

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Through the magnifying glass	African Animals	Dinosaurs	Bears	Under the sea	Zoos and their roles	The consequences of climate change



**The Canterbury Primary School**

**Curriculum**

**Cycle 2**

**Term 4**

**Extinct and Endangered Animals**



Year	Reading
<b>R</b> <b>Through the</b> <b>Magnifying</b> <b>Glass</b>	<p><b>FICTION OR NON-FICTION?</b>  <i>To identify the difference between fiction and non-fiction</i>  ➤ To understand non-fiction books tell us real facts and fiction books are make-believe.</p> <p><b>NON-FICTION – RETRIEVAL</b>  <i>To recall key facts.</i>  ➤ Listen to or read the text and answer questions, recalling the facts.</p> <p><b>STRUCTURE AND PRESENTATION</b>  <i>To identify basic story elements</i>  ➤ 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> <p><b>VOCABULARY</b>  <i>To build a wide vocabulary</i>  ➤ Talk with an adult about the meaning of unfamiliar words and then use them independently in speech.</p> <p><b>RETRIEVAL</b>  <i>To recall information from a text</i>  ➤ Answer who, what, where and when questions about what they hear and read.</p> <p><b>INFERENCE</b>  <i>Infer from what characters say and do</i>  ➤ Answer how and why questions about actions and feelings.</p> <p><b>VISUALISING</b>  <i>Visualise understanding of what they have heard</i>  ➤ Demonstrate understanding through role play.</p> <p><b>SUMMARISING</b>  <i>Summarise understanding</i>  ➤ Retell a simple text with picture prompts.</p> <p><b>RETELLING AND RECITING ORALLY</b>  <i>To demonstrate understanding of stories by retelling and reciting orally</i>  ➤ Use pictures and actions to learn and recite a simple version of a text.</p> <p><b>MAKING COMPARISONS</b>  <i>Make comparisons across texts</i>  ➤ Compare events in stories.</p>

**1**  
**African**  
**Animals**

**NON-FICTION: LANGUAGE**

*Identify how language...contributes to meaning*

- 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.

**VOCABULARY**

*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.

**RETRIEVAL**

*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 they've read or that has been read to them.

*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.

**INFERENCE**

*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 or how he/ she speaks.

*Justify their ideas about a text*

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

**STRUCTURE AND PRESENTATION**

*Identify how structure and presentation contribute to meaning*

- Identify and compare basic story elements, e.g. beginnings and endings in different stories.

**LANGUAGE FOR EFFECT**

*Identify how language contributes to meaning*

- Explore the effect of patterns of language and repeated words and phrases.
- Identify and discuss some key elements of story language.

**MAKING COMPARISONS**

*Make comparisons within and across texts.*

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

**EVALUATING**

	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ Talk about aspects of the text that they like.</li> </ul> <p><b>RETELLING AND RECITING ORALLY</b></p> <p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Retell stories and parts of stories, using some of the features of story language.</li> </ul>
<p><b>2</b></p> <p><b>Dinosaurs</b></p>	<p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc.</li> <li>➤ Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary.</li> <li>➤ Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Develop understanding of words met in reading.</li> <li>➤ Speculate about the possible meaning of unfamiliar words they have read.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use dictionaries to locate words by the initial letter.</li> <li>➤ Use terms such as definition.</li> <li>➤ Discuss the definitions given in dictionaries and agree which is the most useful in the context.</li> </ul> <p><b>RETRIEVAL</b></p> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non – fiction.</li> <li>➤ Give reasons why things happen where this is directly explained in the text.</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying.</li> <li>➤ Use different formats (matching, ordering etc.) to answer questions on a text.</li> </ul> <p><b>INFERENCE</b></p> <p><i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Make inferences about characters from what they say and do, focusing on important moments in a text.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Answer simple retrieval and inference questions by making a point and supporting it with ‘evidence’ from a text.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</li> </ul> <p><b>LANGUAGE FOR EFFECT</b></p>

	<p><i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.</li> </ul> <p><b>MAKING COMPARISONS</b></p> <p><i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> <li>➤ Identify, collect and compare common themes in stories and poems.</li> <li>➤ Make comparisons of characters and events in narratives.</li> <li>➤ Compare the information about different topics in non-fiction texts.</li> </ul> <p><b>EVALUATING</b></p> <p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ Explain why they like a particular text.</li> </ul> <p><b>RETELLING AND RECITING ORALLY</b></p> <p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text.</li> </ul>
<p><b>3</b></p> <p><b>Bears</b></p>	<p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Begin to identify some of the language differences between fiction and non-fiction texts.</li> <li>➤ Develop their understanding of key words met in reading non-fiction texts.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</li> <li>➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the first two letters.</li> <li>➤ Know the quartiles of the dictionary.</li> </ul> <p><b>RETRIEVAL</b></p> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Record their understanding of a text in different ways, using a range of formats.</li> </ul> <p><b>INFERENCE</b></p> <p><i>Infer from what characters say and do</i></p>

	<ul style="list-style-type: none"> <li>➤ Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</li> <li>➤ Infer characters' feelings in fiction.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</li> <li>➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</li> </ul> <p><b>LANGUAGE FOR EFFECT</b></p> <p><i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells</li> </ul> <p><b>MAKING COMPARISONS</b></p> <p><i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> <li>➤ Make comparisons between events in narrative or information texts on the same topic or theme.</li> <li>➤ Compare and contrast writing by the same author.</li> </ul> <p><b>EVALUATING</b></p> <p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>RETELLING AND RECITING ORALLY</b></p> <p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters.</li> </ul>
<p><b>4</b></p> <p><b>Under the Sea</b></p>	<p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the language features of different sorts of non-fiction texts.</li> <li>➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).</li> <li>➤ Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> <li>➤ Investigate the meaning of technical or subject specific words they meet in their reading.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the third and fourth place letters.</li> </ul>

- Use the quartiles of the dictionary efficiently to locate words quickly.

## **RETRIEVAL**

*Retrieve information from texts*

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

*Answer questions about a text and record their understanding*

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

## **INFERENCE**

*Infer from what characters say and do*

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

*Justify their ideas about a text*

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

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

## **STRUCTURE AND PRESENTATION**

*Identify how structure and presentation contribute to meaning*

- Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.

## **LANGUAGE FOR EFFECT**

*Identify how language contributes to meaning*

- Understand how writers use figurative and expressive language 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 that they read.

## **MAKING COMPARISONS**

*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.

## **EVALUATING**

*Evaluate the text*

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

## **RETELLING AND RECITING ORALLY**

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

- Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.

<p><b>5</b></p> <p><b>Zoos and Their Role</b></p>	<p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</li> <li>➤ Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Identify when they do not understand the vocabulary used in a text and need to clarify the meaning.</li> <li>➤ Give increasingly precise explanations of word meanings that fit with the context of the text they are reading.</li> <li>➤ Check the plausibility and accuracy of their explanation or inference of the word meaning</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific text.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.</li> <li>➤ Use a dictionary to check a suggested meaning.</li> </ul> <p><b>RETRIEVAL</b></p> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.</li> <li>➤ 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.</li> <li>➤ Vary the reading strategies they use to answer questions, depending on the different types asked.</li> <li>➤ Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.</li> </ul> <p><b>INFERENCE</b></p> <p><i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning.</li> <li>➤ Identify and summarise evidence from a text to support a hypothesis.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</li> </ul>
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	<p><b>LANGUAGE FOR EFFECT</b>  <i>Identify how language contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.</li> <li>➤ Consider the language used in a text and pick up the implications and associations being made by the writer.</li> </ul> <p><b>MAKING COMPARISONS</b>  <i>Make comparisons within and across texts.</i></p> <ul style="list-style-type: none"> <li>➤ Make comparisons between the ways that different characters or events are presented.</li> <li>➤ Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</li> </ul> <p><b>EVALUATING</b>  <i>Evaluate the text</i></p> <ul style="list-style-type: none"> <li>➤ Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.</li> </ul> <p><b>RETELLING AND RECITING ORALLY</b>  <i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> <li>➤ Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.</li> <li>➤ Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.</li> </ul>
<p><b>6</b>  <b>The</b>  <b>Consequences</b>  <b>of Climate</b>  <b>Change</b></p>	<p><b>NON-FICTION: LANGUAGE</b>  <i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.</li> <li>➤ Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</li> </ul> <p><b>VOCABULARY</b>  <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning</li> <li>➤ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</li> <li>➤ Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</li> <li>➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</li> </ul> <p><b>RETRIEVAL</b>  <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.</li> </ul>

*Answer questions about a text and record their understanding*

- Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.
- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.
- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

### **INFERENCE**

*Infer from what characters say and do*

- Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

*Justify their ideas about a text*

- Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt.
- Identify and summarise evidence from a text to support a hypothesis.

### **STRUCTURE AND PRESENTATION**

*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.

### **LANGUAGE FOR EFFECT**

*Identify how language contributes to meaning*

- 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.

### **MAKING COMPARISONS**

*Make comparisons within and across texts.*

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

### **EVALUATING**

*Evaluate the text*

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


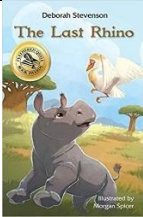
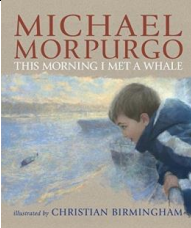
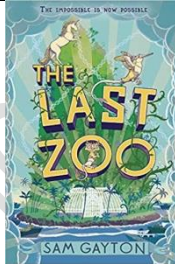
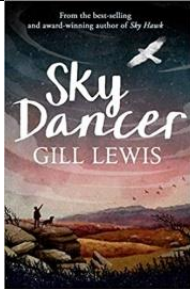
### **RETELLING AND RECITING ORALLY**

*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.

# Cycle 2 - Term 4 – Extinct and Endangered Animals

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Through the magnifying glass	African animals	Dinosaurs	Bears	Under the sea	Zoos and their role	The consequences of climate change
    	    	   	   	  	  	  

							
<b>Year</b>	<b>Phonics</b>						
<b>R</b>	<b>Phonics: Week 1-Week 6 – Phase 3 revision</b>						
<b>1</b>	<b>Phonics: Phase 5</b> <u>Week 1</u> – <b>Sounds:</b> Review /oa/ family <b>HFW:</b> N/A <b>TW</b> (reading): he, she, me, be, we <b>TW</b> (writing): same a reading <u>Week 2</u> – <b>Sounds:</b> ‘ui’ saying /oo/, Review long /oo/ family <b>HFW:</b> N/A <b>TW</b> (reading): are, was, you, they, my <b>TW</b> (writing): same as reading <u>Week 3</u> – <b>Sounds:</b> ‘oul’ and ‘o’ as in /oo/, Review short /oo/ family <b>HFW:</b> N/A <b>TW</b> (reading): do, so, one, said <b>TW</b> (writing): same as reading <u>Week 4</u> – <b>Sounds:</b> ‘al’, ‘our’, ‘augh’, ‘ore’ and ‘oor’ saying /or/ Review /or/ family <b>HFW:</b> N/A <b>TW</b> (reading): were, there, come, some <b>TW</b> (writing): same as reading <u>Week 5</u> – <b>Sounds:</b> ‘a’ and ‘al’ as in /ar/, Review /ar/, /ow/ and /oi/ families <b>HFW:</b> N/A <b>TW</b> (reading): N/A <b>TW</b> (writing): today, says, your, here <u>Week 6</u> – <b>Sounds:</b> ‘ear’ and ‘our’ saying /ur/, Review /ur/ family, ‘ere’ and ‘eer’ saying /ear/, Review /ear/ family <b>HFW:</b> your, here <b>TW</b> (reading): N/A <b>TW</b> (writing): pull, full, push						

<b>Year</b>	<p><b>Writing – in the list are possible genres for children’s writing.</b></p> <p><b>Choose the ones which most appeal to you and your class. How long you spend on the genre is left to your judgment as the class teacher.</b></p> <p><b>Please try to include poetry.</b></p> <p><b>Please note: story encompasses a wide variety of genre – historical, mystery, adventure, spy, thriller, humour etc.</b></p>
	<b>Grammar – your teacher judgment of your children’s progress is vital. Revisit earlier year groups’ learning where necessary.</b>
<b>R</b>	<p><b>Through the magnifying glass</b></p> <p>Labels and lists</p> <p>Letter or invitation</p> <p>Acrostic</p> <p>Non-chronological report</p> <p>Story</p>

	<p>Retell stories just heard.  Sequence a series of events.  CL for new items in a list and to begin a sentence.  FS at the end of a sentence.</p> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Full stop</li> <li>• Sentence</li> <li>• Question</li> </ul> <p>Phonics - Separate phonics planning – Phonics co-ordinator</p>
1	<p><b>African animals</b>  Labels and lists  Letter or invitation  Acrostic  Non-chronological report  Story  Instructions</p> <p>Sequencing sentences to form short texts.  Teach how words can combine to make sentences  Joining words and joining clauses using 'and' or 'but'.  Creating questions and exclamations.</p> <p><b>Terminology to be introduced:</b></p> <ul style="list-style-type: none"> <li>• Word</li> <li>• Sentence</li> <li>• Letter</li> <li>• Capital Letter</li> <li>• Full Stop</li> <li>• Punctuation</li> <li>• Singular</li> <li>• Plural</li> <li>• Question Mark</li> <li>• Exclamation Mark</li> </ul>

	<p><b>Grammar:</b>  Learn the spellings of days of the week.  Write sentences and punctuate them with capital letter and full stops.  Use pronouns to replace nouns: he, she, it, they, I, we, you  Use adjectives to add description.</p> <p>Separation of words with spaces</p> <ul style="list-style-type: none"> <li>• Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Capital letters for names of people, places, days of the week and for the personal pronoun I.</li> </ul> <p>Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <ul style="list-style-type: none"> <li>• Suffixes That Can Be Added To Verbs (E.G. Helping, Helped, Helper)</li> <li>• How The Prefix Un Changes The Meaning Of Verbs And Adjectives (Negation, E.G. Unkind, Or Undoing, E.G. Untie The Boat)</li> </ul> <p>Phonics – Phase 5. Separate Phonics planning – Phonics co-ordinator  Recaps of those graphemes chn find difficult/catch-up Phase 3.</p>
2	<p style="text-align: center;"><b>Kent Spelling Test – TBC</b></p> <p style="text-align: center;">Dinosaurs  Letter  Poems and riddles  Non-chronological report  Story  Instructions  Diary</p> <p><b>Terminology to be introduced:</b></p> <ul style="list-style-type: none"> <li>• Verb</li> <li>• Tense (Past, Present)</li> <li>• Adjective</li> <li>• Noun</li> <li>• Noun Phrase</li> <li>• Adverb</li> <li>• Statement</li> <li>• Question</li> </ul>

- Exclamation
- Command
- Apostrophe
- Comma
- Compound
- Suffix

#### **Plan their writing by:**

- ◊ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ◊ Discussing and recording ideas

#### **Grammar:**

- Capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark contracted forms in spelling
- Apostrophes to mark singular possessions in nouns
- Revision: nouns, verbs, determiners, adjectives
- Expanded noun phrases.
- Linking main clauses with conjunctions: Y1 (and, but, because, so) + when, if, as, before.
- Sentences with different forms: statement, question, exclamation, command.
- The present and past tenses correctly and consistently, including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Some features of written Standard English – not ‘we was’ and ‘I done’ etc.
- Formation of nouns using suffixes such as: *-ness, -er*
- Compound nouns e.g. supermarket, cupboard, wardrobe
- Formation of adjectives using suffixes such as: *-ful, -less* (a fuller list of suffixes can be found in the Spelling Appendix of NC document)
- Use of the suffixes *-er* and *-est* to form comparisons of adjectives and adverbs
- The use of *-ly* to turn adjectives into adverbs

#### **Edit and improve.**

Pupils should be taught how to make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear

	<p><b>Form lower-case letters of the correct size relative to one another</b></p> <ul style="list-style-type: none"><li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Use spacing between words that reflects the size of the letters</li></ul> <p><b>Phonics and Spelling - No Nonsense Spelling Spr. 2</b></p> <p>Wk1 - /b/ spelt 'a' after 'w' and 'qu' Strategies for learning spellings: mnemonics</p> <p>Wk2 - /z/ spelt 's', segmentation and syllable clapping. Homophones (<i>new/knew</i>) Homophones (<i>there, their, they're</i>)</p> <p>Wk3 - Adding '-es' to nouns and verbs ending in 'y': bye-bye y, hello i.</p> <p>Wk4 - The possessive apostrophe (singular nouns) Strategies at the point of writing: using an alphabetically- ordered word bank</p> <p>Wk5 - Adding suffixes '-ful', '-less' and '-ly'</p> <p>Wk6 - Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Words ending '-tion'- suffix creates nouns. Dictionary skills.</p> <p><b>Kent Spelling Test – TBC</b></p>
3	<p><b>Bears</b></p> <p>Letter</p> <p>Poetry</p> <p>Non-chronological report, including newspaper report</p> <p>Story</p> <p>Instructions</p> <p>Diary</p> <p>Playscript</p> <p><b>Terminology to be introduced:</b></p> <ul style="list-style-type: none"><li>• Word family</li><li>• Conjunction</li><li>• Adverb</li></ul>



- Preposition
- Direct speech
- Inverted commas (now replacing 'speech marks')
- Prefix
- Consonant
- Vowel
- Clause
- Subordinate clause

#### **Plan their writing by:**

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

#### **Composition**

- Paragraphs as a way to group related material. Know when to begin a new paragraph, including when speaker of dialogue changes.
- Headings and sub-headings to aid presentation

#### **Grammar**

- Formation of nouns using a range of prefixes, such as: *super-, anti-, auto-*
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)
- Word families based on common words
- Extending sentences by using and, or, but and so.
- Expressing time, place and cause using: conjunctions (e.g. when, before, after, while, so, because); adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)
- Begin to recognise main and subordinate clauses.
- Introduction to inverted commas to punctuate direct speech e.g. to introduce quotes in a newspaper report.
- Use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)
- Using fronted adverbials and using commas after fronted adverbials.

#### **Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause

- Using and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
- Placing the possessive apostrophe accurately in singular nouns
- Using the first two or three letters of a word to check its spelling in a dictionary
- Proof-reading for spelling and punctuation errors
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### **Handwriting – CT modelling**

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

#### **Spelling**

- Use further prefixes and suffixes and understand how to add them (English Appendix 1) Special attention to words ending in y.
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)

#### **Phonics and Spelling - No Nonsense Spelling Spr. 2**

Wk1 Strategies at the point of writing: Have a go

Elements from the previous term that require practice.

Wk2 - Prefixes 'super-' and 'auto-'.

Wk3 - Prefixes 'super-' and 'auto-'

Wk4 - Strategies for learning words: words from statutory and personal spelling lists. Pair testing.

Wk5 - Strategies at the point of writing: homophones.

Proofreading.

Wk6 - Strategies at the point of writing: homophones.

Proofreading their own work and that of others to identify and correct errors in spelling.

**Kent Spelling Test TBC**

**Under the sea**

Letter

Poetry

Non-chronological report, including news reports

Story

Instructions

Diary

Playscript

Persuasive writing

**Terminology to be introduced:**

- Pronoun
- Possessive Pronoun
- Adverbial
- Determiner

**Plan their writing by:**

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices (for example: headings and sub-headings)

**Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-reading for spelling and punctuation errors
- Using the first two or three letters of a word to check its spelling in a dictionary.
- Making the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Grammar**

- Teach explicitly the grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)
- Fronted adverbials and the use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)
- Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)
- Revise contractions and apostrophes of omission

### **Handwriting**

- Increase the fluency of cursive script in handwriting practice – CT modelling use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### **Y4 No-Nonsense Spelling Spr.2**

Wk1 - Statutory spellings learnt so far. 'Have a go' sheets. Proofreading own work. Find places where they have used Spellings from statutory lists.

Wk2 - Prefixes 'anti-' and 'inter-'

Wk3 Prefixes 'anti-' and 'inter-'

Strategies for learning words: selected words from statutory and personal spelling lists.

Assess words learnt from lists so far.

Wk4 - Endings that sound like: /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'

Wk5 - Strategies at the point of writing: endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'

Wk6 - Strategies for learning words: words from statutory and personal spelling lists.

Revise and assess words taught so far.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Kent Spelling Test TBC**

**Role of zoos**

Letter  
 Poetry  
 Non-chronological report, including news reports  
 Story  
 Instructions  
 Diary  
 Playscript  
 Persuasive writing  
 Discussion text – balanced argument  
 Explanation  
 Biography and autobiography

**Terminology to be introduced:**

- Relative clause
- Modal verb
- Relative pronoun
- Parenthesis
- Bracket
- Dash
- Cohesion
- Ambiguity

**Composition****Plan their writing by:**

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Paragraphing – understand how to structure a paragraph, as well as when to begin a new one

**Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing

- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
- Proof-reading for spelling and punctuation errors

### **Grammar**

- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (e.g. the man I saw in the street = omitted whom)
- Indicating degrees of possibility using modal verbs (e.g. might, should, will, must)
- Indicating degrees of possibility using adverbs (e.g. perhaps, surely)
- Using suffixes to change word classes: -ate, -ise, -ify
- Recap direct and reported speech
- Punctuation of speech and layout
- Interrupted speech
- Adverbials of time and place
- Commas after fronted adverbials

### **Sentence structure**

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

### **Spelling**

- Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- Verb prefixes (e.g. dis-, de-, mis-, over- and re-)

### **Y5 No Nonsense Spelling Spr. 2**

Wk1 - Spellings taught in previous term. Words from statutory and personal spelling lists.

Wk2 - Proofreading: checking from another source after writing.

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

Wk4 – Building words from root words.  
Revise homophones.

Wk5 - Homophones.  
Words from statutory and personal lists.  
Words with the /i:/ sound spelt 'ei'.

Wk6 - 'ei' and 'ie' words.  
Proof reading to check and correct own mis-spellings.

	<p>Kent Spelling Test TBC</p>
6	<p>Consequences of climate change Letter Poetry Non-chronological report, including news reports Story Instructions Diary Playscript Persuasive writing Explanation Discussion text – balanced argument Biography and autobiography</p> <p><b>Terminology to be introduced:</b></p> <ul style="list-style-type: none"><li>• Active and passive voice</li><li>• Subjunctive mood</li><li>• Subject and object</li><li>• Hyphen</li><li>• Synonym</li><li>• Antonym</li><li>• Colon – introducing list and separating main clauses.</li><li>• Semi-colon</li><li>• Bullet-points</li><li>• Ellipsis – punctuation mark, and omission of relative pronouns (e.g. the book I bought yesterday = omitted 'that')</li></ul> <p><b>Composition</b> <b>Plan their writing by:</b></p>

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Précising longer passages
- Paragraphing – understand how to structure a paragraph, as well as when to begin a new one

**Text structure** - linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis

- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text

#### **Evaluate and edit by:**

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
- Proof-reading for spelling and punctuation errors

**Language use** – recognise the difference between the vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out – discover, ask for – request, go – enter)

- How words are related by meaning as synonyms and antonyms (e.g. big, large, little)

#### **Sentence structure**

- Use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse,' versus 'The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as: 'If I were' or, 'Were they to come,' in some very formal writing and speech)

(These are particularly suited to discussion text and AA challenge)

#### **Grammar**

- Subject-object and how to reconstruct sentences to move between active and passive voice
- Passive voice
- Recap main and subordinate clauses
- Colons to separate independent clauses
- Cohesive devices: repetition, pronouns, adverbials and ellipsis



- Rules of Standard English

### **Punctuation**

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

### **Y6 Spelling No Nonsense Spelling Spr. 2**

Wk1 – Revise spelling learning from the previous half term.

Strategies for learning words: rare GPCs from statutory word list

Wk2 – Homophones (*dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit*)

Wk3 - Homophones covered in KS2

Homophones dictation

Wk4 - Strategies for learning words: words from statutory and personal spelling lists

Wk5 - Generating words from prefixes and roots

Wk6 - Words ending in 'ant', '-ance and '-ancy'

**Kent Spelling Test TBC**

**Writing – in the list are possible genres for children's writing.**

**Choose the ones which most appeal to you and your class. How long you spend on the genre is left to your judgment as the class teacher.**

**Please try to include poetry.**

**Please note: story encompasses a wide variety of genre – historical, mystery, adventure, spy, thriller, humour etc.**

**Grammar and spelling – your teacher judgment of your children's progress is vital. Revisit earlier year groups' learning where necessary.**

Year	Maths
<b>R</b>	<p>Calculation- addition and subtraction</p> <p>2D and 3D shapes</p> <p>Height</p> <p>Weight</p> <p>Capacity</p> <p>Estimating</p>
<b>1</b>	<p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>
<b>2</b>	<p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>
<b>3</b>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2D shapes.</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise and use fractions as numbers: unit fractions and nonunit fractions with small denominators.</p>

	<p>Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators.</p> <p>Solve problems that involve all of the above.</p>
<b>4</b>	<p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre].</p>
<b>5</b>	<p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p>
<b>6</b>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p>

	<p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm<sup>3</sup>, m<sup>3</sup> and extending to other units (mm<sup>3</sup>, km<sup>3</sup>).</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>
<b>Year</b>	<b>Science</b>
<b>R</b>	<p><u>Through the magnify glass</u></p> <p><u>EYFs goals</u> They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>30-50</u> -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment.</p> <p><u>40-60+</u> Looks closely at similarities, differences, patterns and change.</p> <p>Ideas: children can compare changes over the season They could create an investigation to see if they planted something, where would it grow the best, including looking at how best to take care of it. They could observe how a flower decays if it is not watered. They could create a place for bugs/insects to live – what would they include. Comparing animals in different environments too.</p>
<b>1</b>	<p><u>African Animals</u></p> <p><u>Content</u> <u>Animals including humans</u> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>

	<p><u>W/S:</u></p> <ul style="list-style-type: none"> <li>-Asking simple questions to investigate</li> <li>-Identify and classify with objects or images</li> </ul> <p><u>Ideas:</u></p> <p>Grouping those that they think are African animals (describing what makes them an animal which would live in Africa).</p> <p>Range of animals – can they identify the ones that are African?</p> <p>Imagine that they had an animal (from Africa) as a pet – what would they need to do to keep it alive?</p>
2	<p style="text-align: center;"><u>DINOSAURS</u></p> <p><u>Content: Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>-explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals (again here make references to the animal kingdoms: reptiles, mammals, birds, fish and amphibians) and plants, and how they depend on each other</li> <li>-identify and name a variety of plants and animals in their habitats, including micro- habitats</li> <li>-describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><u>W/S:</u></p> <p>Drawing (label with scientific vocabulary) or explaining what they have observed.</p> <p>Describe how they have classified or grouped in a particular way</p> <p><u>Ideas:</u></p> <p>Perfect dinosaur habitat so that it can survive today.</p> <p>Compare habitats that may be similar to today.</p> <p>Where were different types of dinosaurs in the food chain?</p>
3	<p style="text-align: center;"><u>Bears</u></p> <p><u>Content: Plants</u></p> <ul style="list-style-type: none"> <li>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> </ul>

	<p>-explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from <b>plant to plant</b></p> <p>-investigate the way in which water is transported within plants</p> <p>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><u>W/S:</u></p> <p>-Suggest questions to investigate and choose the most relevant question</p> <p>- Make careful observations and take readings where appropriate</p> <p>-Create questions from unexpected results.</p> <p><u>Ideas:</u></p> <p>-Pull apart a flowering plant like a dissection. Label and DESCRIBE the functions.</p> <p>-Celery and other plants – you can see the water absorbed if you put dye in the water (if you get a white petal plant, you can see it too depending on the plant type).</p> <p>-They can create their own questions for looking at water absorption – different plants, do different liquids work etc</p> <p>-Different conditions for plants to grow but a comparison with two different plants to move on from Y2. Reducing the pot size etc – does this have an effect?</p> <p><b>MISCONCEPTION</b> – the kids will say the roots suck the water up. Corrected with absorb.</p>
4	<p style="text-align: center;"><u>Under the Sea</u></p> <p><u>Content: Living things and their habitats</u></p> <p>-recognise that living things can be <b>grouped in a variety of ways</b></p> <p>-explore and use <b>classification keys to help group</b>, identify and name a variety of living things in their local and wider environment</p> <p>-recognise that <b>environments can change and that this can sometimes pose dangers to living things.</b></p> <p>(The bold parts highlight how areas have progressed from further year groups. They should know reptiles, amphibians, mammals, fish and birds but now comes how we group them. How they can be classified using <b>classification keys</b>).</p> <p><u>W/S:</u></p> <p>-Make systematic and careful observations.</p> <p>- Selecting the most suitable and appropriate way to record.</p> <p><u>Ideas:</u></p> <p>Grouping animals that live under the sea. Set a challenge as how they can group one category of animals like fish. Also, it's a great learning opportunity to find mammals that live in the sea.</p> <p>Link to David Attenborough and how to save wildlife (plastic pollution in the sea).</p>
5	<p style="text-align: center;"><u>Zoos and their roles</u></p> <p><b>Letter must go home for this content</b></p>

	<p><u>Content: Living things and their habitats</u></p> <p><i>Year 5 will need to learn how to construct their own food chains and different examples from Year 4. This is due to missed learning in 2020 virus.</i></p> <p>-describe the differences in the <b>life cycles</b> of a mammal, an amphibian, an insect and a bird.          -describe the life process of <b>reproduction</b> in some plants and animals. (The bold parts highlight where the learning has moved forward from LKS2. Emphasis on life cycles and reproduction of plants – rather than germination, growth and seed dispersal).</p> <p><u>W/S:</u></p> <p>- Recording using scientific diagrams, labels, classify, tables, scatter, bar and line graphs</p> <p><u>Ideas:</u></p> <p>Life cycles of the animals found in the zoo.          How the food chain of an animal in the zoo may be different to the wild.          Growing asexual plants from cuttings.</p>
6	<p><u>The consequences of climate change</u></p> <p><u>Content: Evolution and inheritance</u></p> <p>-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago          -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents          -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  <b>(Move forward from Y5 as it goes from reproduction to natural selection as an important process too).</b></p> <p><u>W/S:</u></p> <p>- More complex diagrams that use abstract theories</p> <p><u>Ideas:</u></p> <p>Links to modern extinction. Possible links to the Blue Planet Series.</p>

Year	History	Geography
R	<p data-bbox="488 233 846 260"><b>Through the magnifying glass</b></p> <p data-bbox="315 304 1016 331"><b>Select:</b> Be able to ask and answer questions about the past</p> <p data-bbox="172 376 528 403">Q – What questions can I ask?</p>	<p data-bbox="1525 233 1839 260"><b>Through the looking glass</b></p> <p data-bbox="1563 304 1800 331"><b>Observe / Describe</b></p> <p data-bbox="1189 376 2016 437">Children know about similarities and differences between and among communities and traditions</p> <p data-bbox="1189 448 2128 547">Children know about similarities and difference in relation to places. They talk about the features of their own environment and how environments vary from one to another.</p> <p data-bbox="1189 558 2092 619">Use observational skills to study school and grounds. Use simple directional language e.g. forwards, turn</p> <p data-bbox="1330 735 2033 762"><a href="https://www.fairtrade.org.uk/Farmers-and-Workers/Cocoa">https://www.fairtrade.org.uk/Farmers-and-Workers/Cocoa</a></p> <p data-bbox="1435 807 1928 834"><u>Fair trade Fortnight / Commonwealth Day</u></p> <p data-bbox="1473 845 1890 873">Focus on Country – Year R - Ghana</p> <p data-bbox="1379 884 1984 911"><b>Identify</b> – Find Ghana on Globe/Map/Google Earth</p> <p data-bbox="1453 922 1910 949">What food do they produce? <b>Describe</b></p> <p data-bbox="1189 994 1254 1021"><b>Ideas</b></p> <ul data-bbox="1238 1032 2105 1129" style="list-style-type: none"> <li>• Focus on chocolate – chn try chocolate do they know where it comes from? How does it grow?</li> <li>• Mini beast hunt around the school playing field / forest school</li> </ul> <p data-bbox="1196 1141 2168 1201">Be a bug – where would you like to live? Create a map of school grounds and be a bug. Discuss why you would make this place your home.</p>





<p>1</p>	<p><b>African Animals</b></p> <p><b>Describe:</b> what has happened, how do you know</p> <p>Q – What animals have become extinct in the last 10 years?</p> <p><a href="https://themysteriousworld.com/animals-extinct-past-decade/">https://themysteriousworld.com/animals-extinct-past-decade/</a></p>	<p><b>African animals</b></p> <p><b>Identify / Select</b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 1 - Kenya</p> <p><b>Identify</b> – Find Kenya on Globe/Map/Google Earth What food do they produce? <b>Select</b> Where is it in relation to the Equator?</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Explore what animals live in Africa and what the climate is like.</li> <li>• Look at North/South Pole and the animals that live there. What is the climate like compared to Africa?</li> </ul>
<p>2</p>	<p><b>Dinosaurs</b></p> <p><b>Identify:</b> Understand that events and actions have causes and effects</p> <p>Q – What are the names of the dinosaurs?</p> <p><a href="https://www.youtube.com/watch?v=Cdl57XeSuzE">https://www.youtube.com/watch?v=Cdl57XeSuzE</a></p>	<p><b>Dinosaurs</b></p> <p><b>Recall / Sequence</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p><u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 2 – South Africa</p> <p><b>Identify</b> – Find South Africa on Globe/Map/Google Earth What food do they produce? <b>Describe</b> <b>Compare</b> – Can this be grown in the UK?</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Locate dinosaur fossils around the world and link with the seven continents</li> <li>• What's the difference between a country and a continent?</li> </ul>

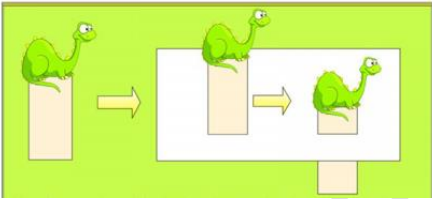
		<a href="https://www.visualcapitalist.com/incredible-map-of-pangea-with-modern-borders/">https://www.visualcapitalist.com/incredible-map-of-pangea-with-modern-borders/</a> <ul style="list-style-type: none"> <li>Find out about the supercontinent Pangea. Compare Pangea and the modern world (see weblink)</li> <li>Use cut outs of continents and try and connect the way they would of looked when they were know as Pangea.</li> <li>Use atlases to identify the continents and see how far each piece of land has moved over time.</li> </ul>
3	<p><b>Bears</b></p> <p><b>Synthesise:</b> Be able to give reasons</p> <p>Q – How many types of bears are there?</p> <p><a href="https://bearwithus.org/8-bears-of-the-world/">https://bearwithus.org/8-bears-of-the-world/</a></p>	<p><b>Bears</b></p> <p><b>Summarise</b></p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Could link with Science Animals including humans</p> <p><u>Fair trade Fortnight / Commonwealth Day</u>  Focus on Country – Year 3 - Vietnam  Why is fair wage / working conditions important?  <b>Identify</b> – Find Vietnam on Globe/Map/Google Earth  What food do they produce? <b>Describe</b>  <b>Explain</b> – Why is fair trade important?</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Visit the bear at Wildwood – What is the area like that the bears live in – What about the surrounding areas?  <a href="https://wildwoodtrust.org/animals/bear/">https://wildwoodtrust.org/animals/bear/</a></li> <li>Compare local area to brown bears in their natural habitat in hilly mountains of Europe (<a href="https://www.euronatur.org/en/what-we-do/endangered-species/bear/fact-sheet-brown-bear/#:~:text=In%20Europe%20the%20best%20bear,the%20Alps%20and%20the%20Apennines.">https://www.euronatur.org/en/what-we-do/endangered-species/bear/fact-sheet-brown-bear/#:~:text=In%20Europe%20the%20best%20bear,the%20Alps%20and%20the%20Apennines.</a>)</li> <li>Hold a debate about whether it is good that humans are building/constructing new areas</li> <li>Create a poster on the importance of green areas for animals etc.</li> </ul>

4	<p style="text-align: center;"><b>Under the Sea</b></p> <p><b>Reason / Speculate:</b> Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – Why are the oceans important?</p> <p><a href="https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts/">https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts/</a></p>	<p style="text-align: center;"><b>Under the sea</b></p> <p style="text-align: center;"><b>Explain / Empathise</b></p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.          Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u>          Focus on Country – Year 4 – Sri Lanka</p> <p><b>Identify</b> – Find Sri Lanka on Globe/Map/Google Earth          What food do they produce? <b>Describe</b>  <b>Explain</b>          Who do they supply? Why?          Why is fair trade important?</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>Find out about the geographical characteristics of oceans. Explore the different oceans including their size, temperature and deepest points. Encourage chn to predict which ocean will have the highest and lowest temperatures in relation to the equator.</li> <li>Investigate the different uses of oceans and seas. Look at the different ways that we use the seas and oceans to benefit us, including transport, food, leisure, raw materials and energy.</li> <li>Look at how pollution is affecting the seas and oceans and what can be done to reduce these effects.</li> </ul>
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5	<p style="text-align: center;"><b>Zoos and their role</b></p> <p><b>Justify:</b> reason why the place is / isn't significant</p> <p>Q – How is the Tower of London connected to a zoo?</p> <p><a href="https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j">https://www.bbc.co.uk/teach/what-are-zoos-for/z649f4j</a></p>	<p style="text-align: center;"><b>Zoos and their roles</b></p> <p><b>Make a reasoned judgement</b></p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade. Fair/unfair distribution of resources (Fairtrade).</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Link to Tsunamis topic Y1)</p> <p>Locate the main countries in Europe and North or South America.</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 5 - Belize</p> <p style="text-align: center;"><b>Identify</b> – Find Belize on Globe/Map/Google Earth <b>Describe</b> - What food do they produce? <b>Make a reasoned judgement</b> - How does it support countries</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Field trip – Howlets zoo (<a href="https://www.aspinallfoundation.org/howletts/">https://www.aspinallfoundation.org/howletts/</a>) Look at how this particular zoo aids conservation. Enquiry into what impact does this have on the future of endangered animals?</li> <li>• Research zoos in Europe / N and S America how do this compare with the zoo visited?</li> <li>• Debate – Whether zoos are good or bad</li> </ul>
6	<p style="text-align: center;"><b>The consequences of Climate Change</b></p> <p><b>Evaluate:</b> Be able to describe and make links between the main events, situations and real life</p> <p>Q – How has human behaviour impacted climate change?</p> <p><a href="https://www.nationalgeographic.org/topics/resource-library-human-impacts-environment/">https://www.nationalgeographic.org/topics/resource-library-human-impacts-environment/</a></p>	<p style="text-align: center;"><b>The consequence of climate change</b></p> <p><b>Reach Informed Conclusion</b></p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u> Focus on Country – Year 6 - Dominica</p>

		<p>What do they produce? Who do they supply? Why is fair wage important / working conditions important?</p> <p><b>Hypothesise</b> – Impact on country without fair trade?</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nationalgeographic.org/encyclopedia/climate-change/">https://www.nationalgeographic.org/encyclopedia/climate-change/</a></li> <li>• What is climate change? Investigate how this is natural however humans can/have changed the process. <a href="https://www.nationalgeographic.org/article/earths-changing-climate/">https://www.nationalgeographic.org/article/earths-changing-climate/</a></li> <li>• Look at how climate change effects rivers, glaziers etc <a href="https://www.bbc.co.uk/bitesize/guides/zcn6k7h/revision/6">https://www.bbc.co.uk/bitesize/guides/zcn6k7h/revision/6</a> <a href="https://www.geographyinthenews.org.uk/issues/issue-28/why-is-the-risk-of-coastal-flooding-increasing/ks2/">https://www.geographyinthenews.org.uk/issues/issue-28/why-is-the-risk-of-coastal-flooding-increasing/ks2/</a></li> <li>• Focus on coasts – Field trip to Reculver, Herne Bay or other coastal area? Look at the defences used to stop erosion from rising sea levels. <a href="http://visitreculver.com/the-coastal-classroom/">http://visitreculver.com/the-coastal-classroom/</a> <a href="https://www2.canterbury.gov.uk/media/196349/reculvergeology.pdf">https://www2.canterbury.gov.uk/media/196349/reculvergeology.pdf</a></li> </ul>
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Year	Art and Design	Design and Technology
Reception	<p><b><i>Through the Magnifying Glass- Minibeasts</i></b>  <b><u>Exploring and Developing Ideas (Plan)</u></b></p> <ul style="list-style-type: none"> <li>- Explore ideas from first hand observation, experience and imagination.</li> <li>- Discuss with an adult their starting points for their work.</li> <li>- Begin to say the names of the artists, craftspeople and designers they have learnt about.</li> </ul> <p><b><i>Focus: Sculpture Minibeast- Clay, natural resources, stones, papier mache</i></b>  <b><u>Sculpture</u></b></p> <ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials such as clay, playdough, magnetic sand, mud, ice,</li> <li>- Junk modelling- Create models using recycled materials</li> <li>- Sensory experience</li> </ul> <p>Shape (malleable materials) using tools such as rolling pins, fingers, stampers, utensils</p>   <p><b><u>Evaluating and Developing</u></b></p> <ul style="list-style-type: none"> <li>- Say what they like about their work</li> <li>- Identify what they could improve next time</li> </ul>	<p><b><i>Through the Magnifying Glass</i></b>  <b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Explain what they are going to make and which materials they are using</li> <li>-Select from a range of given materials which will meet a given design criteria e.g. shiny</li> <li>- Select and name the tools needed to work with materials e.g. scissors for paper</li> <li>- Explore ideas by rearranging materials</li> <li>- Describe simple models or drawings of ideas and intentions</li> <li>-Discuss their work as it progresses</li> </ul> <p><b><u>Make- Mechanisms- Sliding Mechanisms- Minibeast</u></b></p> <ul style="list-style-type: none"> <li>-Explore products which have mechanisms e.g. wheels, axles, levers and pulleys.</li> <li>-Begin to create their design using basic techniques</li> <li>-start to build structures, joining components together</li> <li>-Look at simple hinges, wheels and axles. Use technical vocabulary to describe when appropriate.</li> <li>-Use adhesives to join materials.</li> <li>-Begin to use scissors to cut straight and curved edges and hole punches to punch holes.</li> <li>-Explore using/ holding basic tools such as a saw and hammer.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Say what they like and do not like about items they have and attempt to give reasons.</li> <li>-Begin to talk about their designs as they develop and identify good and bad points.</li> <li>-Start to talk about changes made during the making process.</li> </ul> <p>Discuss how closely their finished product meets their design criteria.</p> <p><b><u>Focus: Make a sliding minibeast picture. Mechanisms</u></b></p>

		
1	<p><b><i>African Animals</i></b>  <b><u>Exploring and Developing Ideas</u></b>  <b>KS1 Art and Design National Curriculum- To produce creative work, exploring their ideas and recording experiences.</b>          Children can:</p> <ul style="list-style-type: none"> <li>-Respond positively to ideas and starting points</li> <li>-Explore ideas and collect information</li> <li>-Describe differences and similarities and make links to their own work</li> <li>-Try different materials and methods to improve</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b>Focus: Sculpture- Pick an African Animal to make</b>  <b>Artist: Michelle Reader- Art from recycled materials</b>  <b><u>Sculpture</u></b>  <b>KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination.</b>          Children can:</p> <ul style="list-style-type: none"> <li>-Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</li> <li>-Use a variety of techniques, e.g. rolling, cutting, pinching</li> <li>-Use a variety of shapes, including lines and texture</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<p><b><i>African Animals</i></b>  <b><u>Design</u></b>          -Use their knowledge of existing products and their own experience to help generate their ideas          -Design products that have a purpose and are aimed at an intended user          -Explain how their products will look and work through talking and simple annotated drawings          -Design models using simple computing software          -Plan and test ideas using templates and mock-ups          -Understand and follow simple design criteria          -Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.  <b><u>Make- Mechanisms- Sliders and levers African Animals</u></b>          -Explore and create products using mechanisms, such as levers, sliders and wheels.          -Select from a range of materials, textiles and components according to their characteristics          -Learn to use hand tools safely          -Use a range of materials and components          -With help, measure and mark out          -Cut, shape and score materials with some accuracy          -Assemble, join and combine materials, components or ingredients          -Demonstrate how to cut, shape and join fabric to make a simple product          -Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.  <b><u>Evaluate</u></b>          -Explain positives and things to improve for existing products</p>

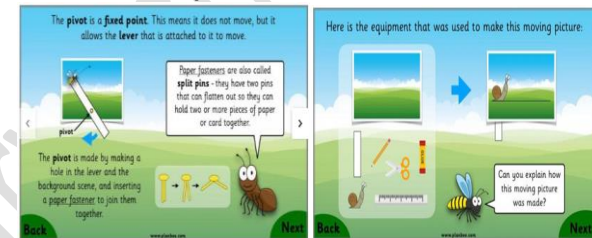


### **Evaluating and Developing Work**

- Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook
- Identify what they might change in their current work or develop in their future work.
- Annotate work in sketchbook.

- Explore what materials products are made from
- Talk about their design ideas and what they are making
- As they work, start to identify strengths and possible changes they might make to refine their existing design
- Evaluate their products and ideas against their simple design criteria

### **Focus: Mechanisms- Sliders, pivots and levers- African Animals**



2

### **Dinosaurs**

#### **Exploring and Developing Ideas**

**KS1 Art and Design National Curriculum- To produce creative work, exploring their ideas and recording experiences.**

Children can:

- Respond positively to ideas and starting points
- Explore ideas and collect information
- Describe differences and similarities and make links to their own work
- Try different materials and methods to improve
- Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

**Focus: Paint a picture of Dinosaur in the style of Charles R Knight**

**Artist: Charles R Knight**

#### **Painting**

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

Children can:

- Name the primary and secondary colours
- Experiment with different brushes (including brushstrokes) and other painting tools
- Mix primary colours to make secondary colours
- Add white and black to alter tints and shades

### **Dinosaurs Design**



- Use their knowledge of existing products and their own experience to help generate their ideas
- Design products that have a purpose and are aimed at an intended user
- Explain how their products will look and work through talking and simple annotated drawings
- Design models using simple computing software
- Plan and test ideas using templates and mock-ups
- Understand and follow simple design criteria
- Work in a range of relevant contexts, for example imaginary, story-based, home, school and the wider environment.



#### **Make- Puppet Textiles- Dinosaur**



- Select from a range of materials, textiles and components according to their characteristics
- With help, measure and mark out
- Cut, shape and score materials with some accuracy
- Assemble, join and combine materials, components or ingredients
- Demonstrate how to cut, shape and join fabric to make a simple product
- Manipulate fabrics in simple ways to create the desired effect
- Use a basic running stitch
- Begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.

#### **Evaluate**



	<p>-Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p> <div data-bbox="237 288 963 534">  </div> <p><b><u>Evaluating and Developing Work</u></b></p> <p>-Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>-Identify what they might change in their current work or develop in their future work.</p>	<p>-Explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations</p> <p>-Explain positives and things to improve for existing products</p> <p>-Explore what materials products are made from</p> <p>-Talk about their design ideas and what they are making</p> <p>-As they work, start to identify strengths and possible changes they might make to refine their existing design</p> <p>-Evaluate their products and ideas against their simple design criteria</p> <p>-Start to understand that the iterative process sometimes involves repeating different stages of the process.</p> <div data-bbox="1630 501 1872 651">  </div> <p><b><u>Focus: Textiles- Puppet Dinosaur</u></b></p>
3	<p><b><u>Bears</u></b></p> <p><b><u>Exploring and Developing Ideas (Plan)</u></b></p> <p><b>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to record ideas</li> <li>-Explore ideas from first-hand observations</li> <li>-Question and make observations about starting points, and respond positively to suggestions</li> <li>-Adapt and refine ideas</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul> <p><b>Focus: Painting a bear and landscape in the style of Henri Rosseau</b></p> <p><b>Artist: Henri Rosseau</b></p> <p><b><u>Painting</u></b></p> <p><b>KS2 Art and Design National Curriculum- To become proficient in painting techniques. -To improve their mastery of art and design techniques, including painting with a range of materials.</b></p>	<p><b><u>Bears</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Use their knowledge of a broad range of existing products to help generate their ideas</li> <li>-Use annotated sketches and cross-sectional drawings to develop and communicate their ideas</li> <li>-When designing, explore different initial ideas before coming up with a final design</li> <li>-Work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</li> </ul> <p><b><u>Make- Textiles- Make a Teddy Bear- Richard Steiff and R. John Wright</u></b></p> <ul style="list-style-type: none"> <li>-Select from a range of materials and components according to their functional properties and aesthetic qualities</li> <li>-Use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components</li> <li>-With growing independence, measure and mark out to the nearest cm and millimetre</li> <li>-Cut, shape and score materials with some degree of accuracy</li> <li>-Assemble, join and combine material and components with some degree of accuracy</li> </ul>

	<p>Children can:</p> <ul style="list-style-type: none"> <li>-Use varied brush techniques to create shapes, textures, patterns and lines</li> <li>-Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> <li>-Create different textures and effects with paint</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>  <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product</li> <li>-Join textiles with an appropriate sewing technique</li> <li>-Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>-Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose</li> <li>-Explore what materials/ingredients products are made from and suggest reasons for this</li> <li>-Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world.</li> </ul> <p><b>Focus: Textiles- Make a Teddy Bear- Richard Steiff and R. John Wright</b></p> <p><b>Research information about the craftspeople above. Can the children bring</b></p>  <p><b>in an old jumper or t-shirt to make their teddy out of?</b></p>
4	<p><b><u>Under the Sea</u></b></p> <p><b><u>Exploring and Developing Ideas (Plan)</u></b></p> <p><b>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>-Use sketchbooks to record ideas</li> <li>-Explore ideas from first-hand observations</li> <li>-Question and make observations about starting points, and respond positively to suggestions</li> <li>-Adapt and refine ideas</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul> <p><b>Focus: Painting</b></p> <p><b>Artist: David Miller</b></p> <p><b><u>Painting</u></b></p>	<p><b><u>Under the Sea</u></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Identify the design features of their products that will appeal to intended customers</li> <li>-Use their knowledge of a broad range of existing products to help generate their ideas</li> <li>-Design innovative and appealing products that have a clear purpose and are aimed at a specific user</li> <li>-Explain how particular parts of their products work</li> <li>-Use annotated sketches and cross-sectional drawings to develop and communicate their ideas</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>-Explain how mechanical systems such as levers and linkages create movement</li> <li>-Use mechanical systems in their products</li> <li>-Plan a with growing confidence, carefully select from a range of tools and equipment, explaining their choices</li> </ul>

	<p><b>KS2 Art and Design National Curriculum- To become proficient in painting techniques. -To improve their mastery of art and design techniques, including painting with a range of materials.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>-Use varied brush techniques to create shapes, textures, patterns and lines</li> <li>-Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> <li>-Create different textures and effects with paint</li> <li>-Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, cool, blend, mix, line, tone, fresco.</li> </ul>  <p><b><u>Evaluating and Developing Work</u></b></p> <ul style="list-style-type: none"> <li>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>-Select from a range of materials and components according to their functional properties and aesthetic qualities</li> <li>-Learn to use a range of tools and equipment safely, appropriately and accurately</li> <li>-Use a wider range of materials and components</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>-Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose</li> <li>-Explore what materials/ingredients products are made from and suggest reasons for this</li> <li>-Consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product</li> </ul>  <p><b><u>Focus: Mechanisms- Pneumatics- Moving Fish</u></b></p>
5	<p><b><i>Zoos and their Role</i></b></p> <p><b><u>Exploring and Developing Ideas (Plan)</u></b></p> <p><b>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>-Review and revisit ideas in their sketchbooks</li> <li>-Offer feedback using technical vocabulary</li> <li>-Think critically about their art and design work</li> <li>-Use <b>digital technology</b> as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>	<p><b><i>Zoos and the Role</i></b></p> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>-Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market</li> <li>-Use their knowledge of a broad range of existing products to help generate their ideas</li> <li>-Explain how particular parts of their products work</li> <li>-Use annotated sketches, cross-sectional drawings and exploded diagrams</li> <li>-Work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.</li> </ul> <p><b><u>Make</u></b></p>

**Focus: Drawing – Discuss the stages in which Picasso created realistic animal to an abstract version of the animal. (children to pick any animal)**

**Artist: Pablo Picasso**

### **Drawing**

**KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.**

Children can:

- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- Depict movement and perspective in drawings
- Use a variety of tools and select the most appropriate
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.



### **Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

- Annotate work in sketch books.

-Explain how mechanical systems, such as cams, create movement and use mechanical systems in their products

-Apply their understanding of computing to program, monitor and control a product.

### **Planning**

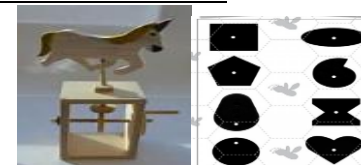
- Independently plan by suggesting what to do next
- With growing confidence, select from a wide range of tools and equipment, explaining their choices
- Select from a range of materials and components according to their functional properties and aesthetic qualities
- Create step-by-step plans as a guide to making

### **Practical skills and techniques**

- Learn to use a range of tools and equipment safely
- Independently take exact measurements and mark out, to within 1 millimetre
- Use a full range of materials and components, including construction materials and kits, textiles, and mechanical components
- Cut a range of materials with precision and accuracy
- Shape and score materials with precision and accuracy
- Refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.

**Evaluate-** Evaluate their ideas and products against the original design criteria, making changes as needed.

### **Focus: Mechanisms- Cams- Zoo Animals**



6

***The Consequence of Climate Change***  
**Exploring and Developing Ideas (Plan)**

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

Children can:

- Review and revisit ideas in their sketchbooks
- Offer feedback using technical vocabulary
- Think critically about their art and design work
- Use **digital technology** as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

**Focus: Drawing, Pastels, Colouring Pencils**

**Artist:** Andrew Hartley Daniel Loveday Zoe Elizabeth Norman

**Drawing**

**KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials.**

Children can:

- Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching
- Depict movement and perspective in drawings
- Use a variety of tools and select the most appropriate
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.



**Evaluating and Developing Work**

***The Consequence of Climate Change***  
**Design**

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

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

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

**Make- Food**

-Know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world

-Understand about seasonality, how this may affect the food availability and plan recipes according to seasonality

-Understand that food is processed into ingredients that can be eaten or used in cooking

-Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source

-Demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling

-Explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes

-Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma

-Alter methods, cooking times and/or temperatures

-Measure accurately and calculate ratios of ingredients to scale up or down from a recipe

-Independently follow a recipe.

**Evaluate**

-Complete detailed competitor analysis of other products on the market

-Critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make

	<p>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>-Adapt their work according to their views and describe how they might develop it further.</p> <p>- Annotate work in sketch books.</p>	<p>-Evaluate their ideas and products against the original design criteria, making changes as needed.</p> <p><b>Focus: Food</b></p> <p><b>Design a healthy menu.</b></p>
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Year	<p style="text-align: center;"><b>RE</b></p> <p>25<sup>th</sup> January – Chinese New Year  25<sup>th</sup> February – Shrove Tuesday  10<sup>th</sup> March – Holi  2<sup>nd</sup> April – Good Friday  4<sup>th</sup> April – Easter Sunday  5<sup>th</sup> April – Easter Monday</p>	<p style="text-align: center;"><b>PSHE – Term 4 – 2020- 2021 – Mental Health, growing and changing</b></p>
R	<p><b>To explore and understand the Easter Story</b></p>	<p style="text-align: center;"><b>Word of the term: Feelings</b></p> <p><b>H11.</b> What different feelings that humans can experience  <b>H12.</b> How to recognise and name different feelings  <b>H13.</b> How feelings can affect people’s bodies and how they behave  <b>H14.</b> How to recognise what others might be feeling  <b>H16.</b> What different ways of sharing feelings; a range of words to describe feelings  <b>H17.</b> Learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)  <b>H18.</b> What different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they do not feel good  <b>H19.</b> Recognise when they need help with feelings; that it is important to ask different situations  for help with feelings, and how to ask for it  <b>H20.</b> Think about change and loss (including death); to identify feelings associated with seek support for themselves and others this; to recognise what helps people to feel better</p>
1	<p style="text-align: center;"><b>Sikhism</b></p> <p><b><u>Key Question: How should we care for others and the world and why does it matter?</u></b></p> <ul style="list-style-type: none"> <li>• What is special about our world?</li> <li>• Does religion help people to look after the world better?</li> <li>• What does Sikhism say about what is right and wrong?</li> </ul> <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.</p>	<p style="text-align: center;"><b>Word of the term: Unique</b></p> <p><b>H21.</b> To recognise what makes them special  <b>H22.</b> To recognise the ways in which we are all unique  <b>H23.</b> To identify what they are good at, what they like and dislike  <b>H24.</b> How do you manage when finding things difficult?  <b>H25.</b> Name the main parts of the body  <b>H26.</b> Learn about growing and changing from young to old and how people’s needs change  <b>H27.</b> Preparing to move to a new class/year group</p>

	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.	
2	<p style="text-align: center;"><b>Christianity</b></p> <p><b><u>Key Question: What can we learn from sacred books?</u></b></p> <ul style="list-style-type: none"> <li>• Which stories are special and why?</li> <li>• Why is the Bible so important to Christians?</li> <li>• Does living biblically mean obeying the whole Bible?</li> </ul> <p>Ideas: Investigate how different sacred book are treated e.g. Bible, Torah, Qur'an. Read, act out and illustrate some stories Jesus told in the Bible e.g. Parable of the lost sheep, the good Samaritan. Find out if there are stories that occur in more than one sacred text e.g. Noah. Compare them.</p>	<p style="text-align: center;"><b>Word of the term: Safety</b></p> <p><b>H28.</b> Find out about rules and age restrictions that keep us safe  <b>H29.</b> Recognise risk in simple everyday situations and what action to take to minimise harm  <b>H30.</b> Why is it important to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)  <b>H31.</b> Investigate what household products (including medicines) can be harmful if not used correctly  <b>H32.</b> What ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely  <b>H33.</b> Learn about the people whose job it is to help keep us safe  <b>H34.</b> Make some basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them  <b>H35.</b> about what to do if there is an accident and someone is hurt  <b>H36.</b> Learn how to get help in an emergency (how to dial 999 and what to say  <b>H36.</b> Discuss things that people can put into their body or on their skin how these can affect how people feel.</p>



3	<p style="text-align: center;"><b>Sikhism</b></p> <p><b>Key Question: Why are festivals important to religious communities?</b></p> <ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred time?</li> </ul> <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 significant events/people, and why and how they do this.</p>	<p style="text-align: center;"><b>Word of the term: Emotions</b></p> <p><b>H15.</b> Recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health  <b>H16.</b> Develop strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing  <b>H17.</b> Recognise that feelings can change over time and range in intensity  <b>H18.</b> Learn about everyday things that affect feelings and the importance of expressing feelings  <b>H19.</b> Explore a varied range of vocabulary to use when talking about feelings; about how to express feelings in different ways.  <b>H20.</b> List strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately  <b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>
4	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key Question: Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>What would Jesus do?</li> <li>Can we live by the values of Jesus now?</li> </ul> <p>Ideas: Explore what makes a person inspirational to others, identifying characteristics of a good role model. Use the events of Holy week and Easter to find out why Jesus is so important to Christians today. Why do Christians call Good Friday 'good'? Explore words and actions of Jesus which inspire people today.</p>	<p style="text-align: center;"><b>Word of the term: Risks</b></p> <p><b>H21.</b> To recognise warning signs about mental health and wellbeing  <b>H22.</b> To recognise that anyone can experience mental health, Where and who to go to for support  <b>H23.</b> Think about change and loss and how these affect feelings  <b>H24.</b> Problem solve strategies for dealing with emotions, challenges and change including transitioning    <b>H43.</b> What is meant by first aid; basic techniques for dealing with common injuries  <b>H44.</b> How to respond and react in an emergency situation. How to contact emergency services and what to say  <b>H38.</b> How to predict, assess and manage risk in different situations</p>

		<p><b>H39.</b> What hazards (including fire risks) that may cause harm, injury, or risk in the home and what they can do reduce risks and keep safe</p> <p><b>H40.</b> Discuss the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H41.</b> What strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
5	<p style="text-align: center;"><b>Sikhism</b></p> <p><b><u>Key Question: What does it mean to be a Sikh in Britain today?</u></b></p> <ul style="list-style-type: none"> <li>• What is good about being a Sikh in Britain today?</li> <li>• What is challenging about being a Sikh in Britain today?</li> </ul> <p>Ideas:</p> <p>Find out what pupils already know about Sikhism; how many Sikhs do they think are in Britain and in your local area? Find out and talk about the information from the 2011 Census.</p> <p>Think about and discuss the value and challenges for Sikhs following the three duties; Nam japna (pray), Kirt Karna (work), Vand Chhakna (give). Investigate how they are practiced by Sikhs in Britain today. Consider what beliefs, practices and values are significant to pupils' lives.</p> <p>Investigate the design and purpose of a Gurdwara (Sikh place of worship). Find out how they are used in Britain today.</p>	<p style="text-align: center;"><b>Word of the term: Identity</b></p> <p><b>H25.</b> Explore personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> Discuss some people's gender identity does not correspond with their biological sex</p> <p><b>H27.</b> To recognise their individuality and personal qualities</p> <p><b>H28.</b> To identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> Discuss how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>H30.</b> Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> Think about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</p> <p><b>H32.</b> Discuss how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H46.</b> Explore the risks and effects of legal drugs such as smoking, e cigarettes, alcohol and medicines and their risks to health. Habits which are addictive and difficult to break</p> <p><b>H47.</b> To understand that there are laws surrounding the use of legal drugs</p>

6	<p style="text-align: center;"><b>Christianity</b></p> <p><b>Key Question: What matters most to Christians and Humanists?</b></p> <ul style="list-style-type: none"> <li>Does religion help people be good?</li> <li>What can we learn from religions about deciding what is right and wrong?</li> </ul> <p>Ideas:</p> <p>Talk about what kinds of behaviour and actions pupils think of as bad. Rank these- which are the worst? Why?</p> <p>Talk about how having a 'code for living' might help people be good.</p> <p>Look at a Humanist 'code for living'. How would this help people to behave?</p> <p>What would a Humanist class, school or town look like?</p> <p>Christian code for living can be summed in in Jesus' two rules, love God and love your neighbour. Explore how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25-37) and Jesus' attitude on the cross (Luke 23:32-35)</p>	<p style="text-align: center;"><b>Word of the term: Responsibilities</b></p> <p><b>H33.</b> Explore the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p><b>H34.</b> Where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> Think about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> What strategies can you use to manage transitions between classes and key stages</p> <p><b>H37.</b> Think about reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games, and online gaming</p> <p><b>H45.</b> Think about the risk associated with FGM and the laws which exist to prevent and support victims.</p> <p><b>H48.</b> What makes people choose to use drugs</p> <p><b>H48.</b> Discuss the mixed message used in the media about using drugs</p> <p><b>H50.</b> What organisations and support are available?</p>
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Year	Music	Computing
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R	<p style="text-align: center;"><b>Through the Magnifying Glass</b></p> <p><b><u>Focus: For pupils to change the words to Drunken Sailor, to be about which small animals are in danger of becoming extinct.</u></b></p> <p><b><u>SF:</u></b> I will help write, learn and perform a song about small animals who are in danger.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to facts about which small animals are in danger of becoming extinct</li> <li>• Pupils to discuss how people can help protect them</li> <li>• Change the words to 'Drunken Sailor' to be about how to help these animals, eg.</li> </ul> <p><i>How can we help the butterfly? How can we help the butterfly? How can we help the butterfly, to stop them being in danger?</i></p> <p><i>Grow lots of plants, to keep them healthy, grow lots of plants, to keep them healthy, grow lots of plants, to keep them healthy, that's how we help the butterfly.</i> <i>Etc ....</i></p> <ul style="list-style-type: none"> <li>• Learn about the percussion family – pupils to play along to their songs</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Examples of percussion instruments, music (CD's, YouTube)</li> <li>• Selection of percussion instruments iPad to record</li> </ul>	<p>Despite computing not being explicitly mentioned within the <a href="#">Early Years Foundation Stage (EYFS) statutory framework</a>, which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes.</p> <p>The <a href="#">Development Matters</a> (pg. 2) document states of best practice in early years is creative, active, exploratory, playful and encourages critical thinking, thus the activities below have been included to meet these criteria where feasible. Tasks are outlined for each area of the EYFS framework, although many other opportunities exist to use technology with younger children; particularly when linked to a topic studied within class.</p> <p><b>Useful websites:</b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a>  <a href="https://community.computingatschool.org.uk/resources/landing">https://community.computingatschool.org.uk/resources/landing</a></p>
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1	<p style="text-align: center;"><b>African Animals</b></p> <p><b>Focus: For pupils to create a soundscape using percussion, based on the story of 'An African Journey'</b></p> <p><b>SF:</b> I will contribute in creating a soundscape using percussion, to go with the story of 'An African Journey' (or other)</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen to the story 'An African Journey' (or other) – I have this if needed.</li> <li>• Pupils to discuss how they can re-tell it in their own words</li> <li>• Pupils to come up with an alternative ending</li> <li>• Learn about the percussion family</li> <li>• Listen to music from Africa. What instruments can you hear? How is it different to our chart music?</li> <li>• Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using percussion</li> <li>• Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Selection of percussion instruments</li> <li>• YouTube – music from Africa</li> <li>• Laptops for research</li> </ul> <p style="text-align: right;">iPad to record</p>	<p><b>Useful websites:</b></p> <p><a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a>  <a href="https://community.computingatschool.org.uk/resources/landing">https://community.computingatschool.org.uk/resources/landing</a></p> <p style="text-align: center;"><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• I know how to be kind to other people when online and think carefully about what I say.</li> </ul> <p style="text-align: center;"><a href="#">Lee and Kim</a>   <a href="#">Hectors World</a>   <a href="#">Bad Netiquette Stinks</a></p> <ul style="list-style-type: none"> <li>• I can explain the kind of things that would upset someone if I posted something about them.</li> </ul> <p style="text-align: center;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can choose the right digital device to carry out my task</li> <li>• I can select the right equipment, software or hardware for my task.</li> <li>• I can create a text document.</li> </ul> <p style="text-align: center;"><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a>  <a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I know what an algorithm is.</li> </ul> <p style="text-align: center;"><a href="#">What is an Algorithm</a></p> <ul style="list-style-type: none"> <li>• I can look at a problem and predict the code I may need to solve it.</li> <li>• I can look at the code and tell you what will happen.</li> </ul>
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2	<p style="text-align: center;"><b>Dinosaurs</b></p> <p><b><u>Focus: For pupils to create a simple song or chant using drums, based on what they know about dinosaurs.</u></b></p> <p><b>SF:</b> I will contribute in creating a song or chant about Dinosaurs, using drums.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>Listen to facts about dinosaurs – the different ones, when, where, what they eat etc.</li> <li>Learn about the percussion family, focussing on drums</li> <li>Using their facts, pupils (in small groups or as a class), to compose a song or chant, using drums</li> <li>Learn about the history of chants</li> <li>Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>Examples of the different types of drums and chants (CD's, YouTube)</li> <li>Drums</li> <li>Laptops for research</li> </ul> <p style="text-align: right;">iPad to record</p>	<p><b>Useful websites:</b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a>  <a href="https://community.computingschool.org.uk/resources/landing">https://community.computingschool.org.uk/resources/landing</a></p> <p style="text-align: right;"><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>I know that you can search the web to collect information. <a href="#">DK Find Out</a></li> <li>I can decide which websites to look at and those to ignore.</li> <li>I can find the relevant information using a web search.</li> </ul> <p style="text-align: right;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I know what a file is.</li> <li>I can create a folder for my work.</li> </ul> <p style="text-align: right;"><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a>  <a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>I can sequence the steps in the correct order to solve a real -life problem. (Plant a seed, brush your teeth etc)</li> </ul> <p><a href="#">Code Studio</a>  <a href="#">Clicker 7</a></p>
3	<p style="text-align: center;"><b>Bears</b></p> <p><b><u>Focus: For pupils to learn about body percussion and dynamics (loud, quiet etc.).</u></b></p> <p><b>SF:</b> I will contribute in creating a poem about bears, and perform the poem using body percussion and being aware of the dynamics of the piece whilst doing so.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>Discuss bears and how are endangered.</li> <li>Pupils to come up with ways in which bears could be saved</li> <li>Pupils to put their research down as a poem (as a class, or in small groups)</li> <li>Learn about body percussion</li> </ul>	<p><b>Useful websites:</b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a>  <a href="https://community.computingschool.org.uk/resources/landing">https://community.computingschool.org.uk/resources/landing</a></p> <p style="text-align: right;"><b>Digital Literacy</b></p> <p><b>Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work- Teach one element from SOW</b></p> <ul style="list-style-type: none"> <li>I know that you should keep information about passwords safe.</li> </ul>

	<ul style="list-style-type: none"> <li>Using their poem, pupils (in small groups or as a class), to practice their poem, using body percussion</li> <li>Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of the different types of body percussion (YouTube)</li> <li>Laptops for research</li> <li>iPad to record</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why we should keep our passwords secret and what may happen if we don't.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I know that a branching database can help me to sort things according to different criteria.</li> <li>I understand that questions need to be either 'yes' or 'no' when creating a branching database.</li> <li>I can create my own branching database.</li> </ul> <p><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>I can debug a program/game that doesn't work.</li> </ul> <p>Scratch or Do paired unplugged activity</p>
4	<p><b>Under the Sea</b></p> <p><b>Focus: For pupils to create a soundscape using junk percussion, based on the story of Robin Hood.</b></p> <p><b>SF:</b> I will learn the song 'Under the Sea' (or similar) and perform it using junk percussion.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>Listen to the song 'Under The Sea' from The Little Mermaid (or other) and learn</li> <li>Pupils to come up with alternative words (use backing track/ karaoke version for this)</li> <li>Learn about junk percussion – and the 3 R's</li> <li>Using the original song, or their version of the song, pupils (in small groups or as a class), to perform their song, using junk percussion</li> <li>Pupils can make their own instruments if time, or use everyday objects around the school</li> </ul>	<p><b>Useful websites:</b></p> <p><a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a></p> <p><a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a></p> <p><a href="https://community.computingatschool.org.uk/resources/landing">https://community.computingatschool.org.uk/resources/landing</a></p> <p><b>Digital Literacy</b></p> <p><b>Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work- Teach one element from SOW</b></p> <ul style="list-style-type: none"> <li>I know some of the main features of a web page.</li> <li>I can explore some of the key features of a web page</li> </ul> <p><a href="#">Welcome to the Web</a></p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I can alter the appearance of text to make it more effective</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of the different types of junk percussion</li> <li>STOMP – YouTube, or I have the DVD</li> <li>Laptops for research</li> </ul> <p>iPad to record</p>	<ul style="list-style-type: none"> <li>I can think carefully about my choice of font colour, size and style when creating my work and whether it is suitable to my audience.</li> </ul> <p>Computer Science</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>I know that some jobs are better completed by computers than humans (e.g. production line...).</li> <li>I can give examples of jobs which use computers rather than humans.</li> </ul> <p><a href="#">Cracking the code simulation</a></p>
5	<p><b>Zoos and their role</b></p> <p><b><u>Focus: For pupils to learn about Beatboxing, using this method to perform a poem about Zoos and their role.</u></b></p> <p><b>SF:</b> I will contribute in creating a poem using Beatboxing, to go with a poem about zoos and their role.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>Listen to different examples of Beatboxing</li> <li>Learn about the history of beatboxing and give it a go!</li> <li>Learn about the importance of zoos – pros and cons, and help compose a poem about this</li> <li>Using their poem, pupils (in small groups or as a class), to practice it, using beatboxing as the backing</li> <li>Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Examples of the different types of beatboxing (YouTube)</li> <li>Laptops for research</li> </ul> <p>iPad to record</p>	<p>Useful websites:</p> <p><a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a></p> <p><a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a></p> <p><a href="https://community.computingatschool.org.uk/resources/landing">https://community.computingatschool.org.uk/resources/landing</a></p> <p>Digital Literacy</p> <p><b>Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work- Teach one element from SOW</b></p> <ul style="list-style-type: none"> <li>I can explain what information to use and which information to keep private when creating a safe online identity.</li> <li>I can explain what may happen if I post certain things online.</li> </ul> <p><a href="#">Sometimes What Seems Like Fun</a> <a href="#">Guy Fawkes</a></p> <ul style="list-style-type: none"> <li>I can evaluate how safe someone's behaviour is when using technology, (e.g. look at example profile, is the information safe to post?).</li> <li>I can create some advice for people who want to stay safe online.</li> <li>I can create an example of a good profile to have.</li> <li>I can create an example of a poor profile to have.</li> </ul> <p>Information Technology</p> <ul style="list-style-type: none"> <li>I know what hyperlinks are.</li> </ul>



		<ul style="list-style-type: none"> <li>• I can explain how hyperlinks may be used to help us share our information.</li> <li>• I can create hyperlinks or link pages within a presentation or a web page I have designed.</li> </ul> <p>Computer Science</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I know the World Wide Web is made up of content (e.g. video, music, docs etc...)</li> <li>• I know the Internet is made of lots of servers and cables linked together.</li> <li>• <a href="http://www.google.co.uk/about/datacenters/inside/streetview/How%20the%20Internet%20Works">www.google.co.uk/about/datacenters/inside/streetview/How the Internet Works</a></li> </ul>
6	<p><b>The consequences of Climate Change</b></p> <p><b><u>Focus: For pupils to create a simple song using the ukulele, based on facts about climate change.</u></b></p> <p><b>SF:</b> I will contribute in composing a simple song and then performing it on the ukulele, using facts about climate change and the chords of C, Am, F &amp; G (change the words to a simple song is preferred eg. Frere Jacques (I can help with this)).</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Re-cap the ukulele and how to play the chords C and A minor and learn the new chords – F and G (I will help with this)</li> <li>• Using what they have learnt about climate change, pupils (in small groups or as a class), to compose a simple song, using the ukulele (I can help)</li> <li>• Pupils to perform their pieces (film, record using iPads)</li> </ul> <p><b><u>Resources:</u></b></p>	<p>Useful websites:</p> <p><a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a></p> <p><a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a></p> <p><a href="https://community.computingschool.org.uk/resources/landing">https://community.computingschool.org.uk/resources/landing</a></p> <p>Digital Literacy</p> <p><b>Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work- Teach one element from SOW</b></p> <ul style="list-style-type: none"> <li>• I know that there are laws that stop me copying online content. <a href="#">Alleyk&amp;tz Plagiarism</a> <a href="#">AlleyK&amp;tz illegal Downloading</a> <a href="#">AlleyK&amp;tz Logo Design</a></li> <li>• I know that I need to acknowledge the sources of information that I find online.</li> <li>• I can write about some of the things we should not do when sharing our work online.</li> </ul>

	<ul style="list-style-type: none"> <li>Ukuleles, plectrums</li> <li>Laptops for research</li> </ul> <p>iPad to record</p>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>I know that there are lots of different applications to communicate my ideas.</li> <li>I can communicate my ideas using the best software or resources to achieve my goal. (Audio, Video, PowerPoint Presentation with hyperlinks, added audio, video etc.)</li> </ul> <p><b>Computer Science</b></p> <p>For any coding that you would like to continue with then use:</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <p>Scratch</p> <ul style="list-style-type: none"> <li>I know that information is stored in many different forms and can be accessed in a number of different ways.</li> <li>I can explain some of the multiple services the internet provides (e.g. Learning Platform, Google Drive, Drop box etc...).</li> <li>I can explain how I can retrieve my work remotely.</li> </ul>
<b>Year</b>	<b>PE Term 4</b>	
<b>R</b>	<p><b><i>Ball control/ racket skills</i></b></p> <p><b><u>Acquiring and developing skills</u></b> To throw a ball with control.</p> <p><b><u>Selecting and applying skills</u></b> To throw and catch with control.</p> <p><b><u>Knowledge and understanding</u></b> To describe how the body feels when still and exercising.</p> <p><b><u>Evaluating and improving</u></b> To watch, copy and describe what they and others have done.</p> <p><b><u>Suggested activities:</u></b> <b>How many goals/cones-</b> set up markers to form goals/gateways. 1) Starting from a cone/goal children roll their ball through the goals. How many goals can they score in two minutes? Discuss whether it's easier or harder to score a goal from a longer or shorter distance. 2) Roll their ball from a cone to a cone. If they hit the cone they can pick it up. How many cones can they collect until all the cones have been collected?</p>	

	<p><b>Target Roll-</b> set up targets around the room- could be as a carousal of activities. The children roll their ball and aim to: 1) hit a target- either a cone/s, big ball, low level on wall or skittles, 2) go between a goal- e.g. two cones/ bean bags, 3) aim into a hoop, 4) roll along a line.</p>
1	<p><b>Dance</b></p> <p><b><u>Acquiring and developing skills</u></b> To explore basic movements and body patterns. To move confidently and safely in their own and general space, using change of speed and direction.</p> <p><b><u>Selecting and applying skills</u></b> To remember simple movements.</p> <p><b><u>Knowledge and understanding</u></b> To link movements to sound and music.</p> <p><b><u>Evaluating and improving</u></b> To watch, copy and describe what they and others have done.</p> <p><b><u>Suggested activities:</u></b>  <b>Exploring:</b> Ask the children to copy and explore basic body actions, eg travel, jump, turn, gesture, stillness. Give them a range of stimuli, eg words, poetry, pictures, sounds and objects, and ask them to respond with different actions.  <b>Get ready and walk:</b> Choose two different walks. Link these together with a gesture. Can you repeat your actions/movements so they are the same each time? What direction will you travel in? Finish your dance with a still shape. You could choose to play music here to help strengthen and add movement ideas.</p> <p><b>Balancing</b></p> <p><b><u>Acquiring and developing skills</u></b> To understand how to be confident and safe in their own space. To respond to instructions and commands.</p> <p><b><u>Selecting and applying skills</u></b> 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</p> <p><b><u>Knowledge and understanding</u></b> To recognise and describe what their bodies feel like during different types of activity.</p> <p><b><u>Evaluating and improving</u></b> To watch, copy and describe what they and others have done.</p> <p><b><u>Suggested activities:</u></b></p>

	<p><b>Simon says:</b> use your hands and feet to move slowly around the room/ sideways around the room/ quickly around the room.</p> <p><b>Making shapes:</b> Children to practice on backs, tummies, sides, bottoms, shoulders, etc. Encourage them to think about the shape they are making.</p>
2	<p><b>Dance</b></p> <p><b><u>Acquiring and developing skills</u></b> To develop short sequences on their own.</p> <p><b><u>Selecting and applying skills</u></b> To form simple sequences of different actions using floor and apparatus.</p> <p><b><u>Knowledge and understanding</u></b> To recognise and describe what their bodies feel like during different movements.</p> <p><b><u>Evaluating and improving</u></b> To improve their work using information they have gained by watching, listening and investigating.</p> <p><b><u>Suggested activities:</u></b> <a href="https://www.twinkl.co.uk/resource/t-mov-3-move-year-2-dance-toys-lesson-1-playdough">https://www.twinkl.co.uk/resource/t-mov-3-move-year-2-dance-toys-lesson-1-playdough</a></p> <p><b>Black and blue-</b> Divide the class into half, where half perform and the other half observe. Swap roles. Ask the children who are observing to look for expression and mood within the dance. How does it make them feel when they are watching. Encourage them to use a range of appropriate language. Structure- Black hole motif, freeze Black Cat motif, freeze Hold still/frozen shapes of stationary Jack Frost, selected few move amongst whilst other perform motif as they pass (as above). All freeze Jack Frost Shapes, melt to the floor.</p> <p><b>Cricket</b></p> <p><b><u>Acquiring and developing skills</u></b> 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.</p> <p><b><u>Selecting and applying skills</u></b> To understand how to choose and use skills effectively for particular games. To choose, use and vary simple tactics.</p> <p><b><u>Knowledge and understanding</u></b> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><b><u>Evaluating and improving</u></b> To improve their work using information they have gained by watching, listening and investigating.</p>

	<p><b><u>Suggested activities:</u></b></p> <p><b>Space Dribble:</b> 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.</p> <p><b>Truck and Trailer:</b> 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.</p>
3	<p><b><i>Tennis</i></b></p> <p><b><i>Dodgeball</i></b></p> <p><b><u>Acquiring and developing skills</u></b> To be confident and safe in the spaces used to play games. To use the space effectively. To improve the way they coordinate and control their bodies.</p> <p><b><u>Selecting and applying skills</u></b> To choose, use and vary simple tactics of dodging and throwing.</p> <p><b><u>Knowledge and understanding</u></b> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><b><u>Evaluating and improving</u></b> To improve their work using information they have gained by watching, listening and investigating.</p> <p><b><u>Suggested activities:</u></b></p> <p><b>Circular Dodge ball:</b> 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.</p> <p><b>Dodge ball variation:</b> 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.</p>

4	<p><b>Swimming</b></p> <p><b>Tri Golf</b></p> <p><b><u>Acquiring and developing skills</u></b> To demonstrate knowledge of how to play a golf hole.</p> <p><b><u>Selecting and applying skills</u></b> To correctly apply chipping technique when playing a golf hole. To correctly apply putting technique for holing out when playing a golf hole.</p> <p><b><u>Knowledge and understanding</u></b> To demonstrate knowledge of the main components of fitness appropriate to golf.</p> <p><b><u>Evaluating and improving</u></b> To evaluate the performance and recognise the improvements that can be made.</p> <p><b><u>Suggested activities:</u></b> <a href="https://www.sasp.co.uk/uploads/ks2-tri-golf-schemes-of-work.pdf">https://www.sasp.co.uk/uploads/ks2-tri-golf-schemes-of-work.pdf</a> 8 teams of 4 players, standing behind red cones. Pupils to lay out challenges, including red safety and white hitting tees. White cones for tees – 3 putters length from red cones. Line of yellow cones – 8 putters length from white cones. Line of blue cones – the river – 2 putters length from yellow cones. Tri Gold kit – coloured cones, putter, chippers, tees, feet markers, golf balls (plastic and sponge).</p>
5	<p><b>Netball</b></p> <p><b><u>Acquiring and developing skills</u></b> To demonstrate basic passing and receiving skills using a netball.</p> <p><b><u>Selecting and applying skills</u></b> To learn and apply how to shoot.</p> <p><b><u>Knowledge and understanding</u></b> To develop an understanding and knowledge of the basic footwork rule of netball. To understand the different positions in a netball team (five-a-side).</p> <p><b><u>Evaluating and improving</u></b> To evaluate the performance and recognise which positions are attacking and which are defending.</p> <p><b><u>Suggested activities:</u></b> <b>Zig Zag relays:</b> Two teams are formed</p> <ul style="list-style-type: none"> <li>• Players line up in two lines – each line has players from both teams – with players standing next to people from opposite teams</li> <li>• A ball starts at the start of each line (the first person in each line is from opposing teams)</li> <li>• The ball is passed across to the own team player on the other line and should zig zag down the line</li> </ul>

- Both teams should be doing this with a race to get their own ball down the line and back again
- Could be done rolling, passing or kicking the ball

### **Three Man Weave**

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

### **Piggy in the Middle**

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

## ***Dodgeball***

### **Acquiring and developing skills**

To use the space effectively during the game. To improve the way they coordinate and control their bodies. To understand the rules of dodgeball.

### **Selecting and applying skills**

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

### **Knowledge and understanding**

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

### **Evaluating and improving**

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

### **Suggested activities:**

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

**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.

**Acquiring and developing skills**

To develop skills in the range of passes.

**Selecting and applying skills**

To use good hand/ eye co-ordination to pass and receive the ball successfully.

**Knowledge and understanding**

To understand the importance of 'getting free' in order to receive a pass. To understand how to make space by moving away and coming back and by dodging.

**Evaluating and improving**

To evaluate the game and discuss how the tactics could be improved within the team.

**Suggested activities:****Down the Line Relay**

- Teams of five or six
- A ball starts at the front of a line (with kids spaced apart enough to be able to do chest passes)
- The ball is passed to the last person in the line
- The last person carries the ball back to the front of the line and continues on
- This can be done using bounce passes or overhead passes
- Cones could be used to mark where kids stand and when the last runs to the front, the others move back a cone
- Can be done kicking/bouncing/hand balling/passing/rolling

**Shooting Game**

- Players stand in a line behind a shooting mark
- The first player shoots, then gets their own rebound and passes to the next player
- The first player goes to the end of the line
- This continues with the teams shooting for a set time to score as many goals as they can
- A time limit could be put on to see how many goals a team can get in a short duration

**Round Robin Tournaments**

- Have four teams playing on two courts
- Every five minutes, swap the teams around so they all eventually get to play each other
- This can be done as netball, five pass game etc



## **Hockey**

### **Acquiring and developing skills**

To develop variation of speed when travelling.

### **Selecting and applying skills**

To use confidence, control and accuracy in a game situation.

### **Knowledge and understanding**

To know which exercises are good for warming up for invasion games.

### **Evaluating and improving**

To evaluate the game and discuss how the tactics could be improved within the team.

### **Suggested activities:**

#### **Down the Line Relay**

- Teams of five or six
- A ball starts at the front of a line (with kids spaced apart enough to be able to do hockey passes down the line)
- The ball is push passed to the last person in the line
- The last person dribbles the ball back to the front of the line and continues on
- Cones could be used to mark where kids stand and when the last runs to the front, the others move back a cone
- Can be done kicking/bouncing/hand balling/passing/rolling

#### **Shooting Game**

- Players stand in a line behind a shooting mark
- The first player pushes the ball with their hockey stick, aiming to get a goal
- They then retrieve their ball (or other team members gather the ball)
- The ball goes to the next player, with the first one going to the end of the line
- Each player could have three balls/shots each
- A time limit could be put on to see how many goals a team can get in a short duration

#### **End Zone**

- Set up playing area with two cones marking a goal area at each end
- Each player has someone standing in their own goal area as their goal person (to get a goal, the team must get the ball to their own goal person)

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|  | <ul style="list-style-type: none"><li>• 5 kicks or handballs must be made by each team before a goal can be shot</li><li>• May need to move hoop further away from playing area to avoid players getting too close to the goal person</li><li>• Can do with kicking, passing, handballing, different sized balls, beanbags or frisbees</li></ul> |
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