to establish expectations about a text.
- Compare what is read to what was expected.

Make predictions

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

Clarify

Use strategies to locate or infer the meaning of unfamiliar words

- Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.
- Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.
- Check the plausibility and accuracy of their explanation or inference of the word meaning.

Build a wide vocabulary

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

Use a dictionary effectively

- Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.
- Use a dictionary to check a suggested meaning.

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

- 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.
- Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.

Infer from what characters say and do

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

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.

Evaluate the text

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

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

- Begin to distinguish between plot events/ details and the main themes in the texts they read.

	<ul style="list-style-type: none"> ➤ 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.
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ Make comparisons between the ways that different characters or events are presented. ➤ Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. ➤ Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. ➤ Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.
	<p>Non-fiction skills:</p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Locate information confidently and efficiently, using the full range of the information being read, including information presented graphically. ➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ 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. ➤ Discuss the way that writers of non-fiction match text structure to their intentions.
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare for research by identifying what they already know and what they need to find out. ➤ Plan their inquiry or research in the light of these questions. ➤ Adapt their questions as they read.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ 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. ➤ Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.
	<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"> ➤ Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.
	<p><i>Distinguish between fact and opinion</i></p> <ul style="list-style-type: none"> ➤ In persuasive writing and other texts investigate how language is used to present opinion. ➤ Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
6	<p>Reciprocal Reading Skills:</p> <p>Predict</p>

Use prior knowledge to support understanding

- Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc.
- Make comparisons between a text and others they have read.

Make predictions

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

Clarify

Use strategies to locate or infer the meaning of unfamiliar words

- Check the plausibility and accuracy of their explanation of, or inference about, a word meaning.
- Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

Build a wide vocabulary

- Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.
- Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

Use a dictionary effectively

- Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
- Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

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

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

Question

Ask retrieval questions about a text

- 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.

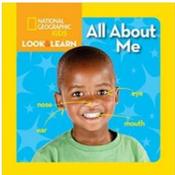
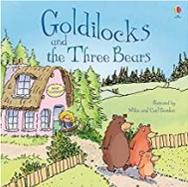
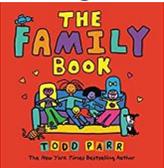
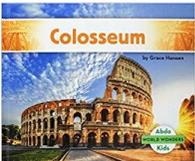
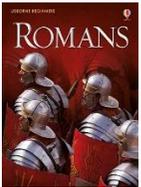
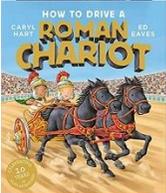
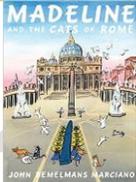
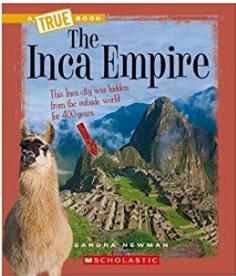
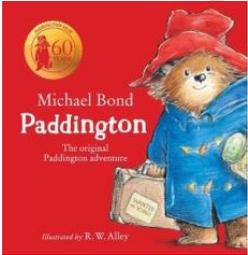
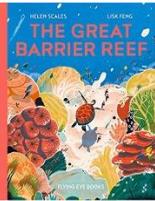
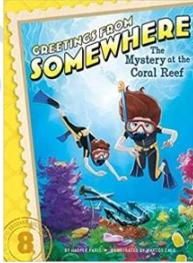
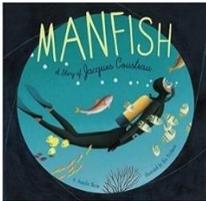
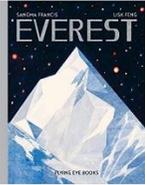
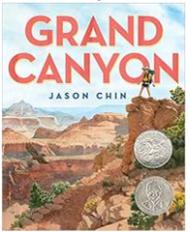
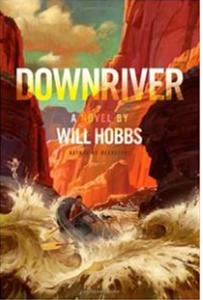
<p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Re-present information from a text graphically. ➤ Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Identify the features that make some texts more effective than others.
<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"> ➤ 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.
<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ 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.
<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ 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.
<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
<p>Non-fiction skills:</p>
<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Evaluate texts for their reliability and usefulness when researching a topic. ➤ Record important details retrieved from a text using an appropriate format e.g. by making a comparisons table.
<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. ➤ Refine research questions in the light of initial findings.
<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. ➤ Explain and use accurately the subject specific vocabulary used in different non-fiction texts.
<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p>

- 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.

Distinguish between fact and opinion

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

Cycle 1 - Term 1 - Seven Wonders of the World

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>This is Me!</p>   <p>The Thee Billy Goats Gruff</p> <p>The Three Little Pigs</p> 	<p>Colosseum</p>    	<p>Machu Picchu</p>  	<p>The Great Barrier Reef</p>   	<p>Paricutin Volcano</p>    	<p>Mount Everest</p>    	<p>The Grand Canyon</p>  



<https://mashable.com/feature/eruption-of-paricutin>

Year	Writing
R	<p>I'm Special</p> <p>Phonics: Teach Phase 2 - follow the teaching sequence on the progression grid</p> <ul style="list-style-type: none"> Hear initial sounds (Phonics – Phase 1 and 2) Rhyme – recognise and generate <p>Early writing skills</p> <p>Focus texts</p> <ul style="list-style-type: none"> Goldilocks and the Three Bears <p>Todd Parr Books:</p> <ul style="list-style-type: none"> It's OK to be Different

- The I'm not Scared Book
- It's Okay to Make Mistakes
- The Feelings Book
- The Family Book

Skills objectives

1. Respond to instructions involving a two-part sequence.
2. Understand humour, e.g., nonsense rhymes, jokes.
3. Be able to follow a story without pictures or props.
4. Listen and respond to ideas expressed by others in conversation or discussion.

- Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations.
- Link statements and sticks to a main theme or intention.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduce a storyline or narrative into their play
- Retell a familiar story - Talk4Writing

Mark-making about themselves – ASSESSMENT

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

	<p style="text-align: center;">Labels and lists – 1 week Traditional rhymes – 2 weeks Stories from other cultures – 3 weeks</p> <p>Grammar – word classes: Posture and grip for writing. Recognise nouns and adjectives. Use capital letters for people, places and days of the week. Recognise sentences in writing.</p> <p>Phonics: Recap Phase 3 and 4 – 2 weeks Teach Phase 5 - follow the teaching sequence on the progression grid</p> <p>Kent Spelling Test</p>
2	<p style="text-align: center;">Machu Picchu Non-chronological report - 2 weeks Animal adventure stories – 3 weeks Poems on a theme – forest – 1 week</p> <p>Grammar – Revise word classes, sentences from YR and Y1: Posture and grip for writing. Recognise nouns and adjectives. Use capital letters for people, places and days of the week. Recognise statements, exclamations, questions and commands.</p> <p>Phonics and Spelling – No Nonsense Spelling Aut 1 Wk 1 Phase 5 GPCs including polysyllabic words. Homophones (<i>sea/see</i> and <i>be/bee</i>) Wk2 - Phase 5 GPCs Homophones (<i>blue/blew</i>) Wk3 - Strategies at the point of writing: Have a go sheets Wk4 - Phase 5 GPCs including polysyllabic words Wk5 - Proofreading, especially high- frequency words</p> <p>Wk6 - /aɪ/ spelt 'i' in common exception words (<i>find, kind, mind, behind, child, wild, climb</i>)</p> <p style="text-align: center;">Kent Spelling Test</p>
3	<p style="text-align: center;">The Great Barrier Reef Non-chronological report 2 weeks</p>

	<p style="text-align: center;">Fairy tales/folk tales – Australian 3 weeks Poems on a theme – the sea – 1 week</p> <p>Grammar – Revise word classes and punctuation from YR, Y1 and Y2. Nouns, verbs, adjectives, adverbs, pronouns and conjunctions. Statements, questions, commands and exclamations. Inverted commas.</p> <p>Phonics and Spelling – No Nonsense Spelling Aut 1 Wk1 - Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-' Teach prefix 'dis-' <i>(disappoint, disagree, disobey)</i> Wk2 - Practise/Apply Practise prefix 'dis-' Apply prefix 'un-' From Year 2: Apostrophes for contractions Wk3 - Strategies for learning words: Words from statutory and personal spelling lists. Have A Go sheets. Wk4 - Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Wk5 - Strategies for learning words: words from statutory and personal spelling lists. Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun).</p> <p>Kent Spelling Test</p>
<p>4</p>	<p style="text-align: center;">Paricutin Volcano-Mexico Non-chronological report 2 weeks Folk tales – Mexico 3 weeks Poems – kennings and cinquains - 1 week</p> <p>Grammar – Revise word classes: nouns (inc, proper nouns), verbs, and basic sentence structure. Exclamations, questions, statements and commands and the correct punctuation of these. Expanded noun phrases. Use of commas in lists. Pronouns to replace nouns and noun phrases. Basic punctuation of sentences. When to use a full stop!</p> <p>Phonics and Spelling</p>

	<p>No Nonsense Spelling Aut 1</p>
<p>5</p>	<p style="text-align: center;">Kent Spelling Test Mount Everest</p> <ol style="list-style-type: none"> 1. Stories from other cultures – Nepal 2 weeks 2. Info booklet with range of text types 3 weeks 3. Poems with structure – haiku 1 week <p>Grammar: Revise word classes and sentence types. Revise phrases and clauses. Noun phrases and pronouns to replace nouns. Revise basic punctuation – FS, CL, ?, !, “”, apostrophes of omission and possession</p> <p>Spelling – No Nonsense Spelling Aut 1 Wk1 - Strategies at the point of writing: Have a go Words with the letter string ‘ough’ Wk2 - Words with the letter string ‘ough’ Words with ‘silent’ letters Wk3 - Strategies for learning words: words with ‘silent’ letters from statutory and personal spelling lists. Use of spelling journals for etymology. Wk4 - Words ending in ‘-able’ and ‘-ible’ Wk5 - Words ending in ‘-able’ and ‘-ible’ Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) Wk6 - Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed</i>) Strategies for learning words from statutory spelling lists.</p> <p>Kent Spelling Test</p>
<p>6</p>	<p style="text-align: center;">The Grand Canyon</p> <ol style="list-style-type: none"> 1. Information text hybrid 2wks 2. Novel as theme Holes 3wks 3. Free Verse 1wk <p>Grammar Revise word classes and sentence types. Revise phrases and clauses. Noun phrases and pronouns to replace nouns. Revise basic punctuation – FS, CL, ?, !, “”, apostrophes of omission and possession</p>

	<p>Spelling No Nonsense Spelling Aut 1 Wk1 - Words from statutory word lists Strategies at point of writing – Have a go sheets.</p> <p>Wk2 - Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ Revise.</p> <p>Wk3 - Strategies for learning words: words ending ‘-able’ and ‘-ible’ Adding suffixes beginning with vowels to words ending in ‘-fer’</p> <p>Wk4 - Adding suffixes beginning with vowels to words ending in ‘-fer’</p> <p>Wk5 - SATS practice</p> <p>Wk6 - Proofreading in smaller chunks (sentences, paragraphs)</p>	Kent Spelling Test
--	--	--------------------

Spelling/Phonics – Y2/3 transition: 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.

Phonics methodology is followed by the No-Nonsense Spelling programme and picks up from Letters and Sounds Phase 5.

Teachers are expected to know the phonics/spelling needs of their children. Those who did not pass the Year 1 spelling assessment will need to take this again.

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.

Genres for coverage. Some genres will not be appropriate for older or younger children 1 non-fiction, 1 fiction and 1 poetry per term.

Letter - informal		Letter – formal Persuasive		Non-chronological report, incl. labels, lists and fact files for EYFS and KS1		Explanation		Discussion	
Persuasive advertisement		Diary entry		Myth/Legend		Biography		Poetry genres Riddles, limericks, cinquains, diamante, calligrams, kennings, haiku and tanka, poetry of form e.g. narrative, ballad, sonnet etc, poetry on a theme e.g. the sea	

Instructions		Narrative – adventure, mystery, historical etc.		Traditional tales		Stories from other cultures		Historical fiction	
Play scripts		Scripts for radio and TV		Persuasive description – travel brochure					

The Canterbury Primary School

Year	Maths
R	
1	<p>(Within 10) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>
2	<p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p>(Split over T1 and 2) Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p>

	<p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>
3	<p>Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100.</p> <p>(Split over T1 and 2)</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens, a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>
4	<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p>

	<p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>
5	<p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p>
6	<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p>

Round any whole number to a required degree of accuracy.

Use negative numbers in context, and calculate intervals across zero.

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

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

Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.

Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers.

Use their knowledge of the order of operations to carry out calculations involving the four operations.

Solve problems involving addition, subtraction, multiplication and division.

Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.

Year	Science
R	<p style="text-align: center;"><u>All about me</u></p> <p>Range 4 Can talk about some of the things they have observed such as plants, animals and natural objects found</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Ideas: Discussions/drawings about where they live and the animals (parks, gardens, woods, beaches, animals there or even pets). Or their favourite places. Perhaps these can then be compared with each other?</p> <p>Forest school – hunt for bugs and what animals they can see. Plants can be included too.</p>
1	<p style="text-align: center;"><u>Colosseum</u></p> <p>Materials -distinguish between an object and the material it is made from. -Identify and name a variety of everyday materials. -Compare and group materials based on their properties.</p> <p>W/S: -Asking simple questions to find out a suitable material. -Grouping objects according to their properties.</p> <p>Idea – best material to build a colosseum. Could then test with water (rain, wind etc) which one stand up?</p> <p>Set up observations for seasonal changes throughout the year https://www.bbc.co.uk/weatherwatchers/ could use BBC weather watch (not long sessions – short throughout the year to recognise changes) W/S observing closely (can do this through images/drawings)</p>
2	<p style="text-align: center;"><u>Machu Picchu</u></p> <p>Animals, including humans Basic need of survival (water, air, food). Examine offspring (animals and humans) – what do children notice.</p> <p>Idea: what did the Incas need to survive? Examine essential need for survival. Especially when living up high in the mountains.</p> <p>W/S: Describe how they have classified – how they have group needs of animals, comparing offspring, adults etc.</p>

<p>3</p>	<p style="text-align: center;"><u>The Great Barrier Reef</u></p> <p>Plants</p> <ul style="list-style-type: none"> -Identify and describe the functions of flowering plants (roots, stem/trunk, leaves and flowers). -Explore the requirements of plants for life and growth and how they vary from plant to plant Idea – you could compare the plants in the Great Barrier reef and how they grow and need different things. -Investigate how water is transported Idea – investigate the different types of plants and whether water is transported in the same way, -Explore the life cycle of a flowering plant and different seed dispersal. <p>W/S</p> <ul style="list-style-type: none"> -suggest questions to investigate and choose the most relevant -Record their findings in different ways (e.g. table and drawings) -Report their findings and use basic scientific concepts to explain their findings.
<p>4</p>	<p style="text-align: center;"><u>Paricutin Volcano-Mexico</u></p> <p>States of matter:</p> <ul style="list-style-type: none"> -Compare and group materials together (solid, liquid and gases). -Observe that some materials changes state when heated or cooled, and measure or research the temperature where the state changes Idea – cooling of lava (or similar substance). How it goes from a liquid to a solid. Can link temperature and how the temperature effects the rate to a solid. -identify the part played at evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Idea: Do different liquids have a different evaporation temperature? <p>W/S:</p> <ul style="list-style-type: none"> -Create a relative question to investigate and suggest different ways (via scientific enquiry) to answer a given question. -Make systematic observations and take accurate readings with appropriate equipment -Using results, draw a conclusion and use scientific evidence to explain.
<p>5</p>	<p style="text-align: center;"><u>Mount Everest</u></p> <p>Forces:</p> <ul style="list-style-type: none"> -explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces Idea: possibly using the Newton Metres to look at reducing resistance when dragging luggage up a mountain or on a sleigh. <p>W/S:</p> <ul style="list-style-type: none"> -Recording using scientific diagrams, labels, graphs (line/scatter) -Draw conclusions using scientific theories to explain results.

	<ul style="list-style-type: none"> -Support and refute a scientific idea. -Using test results to make further predictions.
6	<p style="text-align: center;"><u>The Grand Canyon</u></p> <p>Electricity:</p> <ul style="list-style-type: none"> -Associate the brightness of a lamp or volume of a buzzer with the number of cells used in a circuit -compare and give reasons for variations in how components function (e.g. brightness of bulbs) -use the recognised symbols in circuit diagrams. <p>W/S:</p> <ul style="list-style-type: none"> -Plan scientific questions, using variables, and begin to state which variables maybe difficult to control -Take accurate readings (volt reader) -Complete more complex diagrams to explain abstract theories. -Draw scientific conclusions to explain results.

The Canterbury Primary School

Year	History	Geography
R	<p style="text-align: center;">All about me</p> <p>Observe: Be able to use key words and phrases relating to the passing of time</p> <p>Q – Who's in my family? Q – How have I changed?</p>	<p style="text-align: center;">All about me</p> <p style="text-align: center;">Recognise / Identify</p> <p>Name and Locate areas around the school, office, hall, garden etc. Children know about similarities and difference in relation to places. They talk about the features of their own environment</p>
1	<p style="text-align: center;">Colosseum</p> <p>Recall: Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>Q – What was the Colosseum used for? Q – When was the Colosseum built?</p> <p>https://www.natgeokids.com/uk/discover/history/romans/colosseum/</p>	<p style="text-align: center;">Colosseum</p> <p style="text-align: center;">Recognise / Identify</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including forest, hill, mountain, soil, valley, vegetation. • key human features, including city, town, village, factory, farm, house, office. <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>
2	<p style="text-align: center;">Machu Picchu</p> <p>Recognise: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – Why is Machu Picchu one of the seven wonders of the world? Q – Who lived there?</p> <p>https://www.worldwildlife.org/blogs/good-nature-travel/posts/ten-interesting-facts-about-machu-picchu</p>	<p style="text-align: center;">Machu Picchu</p> <p style="text-align: center;">Recall / Sequence</p> <p>Name and locate the world's seven continents and five oceans</p>

<p>3</p>	<p style="text-align: center;">The Great Barrier Reef</p> <p>Explain: Be able to gather information from simple sources</p> <p>Q – Why is the Great Barrier Reef one of the seven wonders of the world? Q – Why is it beautiful but deadly?</p> <p>https://citizensgbr.org/dont-give-up-on-our-reef</p>	<p style="text-align: center;">The Great Barrier Reef</p> <p style="text-align: center;">Summarise</p> <p>Locate and name the continents, equator, N and S hemisphere on a World Map. Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Could link with Science Animals including humans</p>
<p>4</p>	<p style="text-align: center;">Paricutin Volcano</p> <p>Demonstrate understanding: Know about the lives of people in those periods</p> <p>Q – Why is the Paricutin volcano one of the seven wonders of the natural world? Q – What was the timeline of events for this volcano?</p> <p>https://www.konnecthq.com/paricutin-volcano/</p>	<p style="text-align: center;">Paricutin Volcano</p> <p style="text-align: center;">Explain / Empathise</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest, or temperate regions.</p>
<p>5</p>	<p style="text-align: center;">Mount Everest</p> <p>Evaluate: Be able to describe and make links between the main events, situations and changes both within and across periods</p> <p>Q – Who were the first people to reach the summit of Everest and when? Q – Who were the oldest and youngest climbers?</p> <p>http://www.alanarnette.com/kids/everestfacts.php</p>	<p style="text-align: center;">Mount Everest</p> <p style="text-align: center;">Demonstrate Understanding / Evaluate</p> <p>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, mountains</p>

6	<p style="text-align: center;">The Grand Canyon</p> <p style="text-align: center;">Apply: Know about the general history of the host country</p> <p>Q – Who first inhabited the Grand Canyon? Q – What makes it special?</p> <p>https://kids.kiddle.co/Grand Canyon</p>	<p style="text-align: center;">The Grand Canyon</p> <p style="text-align: center;">Evaluate</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>
----------	---	---

The Canterbury Primary School

Year	Art and Design	Design and Technology
R	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Focus: Create a self-portrait. Use paint to do the skin and pastels to add features.</p>	<p>Make use of props and materials when role playing characters in narratives and stories. Focus: Make character puppets for the fairy tales you are learning. These could be done using wooden spoons, felt or lolly-pop sticks.</p>
1	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Painting the Colosseum Artist: J.M.W Turner The Colosseum Rome 1820 Use different size paint brushes and types of paint to recreate picture.</p> 	<p style="text-align: center;">Design</p> <p>Model their ideas through drawings Develop their design ideas applying findings from their earlier research using ICT.</p> <p style="text-align: center;">Make</p> <p>Measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins. Build structures, exploring how they can be made stronger, stiffer and more stable. Use simple finishing techniques to improve the appearance of their product</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Focus: Make a model of the Colosseum</p> 

<p>2</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Textiles/ Collage- Arpillera (Patchwork style picture) Village Life Peru To create a textured collage using a range of media.</p> 	<p style="text-align: center;">Design</p> <p>Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion Identify simple design criteria.</p> <p style="text-align: center;">Make</p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure and cut with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Use basic sewing techniques.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate against their design criteria.</p> <p>Focus: Peruvian wave bracelet</p> 
<p>3</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas for an item considering its purpose and the users. Make drawings with labels when designing.</p> <p style="text-align: center;">Make</p> <p>Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).</p>

	<p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Focus: Painting Artist: George Seurat Technique: Pointillism Observe pictures of the Great Barrier Reef and apply Seurat's technique to create an underwater scene</p> <p>Mix a variety of colours and know which primary colours make secondary colours.</p> 	<p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. Understand and apply the basic principles of a healthy and varied diet.</p> <p>Evaluate Evaluate their product against original design criteria e.g. how well it meets its intended purpose.</p> <p>Focus: Make an underwater show box scene with moving</p> 
<p>4</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Make 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. Sew using a range of different stitches, weave and knit. Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Evaluate Evaluate their work both during and at the end of the assignment.</p> <p>Focus: Make a felt volcano</p>

Focus: Drawing- Use different media to achieve variations in line, texture, tone, colour and shape.



Andy Warhol



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: Impression

Discuss Claude Monet's technique and focus on light and quick brush strokes.

Paint a picture of Mount Everest applying this technique.

Design

Draw up a specification for their 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 attempt fails.

Make

Select appropriate materials, tools and techniques.

Measure and mark out accurately.

Use skills in using different tools and equipment safely and accurately

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

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

Evaluate

Evaluate a product against the original design specification.

Focus: Mountain climbers



6

**Exploring and Developing ideas
(ONGOING)**

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

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

**Evaluating and Developing work
(ONGOING)**

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

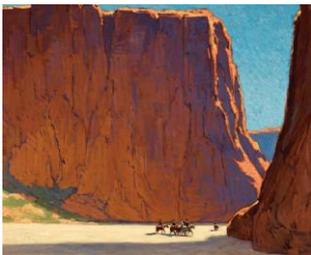
Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Focus: Impressionist style, oil on canvas, tone, shade, different sized brushes and strokes



Thomas Moran The Grand Canyon 1872



Edgar Alwin Payne 1916

Design

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

Make

Select appropriate tools, materials, components and techniques.

Assemble components to make working models.

Use tools safely and accurately.

Construct products using permanent joining techniques.

Make modifications as they go along.

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).

Evaluate

Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.

Focus: Create a model of a helicopter with spinning propellers (See STEM projects)

Rubber band helicopter or motor helicopter



Year	RE	PSHE - Relationships – friendships, families and positive relationships
R	<p align="center">Belonging</p> <p align="center">Does it feel special to belong to a community?</p> <p align="center">To what groups do you belong? E.g Family, clubs, community, religions</p>	<p align="center">Termly word: Friendship</p> <p>R1. What roles different people (e.g. acquaintances, friends, and relatives) play in our lives</p> <p>R2. Identify the people who love and care for them and what they do to help them feel cared for</p> <p>R6. How people make friends and what makes a good friendship</p> <p>R7. How to recognise when they or someone else feels lonely and what to do</p>
1	<p align="center">Christianity</p> <p>Key skill: Investigate</p> <p>Q: What faith did the Romans believe in?</p> <p>Q: Why was religion important in Rome?</p> <p>Q: Why is Rome so important to Christianity?</p>	<p align="center">Termly word -Teamwork!</p> <p>Coverage for termly assembly:</p> <p>R1. What roles different people (e.g. acquaintances, friends, and relatives) play in our lives</p> <p>R3. Identify different types of families including those that may be different to their own</p> <p>R4. Identify common features of family life</p> <p>R8. Develop simple strategies to resolve arguments between friends positively</p>
2	<p align="center">Catholicism</p> <p>Key skill: Compare</p> <p>Q: What is Catholicism vs Christianity?</p> <p>Q: What are the basic beliefs of Catholicism?</p>	<p align="center">Termly word: Independence!</p> <p>Coverage for termly assembly:</p> <p>R1. What roles different people (e.g. acquaintances, friends, and relatives) play in our lives</p> <p>R5. Recognise it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R9. How to ask for help if a friendship is making them feel unhappy</p>

<p>3</p>	<p style="text-align: center;">Christianity</p> <p>Key skill: Investigate</p> <p>Q: Is God important to everyone? Q: Does the world belong to God? Q: Why should Christians look after the world?</p>	<p style="text-align: center;">Resilience!</p> <p>Coverage for termly assembly: R1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. Explore marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R10: What is the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>
<p>4</p>	<p style="text-align: center;">Catholicism</p> <p>Key skill: Compare</p> <p>Places of worship</p> <p>Q: How do Catholics use their places of worship? Q: Do they share the same rituals and ceremonies as Christians?</p>	<p style="text-align: center;">Termly word: Self-esteem!</p> <p>Coverage for termly assembly: R4. Discuss why forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others R5. Identify people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. What feature of positive family life is caring relationships; about the different ways in which people care for one another R12. Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R13. Why is it importance to seek support if feeling lonely or excluded</p>
<p>5</p>	<p style="text-align: center;">Christianity</p> <p>Key skill: Investigate</p>	<p style="text-align: center;">Termly word: Risk Management!</p> <p>Coverage for termly assembly:</p>

	<p>Is God important to everyone?</p> <p>Q: What do Christians believe about God? Compare this to what Hindus think about God.</p> <p>Q: Who are some other significant people to Christians? Why do Christians think God is the most significant?</p> <p>Q: How do Hindus believe the world came to be?</p>	<p>R7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security, and stability</p> <p>R8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R14. Why healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>
<p>6</p>	<p style="text-align: center;">Catholicism</p> <p>Key skills: Analyse and evaluate</p> <p>Discuss trends in religious following.</p> <p>Q: What could be the cause of the decrease in population following a Catholic religion?</p> <p>Q: Why have some religions grown in popularity?</p>	<p style="text-align: center;">Termly word: Critical thinking!</p> <p>Coverage for termly assembly:</p> <p>R2. Why might people be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R16. How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. Recognise friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>

Year	Music	Computing
R		<p>On-Line Safety-</p> <ul style="list-style-type: none"> • assess what they already know about staying safe on-line. • Explicitly teach how we can stay safe on-line. <p>https://www.childnet.com/resources/smartie-the-penguin https://www.childnet.com/resources/digiduck-stories</p> <p>https://www.childnet.com/resources Foundation Stage</p> <p>Education for a Connected World – 2020 edition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf</p> <p>Computing/Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> • taking a photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Beebot • watching a video clip • listening to music <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><u>Focus: Rhythm: Using body percussion and instruments made by the pupils, pupils to write and perform a call & response in the style of a cheerleading piece. Theme – a sporting event at the Colosseum.</u></p> <p><u>L/O:</u> I can use my body to make different percussion sounds and play on the percussion instruments I have made. I will be involved in writing a call &</p>	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">COMPUTING SYSTEMS AND NETWORKS</p> <p style="text-align: center;">Technology around us Online Safety</p> <p>Education for a Connected World – 2020 edition</p>

<p>response/ cheerleading piece about a sporting event and perform it, using my percussion sounds.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Explore the different body percussion sounds • Instrument making – shakers • Practice playing to a beat • Pupils to choose and research a sporting event which could have taken place at the Colosseum • Pupils to compose a call & response/ cheerleading song • Explore cheerleading and call & response – what is it? Where and when did it begin? Play examples on YouTube <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Resources to make shakers eg plastic bottles & rice • YouTube – cheerleading/ body percussion • Facts about the sporting events at the Colosseum 	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</p>
<p>2</p> <p><u>Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C chord will be learnt, and words changed to 'Coming Round The Mountain,' using fun facts about Machu Picchu.</u></p> <p><u>L/O:</u> I will learn the C chord on the ukulele and perform our composition as a class, to the tune of 'Coming Round The Mountain.'</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Learn the C chord on the ukulele • Learn about other instruments in the sting family 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>COMPUTING SYSTEMS AND NETWORKS</p> <p>Information technology around us Online safety</p> <p>Education for a Connected World – 2020 edition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</p>

	<ul style="list-style-type: none"> • Change the words to ‘Coming Round The Mountain,’ using fun facts about Machu Picchu <p>Resources:</p> <ul style="list-style-type: none"> • Ukuleles • Internet/ laptops for research on fun facts/ stringed instruments 	
<p>3</p>	<p><u>Focus: Classical music; listening and composition: Pupils to listen to a selection of classical music, focussing on Handel’s Water Music. Pupils to take part in various discussions and to also compose their own piece.</u></p> <p><u>L/O:</u> I will listen to and become familiar with classical music and be involved in group discussions. I will take part in composing a piece of music inspired by Handel’s Water Music and perform as a small group.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Pupils to listen to a selection of classical music, focussing on <i>Handel’s Water Music</i>. Pupils to discuss which instruments they can hear/ what style (genre) of music it is/ what are these groups of musicians called/ what families do the various instruments belong to/ do they like it/ how does it make them feel? etc. • Pupils to learn some of the history behind the Water Music and music around that time • In small groups, pupils to compose their own piece of music using their choice of instrument, inspired by the Water Music and also, the Great Barrier Reef • Pupils to research the history of classical music and the different music families (strings, percussion, brass and woodwind) 	<p style="text-align: right;">Digital Literacy</p> <p>On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">COMPUTING SYSTEMS AND NETWORKS</p> <p style="text-align: center;">Connecting Computers</p> <p style="text-align: center;">Education for a Connected World – 2020 edition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf</p>

	<ul style="list-style-type: none"> • Pupils to discuss the importance of water/ The Great Barrier Reef, to include in their composition • If time, discuss/ research music, instruments from Australia <p>Recourses:</p> <ul style="list-style-type: none"> • Selection of instruments • Classical CD's, YouTube • Handel's Water Music • Laptops for research 	
4	<p><u>Focus: Pupils to experience music from Mexico and to compose a piece of music about volcanos/ earthquakes, using Djembes.</u></p> <p><u>L/O:</u> I will learn about music from Mexico and the connection to African music. I will take part in a composition about earthquakes, volcanos and perform as a class, or in small groups.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Discuss/ research music and instruments from Mexico (Mariachi, Ranchera etc) • Listen to music from Mexico – what instruments can the pupils hear etc? • Introduce African drumming – listening and playing rhythm based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, with or without words (facts), inspired by earthquakes and volcanos • Pupils to perform their pieces to each other (record on iPad) <p><u>Recourses:</u></p> <ul style="list-style-type: none"> • Djembes • Laptops for research 	<p style="text-align: right;">Digital Literacy</p> <p style="text-align: right;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: right;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">COMPUTING SYSTEMS AND NETWORKS</p> <p style="text-align: center;">The internet</p>

	<ul style="list-style-type: none"> • YouTube for music from Mexico/ African drums • iPads (for recording purposes) 	
<p>5</p>	<p><u>Focus: Pupils to listen to music from China and be involved in group discussions. Pupils to also create a soundscape, based on a true story of one of the many climbers.</u></p> <p><u>L/O:</u> I can listen to music from China and answer questions about what I am hearing. I will also be part of creating some music to go to a story, which has been based on facts about Mount Everest.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to music from China • Pupils to answer questions eg. What instruments can they hear, whether they like or dislike it and why, how does it make them feel? Etc. • Research music from China • Research some facts about the people to have climbed and survived Mount Everest • Using the facts, pupils (in small groups), to compose a soundscape to go with their facts they have researched • Pupils to perform their pieces (film, record using iPads) <p><u>Recourses:</u></p> <ul style="list-style-type: none"> • Music examples from China (CD's, YouTube) • Selection of instruments • Laptops for research • iPad to record 	<p style="text-align: right;">Digital Literacy</p> <p style="text-align: center;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">COMPUTING SYSTEMS AND NETWORKS</p> <p style="text-align: center;">Sharing information Online safety</p> <p style="text-align: center;">Education for a Connected World – 2020 edition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World.pdf</p>
<p>6</p>	<p><u>Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece.</u></p> <p><u>L/O:</u> I will learn about the history of rap and beatboxing and in a group, compose my own piece, using facts about The Grand Canyon.</p>	<p style="text-align: right;">Digital Literacy</p> <p style="text-align: center;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">COMPUTING SYSTEMS AND NETWORKS</p>

<p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Research the history behind rap and beat-boxing • Research facts about The Grand Canyon • Practice various raps/ beat-boxing! • In small groups, using facts about The Grand Canyon, pupils to compose a rap, using beat-boxing as their backing track • Pupils to perform their raps (record them on iPads) <p><u>Recourses:</u></p> <ul style="list-style-type: none"> • YouTube for examples of rap and beat-boxing • iPads for recording purposes • keyboard, for drum backing track • laptops for research 	<p style="text-align: center;">Communication Online safety</p> <p style="text-align: center;">Education for a Connected World – 2020 edition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</p>
---	---

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 1
R	<p><i>Gymnastics/ Travel</i></p> <p><u>Acquiring and developing skills</u> To understand how to move safely in a short sequence of movements. To travel in different ways.</p> <p><u>Selecting and applying skills, tactics and compositional ideas</u> To begin to balance with some control.</p> <p><u>Knowledge and understanding of fitness and health</u> To describe how the body feels when still and exercising.</p> <p><u>Evaluating and improving performance</u> To talk about what they and others have done.</p> <p><u>Suggested activities:</u> https://www.sasp.co.uk/uploads/gymnastics-foundation-lessons-1-12.pdf</p>
1	<p><i>Athletics</i></p> <p><u>Acquiring and developing skills</u> To remember and repeat some combinations of actions. To use their bodies and a variety of equipment with some control and coordination.</p> <p><u>Selecting and applying skills</u> To choose skills and equipment to help them meet the challenges they are set.</p> <p><u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different types of activity.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p> <p>Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.</p> <p>Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command “Fish” the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls “Chips” all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls “Chips” the front row of children must run, if “Fish” is called they remain still. Allow a number of goes for each group, before moving onto the next game.</p>

Dance

Acquiring and developing skills

To understand how to move safely in their own and general space.

Selecting and applying skills, tactics and compositional ideas

To begin to compose and link movement to make simple dances.

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.

Suggested activities:

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

<https://www.twinkl.co.uk/resource/t-mov-48-twinkl-move-year-1-dance-starry-skies-planning-overview>

2

Dance

Acquiring and developing skills

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

Selecting and applying skills, tactics and compositional ideas

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

Knowledge and understanding of fitness and health

To recognise how their body feels when still and exercising.

Evaluating and improving performance

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

Suggested activities:

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

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

Badminton

Acquiring and developing skills

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

Selecting and applying skills, tactics and compositional ideas

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

Knowledge and understanding of fitness and health

To recognise how their body feels when still and exercising.

Evaluating and improving performance

To discuss how to improve the movements.

Suggested activities:

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

3

Athletics

Acquiring and developing skills

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

Selecting and applying skills

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

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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

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

Netball

Acquiring and developing skills

To understand basic passing and receiving skills using a netball.

Selecting and applying skills

To understand how to shoot.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

Zig Zag relays: Two teams are formed

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

Three Man Weave

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

Piggy in the Middle

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

4

Athletics

Acquiring and developing skills

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

Selecting and applying skills

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

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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

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

Netball

Acquiring and developing skills

To demonstrate basic passing and receiving skills using a netball.

Selecting and applying skills

To understand how to shoot with some precision.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

Zig Zag relays: Two teams are formed

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

Three Man Weave

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

Piggy in the Middle

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

<p>5</p>	<p>Tennis</p> <p>Handball</p> <p><u>Acquiring and developing skills</u> To explore a variety of activities that require co-ordination, control and accuracy. To use these skills confidently in a game situation.</p> <p><u>Selecting and applying skills, tactics and compositional ideas</u> To apply control, co-ordination and accuracy when passing the ball during the game To take part in competitive games with a strong understanding of tactics and composition. To apply knowledge of skills for attacking. To aim accurately in order to get to the opponent. To use running, throwing and catching confidently.</p> <p><u>Knowledge and understanding of fitness and health</u> To recognise how their body feels when still and exercising and describe the effect exercise has on the body before and after.</p> <p><u>Evaluating and improving performance</u> To compare and comment on skills to support creation of new games.</p> <p><u>Suggested activities:</u> https://striver-challenge.com/wp-content/uploads/2016/02/Handball_UKS2.pdf</p>
<p>6</p>	<p>Swimming</p> <p>Tag Rugby</p> <p><u>Acquiring and developing skills</u> To be confident to use a variety of skills in different game situations.</p> <p><u>Selecting and applying skills, tactics and compositional ideas</u> To show good control, co-ordination and accuracy during the game. To apply tactics in game situations to be successful as a team.</p> <p><u>Knowledge and understanding of fitness and health</u> To recognise which activities help their speed, strength and stamina. To begin to vary dynamics and develop actions and motifs.</p> <p><u>Evaluating and improving performance</u> To be able to identify the main aspects of a good performance and suggest how a performance could be improved.</p> <p><u>Suggested activities</u> 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.</p>

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

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

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

The Canterbury Primary School