

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Polar Regions	Tornadoes	Floods	Volcanoes	Earthquakes	Tsunamis	Diseases



The Canterbury Primary School
Curriculum
Cycle 1
Term 3
Natural Disasters



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. 	

	<p><i>Develop and express their understanding</i></p> <ul style="list-style-type: none"> ➤ Orally express their understanding of a text.
	<p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Demonstrate an understanding of stories through role play.
	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Comment on their likes and dislikes.
	<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"> ➤ 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.

Clarify

Use strategies to locate or infer the meaning of unfamiliar words

- Speculate about the possible meanings of new or unfamiliar words met in reading.
- Explain the meaning of the words they meet in a text.

Build a wide vocabulary

- Make collections of interesting words and use them when talking about books and stories.

Use a dictionary effectively

- Use simple dictionaries and begin to understand their alphabetical organisation.

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

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

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

- Talk about aspects of the text that they like.

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.

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

- Learn and recite simple poems and rhymes, with actions, and re-read them from the text.

Identify how structure and presentation contribute to meaning

- 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.

Non-fiction skills:

Retrieve and record information from non-fiction texts

- Find information in a text about an event, character or topic.

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

- 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.

Ask questions to find out

- 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. <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"> ➤ 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. <p>Question</p> <p><i>Ask retrieval questions about a text</i></p> <ul style="list-style-type: none"> ➤ Ask what, where, and when questions about a text to support and develop their understanding. <p><i>Ask inferential questions</i></p>

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

- Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings.
- Scan pages to find specific information, using key words or phrases and headings.
- Read sections of text more carefully, e.g. to answer a specific question.

Answer questions about a text and record their understanding

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

	<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>

- 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

	<ul style="list-style-type: none"> ➤ Make comparisons between events in narrative or information texts on the same topic or theme. ➤ Compare and contrast writing by the same author.
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Read, prepare and present poems and play scripts.
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p>Non-fiction skills:</p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Take information from diagrams, flow charts and forms where it is presented graphically. ➤ Express and record their understanding of information orally, using simple graphics, or in writing.
	<p><i>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>

- 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).

Build a wide vocabulary

- 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.

Use a dictionary effectively

- 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.

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

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

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

- Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.
- Answer questions on a text using different formats (matching, ordering, tabulating, etc.).

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

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

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

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

Make comparisons within and across texts

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

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

	<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> <ul style="list-style-type: none"> ➤ Use background knowledge or information about the topic or text type to establish expectations about a text. ➤ Compare what is read to what was expected. <p><i>Make predictions</i></p> <ul style="list-style-type: none"> ➤ Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. ➤ 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.
- 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.

Make comparisons within and across texts

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

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

- 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.

Identify how structure and presentation contribute to meaning

- 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.

Non-fiction skills:

Retrieve and record information from non-fiction texts

- 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.

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

- 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.

Ask questions to find out

- 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.

Identify how language contributes to meaning in non-fiction texts

- 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.

	<ul style="list-style-type: none"> ➤ 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> <p><i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. ➤ Make comparisons between a text and others they have read. <p><i>Make predictions</i></p> <ul style="list-style-type: none"> ➤ 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. <p>Clarify</p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. ➤ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. ➤ Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. ➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. <p><i>Identify how language contributes to meaning and how meaning is conveyed through the writer’s language choice</i></p>

- 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.

Visualise their understanding of what they have read

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

Evaluate the text

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

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

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

Make comparisons within and across texts

- Make comparisons and draw contrasts between different elements of a text and across texts.
- Compare and contrast the work of a single author.

- Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

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

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

Identify how structure and presentation contribute to meaning

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

Non-fiction skills:

Retrieve and record information from non-fiction texts

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

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

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

Ask questions to find out

- 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.

Identify how language contributes to meaning in non-fiction texts

- 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.

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

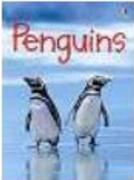
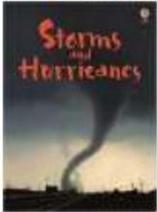
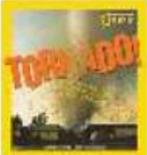
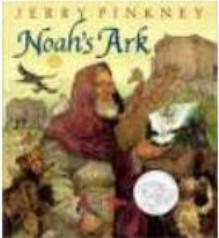
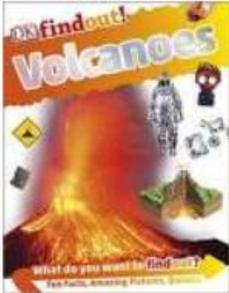
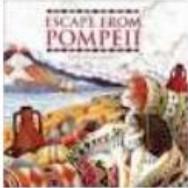
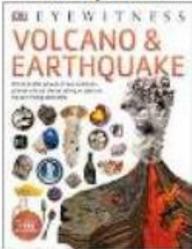
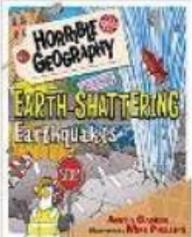
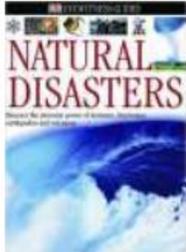
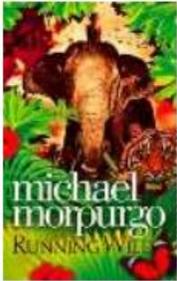
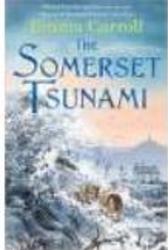
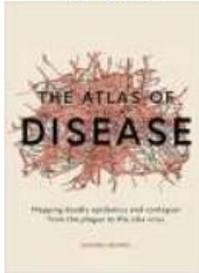
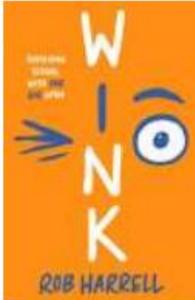
- In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

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.

The Canterbury Primary School

Cycle 1 - Term 3 - Natural Disasters

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Antarctic Adventures</p>      	<p>Tornadoes</p>      	<p>Floods</p>     	<p>Volcanoes</p>   	<p>Earthquakes</p>   	<p>Tsunamis</p>   	<p>Diseases</p>  

The Canterbury Primary School

<p>Year</p>	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Please ensure that genres you cover are added each term to the genre coverage document on OneDrive.</p> <p style="text-align: center;">Possible: adventure stories, diaries and letters in role, poetry, playscripts, explanation texts, non-chronological reports, newspaper reports, instructions, discussion pieces, persuasive writing</p> <p style="text-align: center;">Kent spellings this term</p> <p style="text-align: center;">Data to SW by end Wk 4</p>
<p>R</p>	<p>Antarctica</p> <p>Handwriting</p> <p>Use correct posture for writing</p> <p>Use the correct grip for writing</p> <p>Form lower-case and capital letters correctly - print</p> <p><u>Talk for Writing</u></p> <p>Join in with imaginative play taking on role of different familiar characters.</p> <p>Speak in complete sentences after modelling.</p> <p>Retell a familiar story in sentences, using narrative language.</p> <p>Recount an event or experience in sentences.</p> <p>Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.</p>

Writing

Retell stories that they have heard.

Use talk to co-operate and contribute when playing with others.

Listen carefully to what is being said and repeat if asked.

Know not to interrupt when someone is saying something.

Talk about how a story starts.

Learn topic vocabulary – particularly topic nouns.

Use correct letter formation for familiar words.

Write labels.

Use phonics learning to attempt to write words/sentences.

Phonics – CT planning for groups: Bug Club Phonics

Identify rhyming words.

Join in with rhyming patterns.

Phonics - Phase 3

Pupils will continue to learn consonant digraphs and some long vowel phonemes

Set 11; air, ure, ear, er; Vocabulary digraphs trigraphs syllables

1

Tornadoes

Talk for Writing

Join in with imaginative play taking on role of different familiar characters.

Speak in complete sentences after modelling.

Retell a familiar story in sentences, using narrative language.

Recount an event or experience in sentences.

Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.

Say sentences before they write them.

Use finger spaces between words.

Use pronouns to replace nouns: he, she, it, they, I, we, you – avoid repetition of noun at the beginning of every sentence.

Read sentences they have written.

Re-read what they have written and check that it makes sense.

Use 'and' to join ideas.

Use conjunctions to join sentences (e.g. so, but).

Use standard forms of verbs, e.g. go/went.

Introduce use of capital letters and full stops.

Use capital letters for names & personal pronoun 'I'.

Use correct formation of lower case – finishing in right place.

	<p>Use correct formation of capital letters.</p> <p>Use correct formation of digits.</p> <p><u>Phonics – Phase 5</u></p> <p>Phase 5 Pupils will continue to learn alternative graphemes for sounds taught in Phases 3 and 4 and alternative pronunciations</p> <p>(ow), ou ; (oi), oy ; (ear), eer, ere, are; (ck), c, k, ch; (i), y, (s) c, sc, stl,</p> <p>Kent Spelling Test Y1</p>
<p>2</p>	<p>Floods</p> <p>Talk for Writing</p> <p>Retell a familiar story using narrative language and linking words/phrases.</p> <p>Recount an event or experience in sentences using specifically chosen vocabulary.</p> <p>Perform a simple poem from memory.</p> <p>Hold the attention of listeners by adapting the way they talk.</p> <p>Begin to understand how to speak for different purposes and audiences.</p> <p>Use finger spaces between words.</p>

Read sentences they have written.

Write lower case letters correct size relative to one another.

Show evidence of diagonal & horizontal strokes to join.

Write sentences and punctuate them with capital letter and full stops.

Write different types of sentences: statements, questions, exclamations and commands.

Punctuate correctly with question marks and exclamation marks.

Use commas in a list.

Use pronouns to replace nouns: he, she, it, they, I, we, you – avoid repetition of noun at the beginning of every sentence.

Expanded noun phrases recap – no more than two adjectives.

Joining clauses with conjunctions: FANBOYS; subordinating conjunctions: when, if, as, before.

Write under headings.

Phonics and Spelling - No Nonsense Spelling Spr 1 (Some children may still need phonics)

Wk1 - Strategies at the point of writing: Have a go sheets. /aɪ/sound spelt 'y'

Wk2 - Contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*). Wk3 - Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it.

Wk4 - /i:/ sound spelt 'ey'. Homophones and near-homophones.

Wk5 - /r/ sound spelt 'wr'. Common exception words (*most, both, only*).

Wk6 - Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel. Common exception words (*move, prove, improve, should, would, could, most, both, only*).

Kent Spellings Year 2

3	<p>Volcanoes</p> <p>Talk for Writing</p> <p>Start to show awareness of how and when Standard English is used.</p> <p>Retell a story using narrative language, adding relevant detail.</p> <p>Perform poems from memory, adapting expression & tone as appropriate.</p> <p>Show they have listened carefully through making relevant comments.</p> <p>Formally present ideas or information to an audience.</p> <p>Recognise that meaning can be expressed in different ways dependent on the context.</p> <p>Begin to adapt use of language to meet the needs of the audience/listener.</p> <p>Use a/an correctly before nouns.</p> <p>Learn the difference between phrases and clauses. A phrase does not contain a verb, whereas a clause must.</p> <p>Begin to recognise main and subordinate clauses. Write simple sentences and use subordinating conjunctions to create complex sentences.</p> <p>Use a wider range of conjunctions to join clauses: when, before, after, while, so and because. (I SAW A WABUB mnemonic for subordinating conjunctions, although there are many more than contained in this.)</p> <p>Avoid repetition by using pronouns: he, she, it, they, there, them.</p> <p>Use adverbs (e.g. then, next, soon, therefore), prepositions and conjunctions (e.g. before, after, during, in, because of) to show time, place or cause.</p> <p>Proof-read and correct work for errors: pronouns, a/an.</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p>

	<p>Group ideas into basic paragraphs.</p> <p>Write under headings & sub-headings.</p> <p>Handwriting - Write with increasing legibility, consistency and fluency – form upper case and lower-case cursive letters correctly.</p> <p>Phonics and Spelling - No Nonsense Spelling Spr 1 (Some children may still need phonics teaching)</p> <p>Wk1 - From Year 2: suffixes '-ness' and '-ful' following a consonant.</p> <p>Wk2 - Prefixes 'sub-' and 'tele-'.</p> <p>Wk3 - From Year 2: apostrophe for contraction. Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk4 - Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'. Words from statutory and personal spelling lists: pair testing.</p> <p>Wk5 - Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation. Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk6 – Suffixes –less, -ness, -ful and –ly.</p> <p>Kent Spelling Test Year 3</p>
<p>4</p>	<p>Earthquakes</p> <p>Talk for Writing</p> <p>Vary the use and choice of vocabulary dependent on the purpose and audience.</p> <p>Vary the amount of detail dependent on the purpose and audience.</p> <p>Show understanding of how and why language choices vary in different contexts.</p> <p>Use some features of Standard English.</p>

Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.

Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone.

Understand when the context requires the use of Standard English.

Formal and informal writing: contractions, pronoun-verb agreements (we was), use of adjective as adverb ('We done good' instead of 'we did well') = all informal. Teach children to AVOID these!

Apostrophes of omission revise.

Apostrophes of possession – singular and plural nouns.

Adverbials of time and place. Punctuation of fronted adverbials.

Learn the difference between phrases and clauses.

Identify main and subordinate clauses and create their own complex sentences.

Paragraph work appropriately.

Punctuate and set out accurately direct speech.

Proof-read work for pronoun-verb agreement, informal writing, spelling and punctuation errors.

Phonics and Spelling - No Nonsense Spelling Spr 1

Wk1 The /g/ sound spelt 'gu'. Strategies for spelling words on statutory spelling lists.

Wk2 Words with endings sounding like /tʃə/ spelt '-ture'.

Wk3 Words with endings sounding like /tʃə/ spelt '-ture': dictation. Possessive apostrophe with plurals.

Wk4 - Possessive apostrophe with plurals. Homophones (*scene/seen, mail/male, bawl/ball*).

Wk5 - Strategies for learning words: homophones (*scene/seen, mail/male, bawl/ball*)

Wk6 - Words already learnt from the statutory spelling test.

Kent Spellings Year 4

5

Tsunamis

Talk for Writing

Begin to use Standard English in formal situations.

Begin to use hypothetical language to consider more than one possibility or solution.

Perform their own compositions using appropriate intonation and volume so that meaning is clear.

Perform poems or plays from memory, making careful choices how they convey ideas about characters and situations by adapting expression and tone.

Understand and begin to select the appropriate register according to the context.

Add phrases to make sentences more precise & detailed.

Use a range of sentence openers – judging the impact or effect needed.

Begin to adapt sentence structure to text type.

Use pronouns to avoid repetition.

Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).

Use brackets, commas or dashes for parenthesis.

Use commas to clarify meaning or avoid ambiguity (lists and to separate clauses).

Link clauses in sentences using a range of subordinating & coordinating conjunctions.

	<p>Use verb strings to create subtle differences (e.g. she began to run).</p> <p>Consistently organise into paragraphs, including the layout of direct speech.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Write legibly, fluently and with increasing speed.</p> <p><u>Spelling – No Nonsense Spelling Spr1</u></p> <p>Wk1 - Strategies at the point of writing: Have a go. From Years 3 and 4: apostrophe for possession. Strategies for learning words: words from personal spelling lists. Recap use of suffixes to change word class.</p> <p>Wk2 – Assess words from statutory and personal spelling lists. Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>).</p> <p>Wk3 - Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>). Rare GPCs: dictation – Assess. Using spelling journals for etymology.</p> <p>Wk4 - Words ending in ‘-ably’ and ‘-ibly’.</p> <p>Wk5 - Words ending in ‘-ably’ and ‘-ibly’. Homophones (<i>led/lead, steel/steal, alter/altar</i>). Strategies for learning words: homophones.</p> <p>Wk6 – Homophones. Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Kent Spelling Test Year 5.</p>
6	<p>Diseases</p> <p>Talk for Writing</p> <p>Use formal language of persuasion to structure a logical argument.</p> <p>Perform their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.</p> <p>Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, context and atmosphere.</p>

Pay close attention to, and consider the view and opinions of, others in discussions.

Make contributions to discussions, evaluating others' ideas and responding to them.

Understand and select the appropriate register according to the context.

Grammar

Use subordinate clauses to write complex sentences.

Identify the subject and object in a sentence. Use passive voice where appropriate.

Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).

Use modal verbs to indicate degrees of possibility.

Use a sentence structure and layout matched to requirements of text type.

Use semi-colon, colon or dash to mark the boundary between independent clauses.

Use colon to introduce a list & semi-colon within a list.

Use correct punctuation of bullet points.

Use hyphens to avoid ambiguity.

Use full range of punctuation matched to requirements of text type.

Use wide range of devices to build cohesion within and across paragraphs: repetition, pronouns, adverbials and ellipsis.

Use paragraphs to signal change in time, scene, action, mood or person.

Follow the rules of Standard English.

	<p>Write legibly, fluently and with increasing speed.</p> <p><u>Spelling – No Nonsense Spelling Spr1</u></p> <p>Wk1 - Words with 'ough' letter string.</p> <p>Wk2 - Strategies for learning words: words from statutory and personal spelling lists. Revise how to generate words from root words by using affixes.</p> <p>Wk3 - Words from statutory and personal spelling lists: pair testing. Words ending '-cial' and '-tial'.</p> <p>Wk4 - Words ending '-cial' and '-tial'. Proofreading someone else's writing.</p> <p>Wk5 - Strategies for learning words: words from personal spellings lists.</p> <p>Wk6 - Pair testing personal and statutory words.</p> <p>Kent Spellings Year 6</p>
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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 is taught following the Govt approved Bug Club phonics programme. 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.

Handwriting follows the 'Teach Handwriting' scheme as set out during development day September 2021. Teachers are expected to model and practice cursive handwriting with their classes.

Year	Maths
R	
1	<p>(Within 20) 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> <p>Add and subtract one-digit and two digit numbers to 20, including zero.</p>

	<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p>(Within 50) Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p style="text-align: center;">Count in multiples of twos, fives and tens.</p>
<p>2</p>	<p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].</p>

	Compare and sort common 2-D and 3-D shapes and everyday objects
3	<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>
4	<p>Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>(Split over T3&4)</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>

Add and subtract fractions with the same denominator.

5

Multiply and divide numbers mentally drawing upon known facts.

Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.

Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.

Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.

(Split over T3&4)

Compare and order fractions whose denominators are multiples of the same number.

Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $\frac{7}{5} + \frac{2}{5} = \frac{9}{5} = 1\frac{4}{5}$].

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.

Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].

Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

6

Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

Multiply one-digit numbers with up to 2 decimal places by whole numbers.

Use written division methods in cases where the answer has up to 2 decimal places.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

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

Use simple formulae.

Generate and describe linear number sequences.

Express missing number problems algebraically.

Find pairs of numbers that satisfy an equation with two unknowns.

Enumerate possibilities of combinations of two variables.

The Canterbury Primary School

Year	Science
R	<p style="text-align: center;"><u>Polar Regions</u></p> <p>Range 4 Can talk about some of the things that they have observed such as plants, animals and objects found</p> <p>Range 5 Talks about why things happen and how things work Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Range 6 Talks about features of their own immediate environment and how environments may vary from one another Know similarities and differences in materials</p> <p>Ideas Comparing and grouping polar animals with animals we have in the UK (farm/domestic)</p> <p>Ice experiment to look at what happens in an imitated colder environment – compared to here. Who can apply about seasons possibly. Ext: looking at what an animal (like a polar bear) needs to survive compared to a wild animal in the UK – fox.</p>
1	<p style="text-align: center;"><u>Tornados</u></p> <p>Possible missed learning: not being able to go outside as often during the pandemic to have the knowledge and vocabulary to describe seasons. It would be worth making regular observations through the year.</p> <p>Seasonal changes Update on seasonal changes Describe what they have noticed about the seasons so far -Describe how the length of day has changed</p> <p>Idea: as an extension, they could look at the weather conditions that cause a tornado. GD-why don't we have tornados on a large scale in the UK.</p> <p>W/S: Drawing and/or saying what they have observed</p>
2	<p style="text-align: center;"><u>Floods</u></p> <p>Possible missed learning from Y1: General observations about the seasons and this may need to be reviewed. Especially with regarding the best time for plants to grow outside.</p> <p>Plants: -Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light and a suitable temperature to grow</p>

	<p>Idea: creating questions to see what plants need to grow. Using the term floods, any that can grow in just water? Also, due to weather, the could see if something grows outside now compared to if you grew it indoors. This can then be linked to seasons to review lost learning.</p> <ul style="list-style-type: none"> -Asking simple questions and suggesting different ways to investigate -Using basic equipment to perform simple tests that enable comparisons (this can be between groups or within the same group) -Drawing (label with scientific vocabulary) or explaining what they have observed. -Answer their questions through their observations, using basic scientific vocabulary and ideas.
<p>3</p>	<p style="text-align: center;"><u>Volcanoes</u></p> <p>Possible missed learning: rocks and fossils is not in the KS1 curriculum. They would have reviewed plants in T1. However, they will need to recognise that a fossil is derived from an animal or plant – so a quick review on alive, dead never a live may be a good warm up linked to fossils.</p> <p>Rocks</p> <ul style="list-style-type: none"> -Compare and group different rock types based on appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within a rock -Recognise that soils are made from rocks and organic materials <p>Idea: creating their own fossil. How lava cools and how it forms a different type of rock (find a similar substance?)</p> <p>W/S</p> <ul style="list-style-type: none"> -Suggest questions to investigate and choose the most relevant question <p>Set-up simple investigations (e.g. comparative, fair testing, observational etc)</p> <ul style="list-style-type: none"> -Make careful observations -From findings, raise further questions.
<p>4</p>	<p style="text-align: center;"><u>Earthquakes</u></p> <p>Possible missed learning: Electricity first comes in Y4. However, it may be worth reviewing materials on how to group them and lead this into conductivity and insulators. This is only a suggestion.</p> <p>Electricity</p> <ul style="list-style-type: none"> -Identify common appliances that run on electricity -Construct a simple series circuit and naming the basic parts -Identify that a component will only work if it is a complete loop and the component is part of that loop -Recognise that a switch opens and closes a circuit (associate that if the lamp doesn't light then the series circuit is not complete)

	<p>-Recognise common conductors and insulators and metals are good conductors</p> <p>Idea: Use of electricity to create a warning sound for when a Earthquake may hit or emergency lighting</p> <p>W/S:</p> <ul style="list-style-type: none"> -Create relative questions and suggest different scientific enquires to answer the question -Selecting the most suitable and appropriate way to record – provide reasoning (this can be verbal) -Identify difference, similarities or changes related to simple scientific ideas and processes.
<p>5</p>	<p style="text-align: center;"><u>Tsunamis</u></p> <p>Possible missed learning: states of matter is taught in Y4. Therefore, there may be some lost learning. Review on solid, liquid and gases would be beneficial for the basics. They can then use this knowledge to review how to separate mixtures. Along with the water cycle and how this is reversible.</p> <p>Properties of materials</p> <ul style="list-style-type: none"> -Compare and group everyday materials on the basis of their properties (could include solubility, conductivity, magnetism etc). -reversible changes (dissolve in water and how to retrieve a substance from a solution) and show that it's a reversible -use knowledge of solid, liquids and gases to decide how mixtures can be separated (e.g. filtering, evaporation). -give reasons, based on evidence from test, for the particular uses of everyday materials -demonstrate how an irreversible change creates a new material/substance that cannot be reversed. <p>Ideas: trying to get the water clean after a tsunami (as no drinking water available)</p> <p>Best materials to build a defence.</p> <p>W/S</p> <ul style="list-style-type: none"> -Plan scientific questions and decide on the variables -Draw conclusions using scientific theories to explain results -Begin to discuss accuracy of results.
<p>6</p>	<p style="text-align: center;"><u>Diseases</u></p> <p>Possible missed learning: Chd will need to look at general categories first (animal kingdoms) before moving on to micro-organisms from Y4. Life cycles will need to be incorporated from Y5.</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> -Describe how living things are classified into broad groups (inc microorganisms, plants and animals) -Give reasons to classify plants and animals based on specific characteristics. <p>Idea: support or refute – that anti-bacteria wipes kill 99.9% of bacteria.</p> <p>Grow bacteria.</p>

W/S:

- Plan scientific questions, using variables, stating which variables may be difficult to control
- more complex scientific diagrams, esp abstract theories
- Draw conclusions using scientific theories to explain results
- Using test results to set up further investigations or suggestions with reasons (evaluation)
- Link support and refute

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Year	History	Geography
R	<p style="text-align: center;">History</p> <p style="text-align: center;">Polar Regions</p> <p>Recognise: who are they and why are they significant</p> <p>Q – Which explorers have reached the polar regions?</p> <p>https://explore.quarkexpeditions.com/blog/top-10-most-famous-and-intriguing-polar-explorers</p>	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Polar Regions</p> <p style="text-align: center;">Observe / Describe</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own environment and how environments vary from one to another.</p>
1	<p style="text-align: center;">Tornadoes</p> <p>Classify: Understand that the past is represented in a variety of ways</p> <p>Q – When was the first recorded tornado?</p> <p>https://celebrating200years.noaa.gov/magazine/tornado_forecasting/</p>	<p style="text-align: center;">Tornadoes</p> <p style="text-align: center;">Identify / Classify</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Know and recognise main weather symbols.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Know the main differences between city, town and village</p> <p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>*Know that places can be compared in many ways e.g. size, amenities, transport, location or weather.</p>

<p>2</p>	<p style="text-align: center;">Floods</p> <p>Identify: Understand that events and people’s actions have causes and effects</p> <p>Q – Why do some civilisations believe floods are good?</p> <p>http://marktanner.com/niletrip/importance-of-nile-river-floods.html</p>	<p style="text-align: center;">Floods Compare / Contrast</p> <p>Identify seasonal patterns in the United Kingdom and compare/contrast to weather around the world (could link to equator)</p> <p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
<p>3</p>	<p style="text-align: center;">Volcanoes</p> <p>Demonstrate Understanding: Be able to give some reasons for particular events and changes</p> <p>Q – How is Pompei linked to a volcano?</p> <p>https://kids.britannica.com/kids/article/Mount-Vesuvius/346222</p>	<p style="text-align: center;">Volcanoes Explain</p> <p>Describe and understand key aspects of: Physical geography including, what causes earthquakes and label different parts of a volcano</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied.</p>

<p>4</p>	<p style="text-align: center;">Earthquakes</p> <p>Synthesise: Be able to gather information from simple sources</p> <p>Q – Who invented the Richter scale and what impact has it had?</p> <p>https://academickids.com/encyclopedia/index.php/Richter_magnitude_scale</p>	<p style="text-align: center;">Earthquakes Identify / Explain</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, The Greenwich Meridian, the Tropics of Cancer and Capricorn on a world map and globe.</p> <p>Know what is meant by the term ‘tropics’</p> <p>Describe and understand key aspects of:</p> <p>Physical geography including, what causes earthquakes looking at plate tectonics and the ring of fire.</p> <p>Know the names of a number of the world’s highest mountains.</p> <p>Know the names of and locate at least eight major capital cities across the world.</p>
<p>5</p>	<p style="text-align: center;">Tsunamis</p> <p>Justify: Be able to use dates and terms relating to the passing of time</p> <p>Q – What other natural disasters have historically caused a tsunami?</p> <p>https://www.nationalgeographic.com/environment/article/tsunamis#:~:text=Tsunamis%20may%20also%20be%20caused,meteorite%20plunging%20into%20an%20ocean.</p>	<p style="text-align: center;">Tsunamis Evaluate / Critique</p> <p>Locate the main countries in Europe and North or South America. Locate and name</p> <p>Describe and understand key aspects of : physical geography including know what is meant by biomes and what are the features of a specific biome.</p> <p>Label layers of a rainforest and know what deforestation is.</p> <p>(Recap as covered in Yr4)) Describe and understand key aspects of:</p> <p>Physical geography including: volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>

		<p>https://www.bbc.co.uk/bitesize/guides/zbfrd2p/revision/2</p> <p>https://www.geography.org.uk/teaching-resources/earthquakes-tsunamis/japan-2011</p>
6	<p align="center">Diseases</p> <p>Reach informed conclusions: Know about the ideas, beliefs, attitudes and experiences of people in the past</p> <p>Q – What diseases have had the most impact on British life?</p> <p>https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/monthlymortalityanalysisenglandandwales/march2021</p>	<p align="center">Diseases</p> <p align="center">Hypothesise</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied Locate the main countries in Europe and North or South America. Know about time zones and work out differences Know main human and physical differences between developed and third world countries. Know the names of and locate some of the world's deserts.</p>

Year	RE	PSHE Physical Health and Wellbeing
	<p>6th January – Epiphany 16th January – World Religion Day 18th January – Buddhist New Year 21st January – Chinese New Year</p>	
R	<p><u>Key question: How do people celebrate?</u> Chinese New Year celebrations</p>	<p align="center">Cleanliness!</p> <p>H1. What keeping healthy means; different ways to keep healthy H2. What foods that support good health and the risks of eating too much sugar H3. How physical activity helps us to stay healthy; and ways to be physically active everyday H4. Why sleep is important and different ways to rest and relax</p>

		<p>H5. Explain how simple hygiene routines that can stop germs from spreading</p> <p>H7. Why dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>
<p>1</p>	<p style="text-align: center;">Sikhism</p> <p><u>Key Question: How should we care for others and the world and why does it matter?</u></p> <p><u>Investigate</u></p> <ul style="list-style-type: none"> • What is special about our world? • Does religion help people to look after the world better? • What does Sikhism say about what is right and wrong? <p>Ideas: Find out the key beliefs in Sikhism Explore ways in which Sikhs care for the world. Read stories about how some people have been inspired to care for people because of their religious beliefs. Explore what Sikhism teaches about the creation of the world. Talk about how they might the world differently to someone who doesn't believe God created the world.</p>	<p style="text-align: center;">Care Routines!</p> <p>H6. What medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. Why dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H8. How to keep safe in the sun and protect skin from sun damage</p> <p>H9. Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H10. Who are the people who help us to stay physically healthy?</p>
<p>2</p>	<p style="text-align: center;">Buddhism</p> <p><u>Key Question: How should we care for others and the world and why does it matter?</u></p> <p><u>Research</u></p> <ul style="list-style-type: none"> • What is special about our world? • Does religion help people to look after the world better? • What does Buddhism say about what is right and wrong? <p>Ideas: Find out the key beliefs in Buddhism</p>	<p style="text-align: center;">Choices!</p> <p>H1. How to make informed decisions about health</p> <p>H2. What the elements of a balanced, healthy lifestyle are</p> <p>H3. What are choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>

	<p>Explore ways in which Buddhist's care for the world. Read stories about how some people have been inspired to care for people because of their religious beliefs. Explore what Buddhism teaches about the creation of the world. Talk about how they might the world differently to someone who doesn't believe God created the world.</p>	
<p>3</p>	<p style="text-align: center;">Sikhism</p> <p><u>Key Question: Why are festivals important to religious communities?</u></p> <p><u>Interpret</u></p> <ul style="list-style-type: none"> • How and why do we celebrate special and sacred time? • What can we learn from religious artefacts? <p>Ideas: Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story, and ritual. Consider the role of festivals in the life of Britain today. Study key elements of festivals: shared values, story, beliefs, hopes and commitments. Think about times in their own lives when pupils remember and celebrate momentous events/people, and why and how they do this.</p>	<p style="text-align: center;">Diet!</p> <p>H5. What good physical health means; how to recognise early signs of physical illness H6. What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p>
<p>4</p>	<p style="text-align: center;">Sikhism</p> <p><u>Key Question: What does it mean to be Sikh in Britain today?</u></p> <p><u>Investigate</u></p> <ul style="list-style-type: none"> • What is good about being a Sikh today? • Hat is challenging about being a Sikh in Britain today? <p>Ideas: Find out what pupils already know about Sikhism; how many Sikhs do they think are in Britain and in our local area? Census 2011. Think about and discuss the values and challenges for the Sikh community. Find out how they are practised by Sikhs in Britain today. Compared to beliefs, practises, and values of pupils lives.</p>	<p style="text-align: center;">Active!</p> <p>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn</p>

5	<p style="text-align: center;">Buddhism</p> <p><u>Key Question: What does it mean to be a Buddhist in Britain today?</u></p> <p><u>Investigate</u></p> <ul style="list-style-type: none"> • What is good about being a Buddhist in Britain today? • What is challenging about being a Buddhist in Britain today? • What does it feel like to belong to the Buddhist community? <p>Ideas: Find out what pupils already know about Buddhism; how many Buddhists do they think are in Britain and in your local area? Find out and talk about the information from the 2011 Census. Think about and discuss the Four Noble Truths.</p> <ol style="list-style-type: none"> 1. All beings experience pain and misery (dukkha) during their lifetime: 2. The origin (samudaya) of pain and misery is due to a specific cause: 3. The cessation (nirodha) of pain and misery can be achieved as follows: 4. The method we must follow to stop pain and misery is that of the Noble Eightfold Path <p>Investigate how they are practiced by Buddhists in Britain today. Consider what beliefs, practices and values are significant to pupils' lives. Investigate the design and purpose of a (Buddhist place of worship). Find out how they are used in Britain today.</p>	<p style="text-align: center;">Hygiene!</p> <p>H9. Which bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>
6	<p><u>Key Question: What do religions say to us when life gets hard?</u></p> <p><u>Reflect/Evaluate</u></p>	<p style="text-align: center;">Lifestyles!</p> <p>H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>

<ul style="list-style-type: none">• Does religion help people in times of need?• Does religion help people to be good?• What can we learn from religions about deciding what is right and wrong? <p>Ideas: Talk about what kinds of behaviour and actions pupils think of as bad. Rank these- which are the worst? Why? Talk about how having a 'code for living' might help people be good. What do the main religions tell us about what is right and wrong? Explore the key beliefs of the main religions, compare these.</p>	<p>H12. What are the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. List the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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The Canterbury Primary School

Year	Art and Design	Design and Technology
R	 <p data-bbox="188 563 1122 735"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. </p>	 <p data-bbox="1173 544 1429 579">Milk carton igloo</p> <p data-bbox="1173 587 2107 759"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. </p>
1	<p data-bbox="474 770 860 831" style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p data-bbox="188 839 1133 1050"> 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 data-bbox="474 1058 860 1118" style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p data-bbox="188 1126 1133 1262"> 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 data-bbox="188 1310 1122 1374">Focus: Drawing- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ball point pens and chalk to create a picture.</p> <p data-bbox="188 1382 797 1414">Begin to explore the use of line, shape and colour.</p> <p data-bbox="188 1422 757 1445">Artist: John Stuart Curry- Tornado Over Kansas</p>	<p data-bbox="1615 770 1697 799" style="text-align: center;">Design</p> <p data-bbox="1173 807 2085 1015"> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do . Identify a target group for what they intend to design and make. Model their ideas through drawings Develop their design ideas applying findings from their earlier research using ICT. </p> <p data-bbox="1615 1023 1697 1051" style="text-align: center;">Make</p> <p data-bbox="1173 1059 2130 1445"> Make their design using appropriate techniques. Measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins. Select and use appropriate fruit and vegetables, processes and tools. Build structures, exploring how they can be made stringer, stiffer and more stable. Use basic food handling, hygienic practices and personal hygiene. Explore and use mechanisms (levers, sliders, wheels and axles) in their products. Use simple finishing techniques to improve the appearance of their product </p>



Evaluate

Evaluate their product by discussing how well it works in relation to the purpose
 Evaluate their products as they are developed, identifying strengths and possible changes they might make.
 Evaluate their product by asking questions about what they have made and how they have gone about it.

Focus: Tornado in a jar



2

**Exploring and Developing ideas
(ONGOING)**

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

**Evaluating and Developing work
(ONGOING)**

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.

Focus: Layers of different media e.g. crayons, pastels, felt tips, charcoal and ball point. Experiment with the visual elements: line, shape, pattern and colour.

Artist: Jan Brueghel 1613, The Entry of the Animals into Noah's Ark

Design

Generate ideas by drawing on their own and other people's experiences.
 Develop their design ideas through drawing
 Identify a purpose for what they intend to design and make.
 Build structures, exploring how they can be made stronger, stiffer and more stable.
 Explore and use mechanisms (levers, sliders, wheels and axles) in their products.

Make

Begin to select appropriate tools and materials; use vocabulary to name and describe them.
 Measure, cut and score with some accuracy.
 Use hand tools safely and appropriately.
 Assemble, join and combine materials in order to make a product.
 Choose and use appropriate finishing techniques

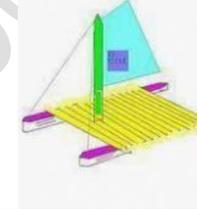
Evaluate

Evaluate their products as they are developed, identifying strengths and possible changes they might make.

Focus: Design and make a model of a boat



DIY BOAT toys
from recycled materials



3

**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: Create a picture of a volcano in the style of Roy Lichtenstein- Pop Art. Use different media to achieve variations in line, texture, tone, colour, shape and pattern.

Design

Generate ideas for an item considering its purpose and the users.

Identify a purpose and establish criteria for a successful product.

Plan the order of their work before starting.

Explore, develop and communicate design proposals by modelling ideas.

Make drawings with labels when designing.

Make

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).

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

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

Demonstrate hygienic food preparation and storage.

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

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

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



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

Evaluate

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

Disassemble and evaluate familiar products.

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

Focus: Make a volcano out of clay.

Clay techniques and construct a clay base for extending and modelling other shapes.



4

**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.

Contemporary Art

Artist: Tania Kovats- Earthquakes

Focus: Printing

Design

Generate ideas, considering the purposes for which they are designing.

Make labelled drawings from different views showing specific features.

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.

Join and combine materials and components accurately in temporary and permanent ways.

Sew using a range of different stitches, weave and knit.

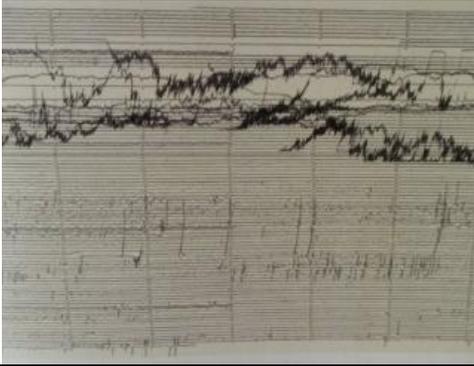
Measure, tape or pin, cut and join fabric with some accuracy.

Evaluate

Evaluate their products carrying out appropriate tests.

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

Focus: Earthquake model or Design a house that earthquake proof.

	<p>Review printing techniques and ask children to select which one they would like to make/use to recreate the image above. Which type of media are they going to use to apply their print to? E.g. paint, ink. Discuss pressure and how this effects shade of print.</p> 	
<p>5</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Focus: Painting- colour mixing and matching; tint, tone and shade. Explore the use of colour to reflect mood and texture. Artist: The Great Wave off Kanagawa- Katsushika Hokusai- Japanese</p>	<p style="text-align: center;">Design</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p style="text-align: center;">Make</p> <p>Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages).</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate it personally and seek evaluation from others. Focus: Make a wave model- Moving waves of different sizes.</p>



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: Edvard Munch- Norwegian Painter- Focuses on themes such as death, fear and illness

Explore colour to express feeling

Design

Plan the order of their work, choosing appropriate materials, tools and techniques

Make

Use tools safely and accurately.

Construct products using permanent joining techniques.

Make modifications as they go along.

Evaluate

Record their evaluations using drawings with labels.

Focus: Make a piece of medical equipment



The Canterbury Primary School

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>Education for a Connected World – 2020 edition 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: Introduction to the Ukulele</u></p> <p>SF: I will learn how to play the C chord and will learn about different strumming patterns.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Learn about the ukulele • Learn the C chord • Try different strumming patterns 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA Digital writing Using a word processor Word, Google Docs</p>

	<ul style="list-style-type: none"> • Learn facts about Tornadoes <p>If time:</p> <ul style="list-style-type: none"> • Learn the Am chord • Write (or copy) a short poem, using the facts about Tornadoes. Recite, whilst strumming the chords • Learn about other instruments in the string family <p>Resources:</p> <ul style="list-style-type: none"> • Ukuleles • Plectrums 	
2	<p>Focus: Classical music: Pupils to listen to a selection of classical music, focussing on Handel's Water Music.</p> <p>SF: I will listen to and become familiar with classical music. I will be able to name some of the instruments which I can hear.</p> <p>Content/ ideas:</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 <p>If time:</p> <ul style="list-style-type: none"> • Pupils to research the history of classical music and the different music families (strings, percussion, brass and woodwind) 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>MAKING MUSIC</p> <p>Listen to and create music, linking to patterns</p> <p>Chrome Music Lab</p> <p>Chrome Music Lab https://musiclab.chromeexperiments.com/Song-Maker/</p> <p>Audacity</p>

	<p>Resources:</p> <ul style="list-style-type: none"> • Classical CD's, YouTube • Handel's Water Music 	
<p>3</p>	<p><u>Focus: Pupils to experience instruments from the percussion family and to compose a piece about volcanos, using Djembes (& other percussion).</u></p> <p>SF: I will experience playing percussion and take part in a composition about volcanos and perform as a class, or in small groups.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • 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 volcanos <p>If time:</p> <ul style="list-style-type: none"> • Pupils to perform their pieces to each other (record on iPad) <p>Resources:</p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for music - African drums • iPads (for recording purposes) 	<p>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>DESKTOP PUBLISHING</p> <p>Using text and images to communicate messages, how & why desktop publishing used in real world</p> <p>Adobe Spark Canva, MS Publisher, 2Publish</p>
<p>4</p>	<p><u>Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece about earthquakes.</u></p> <p>SF: I will learn about the history of rap and beatboxing and in a group or as a class, compose a piece, using facts about earthquakes.</p>	<p>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>Content/ ideas:</p> <ul style="list-style-type: none"> • Research the history behind rap and beat-boxing • Research facts about earthquakes • Practice various raps/ beatboxing! • In small groups (or as a class), using facts about earthquakes, pupils to compose a rap, using beatboxing as their backing track <p>If time:</p> <ul style="list-style-type: none"> • Pupils to perform their raps to an audience (record them on iPads) <p>Resources:</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>AUDIO EDITING</p> <p>Recording and playing audio, plan and record a podcast Audacity on laptop voice memo recorder on tablet</p>
<p>5</p>	<p><u>Focus: Musical families: Learning about the String family, focussing on the Ukulele. The C and Am chords will be learnt.</u></p> <p>SF: I will learn how to play the C and Am chords on the Ukulele and perform our piece to my class, in my group.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Learn the C chord • Learn the Am chord • Experiment with different strumming patterns • Write (or copy) short poems in groups, using the facts about Tsunamis • Add the words, whilst strumming the chords <p>If time:</p> <ul style="list-style-type: none"> • Perform piece to each other/ record • Learn the F chord 	<p>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>VIDEO EDITING</p> <p>Planning, capturing, editing and manipulating video Video devices e.g. tablets, iPads, video camera, Video Editor (Win 10 app) / iMovie</p>

	<p>Resources:</p> <ul style="list-style-type: none"> • Ukuleles • Internet/ laptops for research on facts about Tsunamis/ poems • iPad for recording 	
<p>6</p>	<p>Focus: <u>Pupils to experience music from Africa and compose a piece, using Djembes.</u></p> <p>SF: I will learn about African music, focussing on the Djembe. I will learn simple rhythms and perform a composition.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Discuss/ research music and instruments from Africa • Listen to music from Africa – 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 the different diseases <p>If time:</p> <ul style="list-style-type: none"> • Pupils to perform their pieces to each other (record on iPad) <p>Resources:</p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for African music/ drums • iPads (for recording purposes) 	<p style="text-align: center;">Digital Literacy</p> <p>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;">WEB PAGE CREATION</p> <p style="text-align: center;">Design, create and evaluate own website, paying attention to copyright and fair use of media Google sites</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.

The Canterbury Primary School

Year	PE Term 3
R	<p><i>Catching and throwing</i></p> <p><u>Acquiring and developing skills</u></p> <p>To throw and catch aiming in the right directions. To begin to use some control.</p> <p><u>Selecting and applying skills</u></p> <p>To throw and catch with some control.</p> <p><u>Knowledge and understanding</u></p> <p>To describe how the body feels when still and exercising.</p> <p><u>Evaluating and improving</u></p> <p>To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p> <p>Target Throwing-set up targets around the room- could be as a carousel of activities. The children throw their ball/beanbag and aim to: 1) hit a target- either a cone/s, big ball, low level on wall or skittles, 2) aim into a hoop/s set one behind the other 3) throw and aim into buckets or boxes.</p> <ul style="list-style-type: none"> ➤ Throwing the bean bags into a basket ➤ Throwing the hoops over sticks ➤ Catching the balls and throwing them to each other ➤ Catching the hoops

➤ Throwing and catching at the same time with a ball and a hoop

1

Gymnastics

Acquiring and developing skills

To explore gymnastics actions and still shapes. To move confidently and safely in their own and general space, using change of speed and direction.

Selecting and applying skills

To copy and create and link movement phrases with beginnings, middles and ends.

Knowledge and understanding

To know how to carry and place equipment. To recognise how their body feels when still and when exercising.

Evaluating and improving

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

Suggested activities:

Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.

Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.

Dodgeball

Acquiring and developing skills

To understand how to be confident and safe in the spaces used to play games. To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.

Selecting and applying skills

To move confidently and safely in their own and general space, using changes of speed, level and direction. To choose, use and vary simple tactics

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

Circular Dodge ball: Pupils are divided up into 2 teams. One team forms an inside circle and the other team spread out around the outside. A ball is thrown at the players on the inside circle. Players on the inside were allowed to run around where ever they wanted, but could not go out. If a player in the centre is hit, they became one of the players outside the circle. The game is over when only one person is left inside the circle and they become the winner.

Dodge ball variation: Players are spread out on perimeter of a badminton court. Balls are spread out on the interior. At signal, players move forward, grab nearest ball, and start throwing. Any player hit returns to the perimeter. As in traditional Dodgeball, if you catch a ball that was thrown at you, the throwing player is out. Although

players who were hit are technically “out,” they still participate by picking up stray balls and throwing them at remaining players (they, of course, do not need to be concerned with the players catching the thrown balls, as they are already out). Last player standing is the sole survivor.

2

Tennis

Dodgeball

Acquiring and developing skills

To be confident and safe in the spaces used to play games. To improve the way they coordinate and control their bodies and a range of equipment.

Selecting and applying skills

To understand how to choose and use skills effectively for particular games. To choose, use and vary simple tactics.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

Circular Dodge ball: Pupils are divided up into 2 teams. One team forms an inside circle and the other team spread out around the outside. A ball is thrown at the players on the inside circle. Players on the inside were allowed to run around where ever they wanted, but could not go out. If a player in the centre is hit, they became one of the players outside the circle. The game is over when only one person is left inside the circle and they become the winner.

Dodge ball variation: Players are spread out on perimeter of a badminton court. Balls are spread out on the interior. At signal, players move forward, grab nearest ball, and start throwing. Any player hit returns to the perimeter. As in traditional Dodgeball, if you catch a ball that was thrown at you, the throwing player is out. Although players who were hit are technically “out,” they still participate by picking up stray balls and throwing them at remaining players (they, of course, do not need to be concerned with the players catching the thrown balls, as they are already out). Last player standing is the sole survivor.

3

Quicksticks

Acquiring and developing skills

To consolidate and improve the quality of their techniques.

Selecting and applying skills

To use tactics and strategies in different situations.

Knowledge and understanding

To recognise when speed, strength and stamina are important in games.

Evaluating and improving

To talk about how they might improve their own performance.

Suggested activities:

Space Dribble: Every player needs a ball and a stick and should move the ball around the play area with their stick-this is called dribbling. The ball should always be in contact with their stick. Encourage players to try and find space (an empty area) as they dribble. They can go anywhere in the play area as long as they don't bump into each other!

Truck and Trailer: This Challenge should be carried out in pairs and requires good teamwork. Each player needs a stick each and each pair needs a ball. Ask the players to choose who wants to be the truck and who wants to be the trailer to begin with. Trucks need to stand in front of the Trailers and should lead them around the play area making sure that they avoid other trucks and trailers! Trailers need to have the ball and need to follow the truck whilst dribbling the ball. It is important that the truck doesn't lose the trailer by going too fast. The teacher should shout "Pit Stop" at which point the Trailer needs to stop the ball (under control). Swap roles and start again.

Gymnastics

Acquiring and developing skills

To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.

Selecting and applying skills

To improve their ability to select appropriate actions and use simple compositional ideas.

Knowledge and understanding

To recognise and describe the short term effects of exercise on the body during different activities. To know the importance of suppleness and strength.

Evaluating and improving

To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.

Suggested activities:

Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.

Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.

4

Dance

Acquiring and developing skills

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

Selecting and applying skills, tactics and compositional ideas

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

Knowledge and understanding of fitness and health

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

Evaluating and improving performance

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

Suggested activities:

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

Exploration activity:

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

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

Quicksticks

Acquiring and developing skills

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

Selecting and applying skills

To use and adapt tactics and strategies in different situations.

Knowledge and understanding

To recognise what skilful play looks like.

Evaluating and improving

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

Suggested activities:

Team Island: This challenge is a bit like musical chairs. Using chalk or cones, mark out some islands on the floor- you could encourage children to do this themselves eventually. Every player needs a stick and a ball and as a group, they should pick someone to be in charge of the game (this could be the teacher to

begin with). Every player starts with 5 points – it's up to the players to keep their own score as they go along. Players should dribble the ball around the play area until the person in charge shouts out a number. If the number is four, players have to dribble their ball to an island and make a team of four.

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

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

5

Swimming

Quicksticks

Acquiring and developing skills

To consolidate and improve the quality of their techniques.

Selecting and applying skills

To use tactics and strategies in different situations.

Knowledge and understanding

To recognise when speed, strength and stamina are important in games.

Evaluating and improving

To talk about how they might improve their own performance.

Suggested activities:

<https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack>

http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf

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Quicksticks

Acquiring and developing skills

To use a variety of body movements and techniques during the game.

Selecting and applying skills

To use tactics and strategies in different situations.

Knowledge and understanding

To recognise when speed, strength and stamina are important in games.

Evaluating and improving

To talk about how they might improve their own performance.

Suggested activities:

<https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack>

http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf

Gymnastics

Acquiring and developing skills

To be confident with the movement of their bodies, using different body shapes and balances, and their ability to link movements.

Selecting and applying skills

To select appropriate actions and use compositional ideas confidently.

Knowledge and understanding

To know the importance of suppleness and strength.

Evaluating and improving

To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.

Suggested activities:

<https://www.twinkl.co.uk/resources/year-6-twinkl-move/indoor-year-6-twinkl-move/gymnastics-movement-indoor-year-6-twinkl-move>

Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.

Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.

The Canterbury Primary School