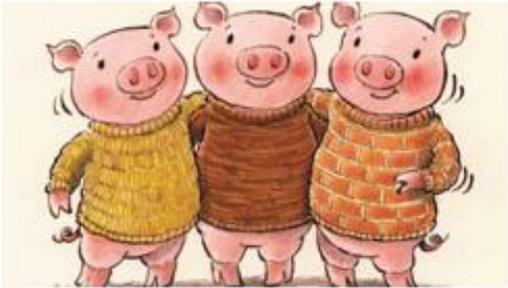


Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jack and the Beanstalk	Hansel and Gretel	The 3 Little Pigs	Peter Pan	Robin Hood	Beowulf	Macbeth



The Canterbury Primary School
Curriculum
Cycle 1
Term 4
Traditional Tales



The

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

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

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

- Talk about aspects of the text that they like.

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

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

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

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

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

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

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

	<ul style="list-style-type: none"> ➤ Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. ➤ Use different formats (matching, ordering etc.) to answer questions on a text.
	<p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
	<p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.
	<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Explain why they like a particular text.
	<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> ➤ Discuss familiar story themes that they have read or heard. ➤ Give reasons why things happen or change over the course of a narrative.
	<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ Identify, collect and compare common themes in stories and poems. ➤ Make comparisons of characters and events in narratives.
	<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
	<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. ➤ Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.
	<p>Non-fiction skills:</p>
	<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. ➤ Express and record their understanding of information orally, using simple graphics, or in writing.
	<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points. ➤ Compare the information given about topics in non-fiction texts.
	<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Pose and record questions prior to reading to find something out. ➤ Ask follow up questions about the topics they've read about.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. ➤ Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.
3	Reciprocal Reading Skills:

Predict

Use prior knowledge to support understanding

- Link the events or topic from a text to their own experience and/ or information gathered.
- Begin to make links to similar books they have read.

Make predictions

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

Clarify

Use strategies to locate or infer the meaning of unfamiliar words

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

Build a wide vocabulary

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

Use a dictionary effectively

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

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

- Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
- Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

- Enjoy reading and listening to whole books.

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

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

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

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

Make comparisons within and across texts

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

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

- Read, prepare and present poems and play scripts.

Identify how structure and presentation contribute to meaning

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

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

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

Question

Ask retrieval questions about a text

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

Ask inferential questions

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

Retrieve information from texts

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

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

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

<p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> ➤ Support their ideas about a text by quoting or by paraphrasing from it.
<p><i>Visualise their understanding of what they have read</i></p> <ul style="list-style-type: none"> ➤ Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. ➤ Use information from the text to justify their visual representations.
<p><i>Evaluate the text</i></p> <ul style="list-style-type: none"> ➤ Identify aspects or features that make a text entertaining, informative or useful.
<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> ➤ Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. ➤ Link cause and effect in narratives and recounts.
<p><i>Make comparisons within and across texts</i></p> <ul style="list-style-type: none"> ➤ Collect information to compare and contrast events, characters or ideas. ➤ Compare and contrast books and poems on similar themes.
<p><i>Demonstrate understanding of stories, poetry and plays through retelling and reciting orally</i></p> <ul style="list-style-type: none"> ➤ Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. ➤ Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.
<p><i>Identify how structure and presentation contribute to meaning</i></p> <ul style="list-style-type: none"> ➤ Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. ➤ Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.
<p>Non-fiction skills:</p>
<p><i>Retrieve and record information from non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Pick out key sentences and phrases that convey important information. ➤ Take information from diagrams, flow charts and forms where it is presented graphically ➤ Collect information from different sources and present it in a simple format e.g. chart, poster, diagram.
<p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> ➤ Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.
<p><i>Ask questions to find out</i></p> <ul style="list-style-type: none"> ➤ Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.
<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Investigate the language features of different sorts of non-fiction texts. ➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

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

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

- Begin to distinguish between plot events/ details and the main themes in the texts they read.
- Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative.

Make comparisons within and across texts

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

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

- Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters.
- Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.

Identify how structure and presentation contribute to meaning

- Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
- Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.

Non-fiction skills:

Retrieve and record information from non-fiction texts

- Locate information confidently and efficiently, using the full range of the information being read, including information presented graphically.
- Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.

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

- Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose.
- Discuss the way that writers of non-fiction match text structure to their intentions.

Ask questions to find out

- Prepare for research by identifying what they already know and what they need to find out.
- Plan their inquiry or research in the light of these questions.
- Adapt their questions as they read.

Identify how language contributes to meaning in non-fiction texts

- Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.
- Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.

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

- Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.

Distinguish between fact and opinion

	<ul style="list-style-type: none"> ➤ In persuasive writing and other texts investigate how language is used to present opinion. ➤ Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
6	<p>Reciprocal Reading Skills:</p> <p>Predict <i>Use prior knowledge to support understanding</i></p> <ul style="list-style-type: none"> ➤ Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. ➤ Make comparisons between a text and others they have read. <p><i>Make predictions</i></p> <ul style="list-style-type: none"> ➤ Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. ➤ Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark. ➤ Make plausible predictions and explain what they are basing them on. ➤ Discuss how and why they need to modify their predictions as they read on. <p>Clarify <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> ➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. ➤ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> ➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. ➤ Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> ➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. ➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary. <p><i>Identify how language contributes to meaning and how meaning is conveyed through the writer’s language choice</i></p> <ul style="list-style-type: none"> ➤ Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. ➤ Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas. ➤ Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. ➤ Comment critically on how a writer uses language to imply ideas, attitudes and points of view. <p>Question <i>Ask retrieval questions about a text</i></p> <ul style="list-style-type: none"> ➤ Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

Ask inferential questions

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

Retrieve information from texts

- Use evidence from across a text to explain events or ideas.
- Identify similarities and differences between characters, places, events, objects and ideas in texts.
- Retrieve information from texts and evaluate its reliability and usefulness.

Infer from what characters say and do

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

Summarise

Summarise understanding

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

Additional skills to cover across the year:

Develop positive attitudes to reading

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

Annotate the text to support their understanding

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

Develop and express their understanding

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

Skim, scan and read closely

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

Answer questions about a text and record their understanding

- Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text.
- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

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

Justify their ideas about a text

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

Visualise their understanding of what they have read

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

Evaluate the text

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

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

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

Make comparisons within and across texts

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

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

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

Identify how structure and presentation contribute to meaning

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

Non-fiction skills:

Retrieve and record information from non-fiction texts

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

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

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

Ask questions to find out

- Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information.

- Refine research questions in the light of initial findings.

Identify how language contributes to meaning in non-fiction texts

- Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.
- Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

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

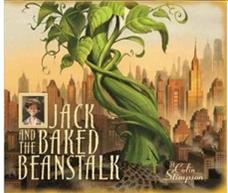
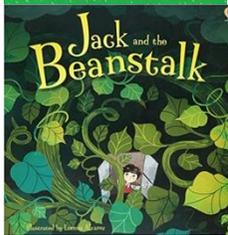
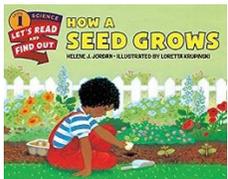
- In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

Distinguish between fact and opinion

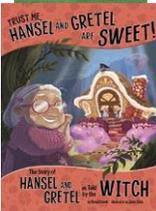
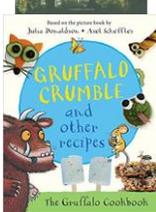
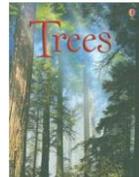
- In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction.
- In non-fiction texts distinguish between explicit and implicit points of view.

Term 4 - Traditional Tales

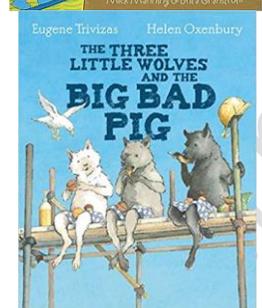
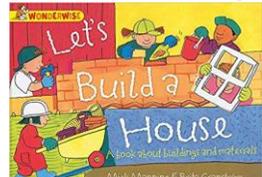
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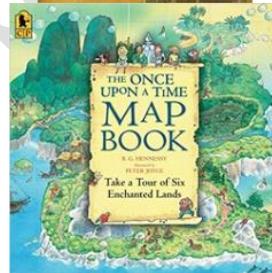
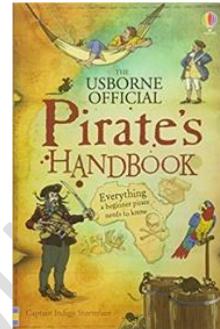
Hansel and Gretel



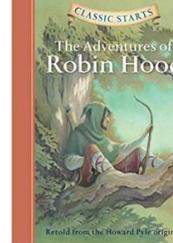
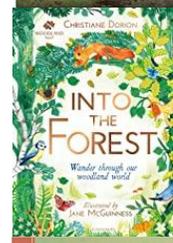
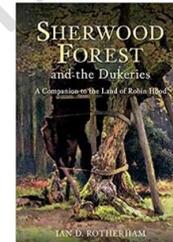
The Three Little Pigs



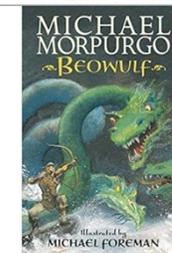
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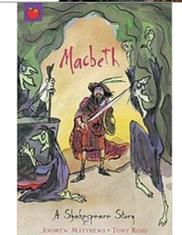
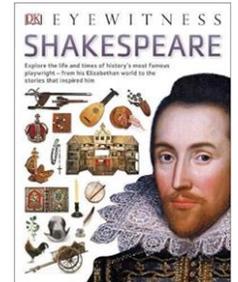
Robin Hood

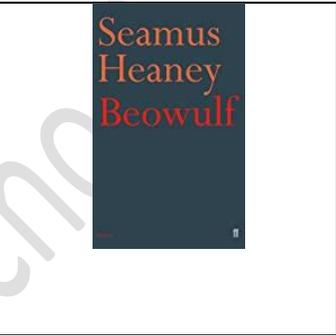
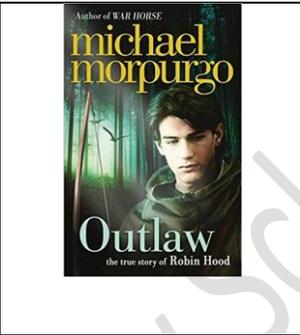
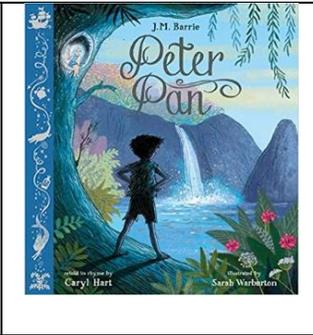
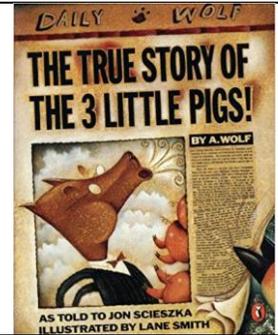
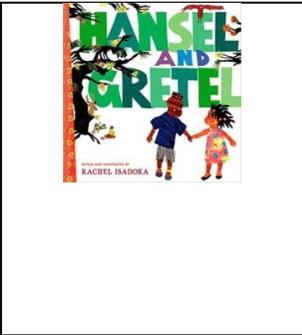
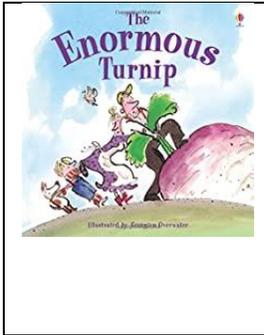


Beowulf



Macbeth





The Canterbury Primary School

Year	Writing* - See note re. phonics and spelling
1	<p>Hansel and Gretel</p> <p>Traditional tales 3 weeks</p> <p>Instructions – recipes 3wks</p> <p>Grammar: Use conjunctions to join sentences: and, or, but, so, because.</p> <p>Write commands.</p> <p>Recognise and use pronouns.</p> <p>Recap nouns, verbs, adjectives, and expanded noun phrases.</p> <p style="text-align: right;">Phonics</p>
2	<p>Three Little Pigs</p> <p>Traditional tales with a twist 3wks</p> <p>Poems with a structure – riddles</p> <p>Grammar: adverbs</p> <p>Standard English: we were, they did, I was</p> <p>Punctuation of speech – use of inverted commas.</p> <p>Verbs – thinking, feeling, doing, being.</p> <p>Phonics and Spelling – No Nonsense Spelling Spr 2</p> <p>Wk1 - /ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>Strategies for learning spellings: mnemonics</p> <p>Wk2 - /ɜ/ spelt 's', segmentation and syllable clapping.</p> <p>Homophones (new/knew)</p> <p>Homophones (there, their, they're)</p> <p>Wk3 - Adding '-es' to nouns and verbs ending in 'y'</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>)</p> <p>Words ending '-tion'</p> <p>Dictionary skills.</p>
<p>3</p>	<p>Peter Pan Play scripts 3 weeks –write own script. Persuasive letter 2wks – write persuasive letter Peter Pan to Wendy or vice versa Poetry – Classic poems to perform – 1wk</p> <p>Grammar Commas in lists Phrases and clauses – join them with conjunctions (Y1 and Y2) + even though, until,</p> <p>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.</p>
<p>4</p>	<p>Robin Hood Novel about Robin Hood 3 wks</p> <p>Information booklet (mix genres) 3wks</p> <p>Grammar Punctuation of direct speech Adverbs/adverbials – cause and effect; additional information; contrasting information. Conjunctions, prepositions and adverbs to show time, place and cause.</p> <p>Phonics and Spelling No Nonsense Spelling Spr 2</p>

	<p>Wk1 - Statutory spellings learnt so far. Have a go sheets. Proofreading. 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.</p> <p>Wk4 - Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' Wk5 - Strategies at the point of writing: Endings that sound like /ʃən/ 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.</p>
5	<p>Beowulf Older literature 3 wks – chn's version by Michael Morpurgo.</p> <p>Narrative poetry – Beowulf - Seamus Heaney 3 wks</p> <p>Grammar Recap use of hyphen to create kennings. Relative clauses + relative pronouns. Parenthesis: brackets, dashes and colons. Rules of Standard English. Types of noun.</p> <p>Phonics/Spelling: 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'.</p>

	Wk6 - 'ei' and 'ie' words.
	<p>Macbeth Classic literature – 3 wks</p> <p>Discussion – 3 wks (GD group – poetry with imagery)</p> <p>Grammar Recap expansion before and after nouns. Semi-colons to separate independent clauses. Subjunctive mood. Recap active and passive voice. Rules of Standard English.</p> <p style="text-align: right;">Spelling/Phonics – No Nonsense Spelling Spring 2</p> <p>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.</p> <p>Wk5 - Generating words from prefixes and roots. Wk6 - Wk2 - Words ending in 'ant', '-ance and '-ancy'.</p>

**Some children will not be meeting age-expectations and will need phonics interventions and catch-up programmes. It is expected that children will be grouped for spelling and phonics work.*

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

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

Twinkl has resources which match NNS teaching points. WARNING – Twinkl does not follow the same progression. You will have to find the relevant resource for the NNS unit.

Where reference is made to statutory spelling lists, focus on the spelling pattern that you have been learning that week.

Year	Maths
1	<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>
2	<p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); 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 $>$, $<$ and $=$.</p>
3	<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>
4	<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>

	Convert between different units of measure [for example, kilometre to metre].
5	<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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{3}{5}$, $\frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>
6	<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^3, m^3 and extending to other units (mm^3, km^3).</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>

Year	Science
<p>R</p>	<p>Jack and the Bean Stalk</p> <p>Range 4 Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Range 5 Make use of outdoor areas to give opportunities for investigations of the natural world,</p> <p>Range 6 Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions. Ensure wide vocabulary that they can, e.g. using the correct name for a plant or geographical feature.</p> <p>Ideas -Explore the forest area and compare plants (as well as the wider school). -Build conversations around Easter and budding of flowers (can be linked to Religious S). -Learning to look after growing flowers independent – perhaps don't tell them what they are going to grow. Very hands on and emphasis on taking care of something soon. They could make predictions as it grows as to what it may be (even taste – such as watercress and mint – alongside flowering plants too).</p>
<p>1</p>	<p><u>Hansel and Gretel</u></p> <p>Due to lost learning, it may be good just to explore the types of plants outside in general and discussions about plants they notice throughout the year etc. Plants focus – identify and name a variety of common plants – incl understanding deciduous and evergreen Understand the basic structure of a flowering plant.</p> <p>Idea: looking at planting plants for the emperor/decorative/best plants for certain environments – create a garden for Hansel and Gretel.</p> <p>W/S: Design a question to investigate related to plants and observe the results (basic recordings – drawings).</p> <p>Using observations to answer questions</p> <p>Identify and classify with objects or images</p>
<p>2</p>	<p><u>The Three Little Pigs</u></p>

	<p>Potential lost learning from Y1 (and YrR). May need to add a basic lesson on playing with materials and experimenting. Also, just basic naming everyday materials.</p> <ul style="list-style-type: none"> -identify and compare the suitability of a variety of everyday materials -find out how the shapes of solid objects made from some materials can be changed (by squashing, bending, twisting and stretching). <p>Idea: suitable materials to build the three little pigs house and then test whether they with stand the wind?</p> <p>W/S:</p> <ul style="list-style-type: none"> -Asking simple questions and suggesting different ways to investigate -Describe how they have classified or grouped in a particular way -Drawing (label with scientific vocabulary) or explaining what they have observed OR If required, create a recording table (chd to decide the values and where the information goes). -Answer their questions through their observations, using basic scientific vocabulary and ideas.
3	<p style="text-align: center;"><u>Peter Pan</u></p> <p>Potential lost learning: this is the start of physics in their education – however, it may be good to review materials first (the feel and grouping) as this may help when looking at friction.</p> <p>Forces and magnets</p> <p>Compare how things move on different surfaces</p> <ul style="list-style-type: none"> -Notice that some forces need contact between two objects -Notice that some forces need contact between two objects, but magnetic forces can act at a distance -Observe how magnets attract/repel some materials and not others -Compare and group everyday materials on whether they are attracted to a magnet (identify those that are a magnetic material) -Describe magnets as having two poles -Predict whether two magnets will attract or repel each other, depending on which the poles are facing <p>Idea: Peter Pan using magnetics to gain ‘special’ materials to fight/magic etc or defeat Captain Hook (his hook attracted to a magnet so Peter can catch him)</p> <p>W/S</p> <ul style="list-style-type: none"> -Set-up simple investigations (e.g. comparative, fair testing, observational etc) -Make careful observations and take readings where appropriate -Record in different ways -Report findings appropriately and use basic scientific concepts to explain findings -Create questions from unexpected results. <p>Note – some of this content can be moved into Term 4 with recycling and removing metals using magnets.</p>
4	<p style="text-align: center;"><u>Robin Hood</u></p> <p>Potential lost learning – how something is defined as living as well as the parts and needs of a plant. These may need to be reviewed first before grouping.</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> -recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

	<p>-recognise that environments can change and that this can sometimes pose dangers to living things. Idea: linking the Robin Hood environment – can the forest area be explored? W/S -Make systematic and careful observations. -Selecting the most suitable and appropriate way to record – provide reasoning (this can be verbal). - Identify difference, similarities or changes related to simple scientific ideas and processes.</p>
5	<p style="text-align: center;"><u>Beowulf</u></p> <p>Potential missed learning – Y3 – basic needs for survival (nutrition, water etc) Living things and their habitats/animals including humans -Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals (including a-sexual reproduction) -Describe the changes as humans develop to old age Idea: W/S: -Recording using scientific diagrams (and labelling)</p>
6	<p style="text-align: center;"><u>Macbeth</u></p> <p>Potential lost learning – link to what things need to survive. You can pull in parts of the Y4 curriculum too and digestion (animals adapting to their environment etc to survive)</p> <p>Evolution and inheritance -Recognise that living things have changed overtime and that fossils provide information about living things that once inhabited the Earth. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Idea – creat their own DNA strands from straws but each pattern will be different and unique to that child. Make T & T have the same DNA pattern). -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Idea: separating DNA in fruit – create an experiment from this using variables. W/S: -Plan scientific questions, using variables, stating which variables may be difficult to control -More complex diagrams that use abstract theories - Draw conclusions using scientific theories to explain results</p>

Year	History	Geography
R	<p style="text-align: center;">Jack & the Beanstalk</p> <p>Select: Be able to ask and answer questions</p> <p>Q – In what order do you meet the characters in the story?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/english-ks1-jack-and-the-beanstalk-meet-the-characters/z7c96v4</p>	<p style="text-align: center;">Recognise</p> <p>Children recognise features of school and grounds and places visited. Familiar places e.g school, farm</p> <p>Use observational skills to study school and grounds. Use simple directional language e.g. forwards, turn</p> <p>https://www.fairtrade.org.uk/Farmers-and-Workers/Cocoa</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u></p> <p style="text-align: center;">Focus on Country – Year R - Ghana</p>
1	<p style="text-align: center;">Hansel & Gretel</p> <p>Sequence: Be able to order events</p> <p>Q – What other fairy tales did The Brothers Grimm write?</p> <p>https://www.dw.com/en/10-brothers-grimm-fairy-tales-you-should-know/a-39214540</p>	<p style="text-align: center;">Links to Hansel and Gretel Hansel and Gretel Identify / Classify</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Know and recognise main weather symbols.</p> <p>Use directional language – Near/far/next/alongside to N, S, E, W Know which is N, E, S and W on a compass.</p> <p>Know their address, including postcode</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u></p> <p style="text-align: center;">Focus on Country – Year 1 - Kenya</p>
2	<p style="text-align: center;">The Three Little Pigs</p> <p>Chronology: Understand that the past has been recorded in a variety of different ways over a period of time</p> <p>Q – How many versions have there been of The Three Little Pigs?</p> <p>https://www.themeasuredmom.com/versions-of-the-three-little-pigs/</p>	<p style="text-align: center;">The Three Little Pigs Categorise</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p style="text-align: center;"><u>Fair trade Fortnight / Commonwealth Day</u></p> <p style="text-align: center;">Focus on Country – Year 2 – South Africa</p>
3	<p style="text-align: center;">Peter Pan</p> <p>Demonstrate Understanding: Be able to give some reasons for particular events</p>	<p style="text-align: center;">Peter Pan</p> <p style="text-align: center;">Identify / Explain / Demonstrate Understanding</p>

	<p>Q – How did JM Barrie help others?</p> <p>https://www.gosh.org/about-us/peter-pan/history?gclid=EAAlaIQobChMInbKryfjB5wIVGODtCh3WsQH2EAAYASAAEgL9t vD_BwE</p>	<p>Know the names of four countries from the southern and four from the northern hemisphere.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Fair trade Fortnight / Commonwealth Day</u></p> <p>Focus on Country – Year 3 – Vietnam</p>
4	<p>Robin Hood</p> <p>Reason / Speculate: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – Did Robin Hood really exist?</p> <p>https://www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/</p>	<p>Robin Hood</p> <p>Demonstrate Understanding</p> <p>Know the name of and locate a number of the world’s longest rivers. Know, name and locate the main rivers in the UK. Know where the main mountain regions are in the UK</p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3</p> <p><u>Fair trade Fortnight / Commonwealth Day</u></p> <p>Focus on Country – Year 4 - Sri Lanka</p>
5	<p>Beowulf</p> <p>Make reasoned judgements: Be able to describe the history and origins of the poem</p> <p>Q – Is Beowulf based on real historical events?</p> <p>https://www.historyextra.com/period/anglo-saxon/beowulf-key-questions-literature-study-guide-saxons-action-hero/</p>	<p>Beowulf</p> <p>Reach Informed Conclusions</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p><u>Fair trade Fortnight / Commonwealth Day</u></p> <p>Focus on Country – Year 5 – India</p>
6	<p>Macbeth</p> <p>Evaluate: Be able to describe and make links between the main events, situations and real life</p> <p>Q – Why did Shakespeare write Macbeth?</p>	<p>Macbeth</p> <p>Apply</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade</p> <p>Understand some of the reasons for similarities and differences. Environmental regions.</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers etc</p>

<https://study.com/academy/lesson/when-was-macbeth-written-history-author.html>

Fair trade Fortnight / Commonwealth Day
Focus on Country – Year 6 - Papa New Guinea

Year	RE	PSHE – Mental Health, growing and changing
R	<p>Key Dates</p> <p>1st March – Lailat al Isra wal Miraj (Muslim)</p> <p>1st March – Maha Shivaratri (Great Shiva Night)</p> <p>1st March – Shrove Tuesday</p> <p>2nd March – Ash Wednesday</p> <p>17th March – Purim (Jewish)</p> <p>18th March - Holi</p> <p>To explore the story of Easter.</p>	<p>Responsible!</p> <p>H11. What different feelings that humans can experience</p> <p>H12. How to recognise and name different feelings</p> <p>H13. How feelings can affect people’s bodies and how they behave</p> <p>H14. How to recognise what others might be feeling</p> <p>H16. What different ways of sharing feelings; a range of words to describe feelings</p> <p>H17. Learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. 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</p> <p>H19. 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</p> <p>H20. 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;">Judaism</p> <p>Key Question: What makes some places sacred?</p> <ul style="list-style-type: none"> • Which places are special and why? • Why do people pray? • What are sacred buildings used for? <p>Ideas: Talk about what things and places are special to the children and why; do they have things that are holy and sacred? Find out how the Jewish place of worship is used and why going is important to them. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship (e.g. ark, Ner Tamid, Torah scroll, tzitzit, kippah, tallit)</p>	<p>Unique!</p> <p>H21. To recognise what makes them special</p> <p>H22. To recognise the ways in which we are all unique</p> <p>H23. To identify what they are good at, what they like and dislike</p> <p>H24. How do you manage when finding things difficult?</p> <p>H25. Name the main parts of the body</p> <p>H26. Learn about growing and changing from young to old and how people’s needs change</p> <p>H27. Preparing to move to a new class/year group</p>

<p>2</p>	<p style="text-align: center;">Islam</p> <p>Key Question: What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Where do we belong? • What does it mean to be a Muslim in Britain today? <p>Ideas: Talk about groups to which the children belong, what do they enjoy about them and why they are important. Find out some symbols of 'belonging' used in Islam. Talk to a Muslim and find out what is good about being in a community and what kinds of things they do. Compare welcoming ceremonies from different religions e.g. brat bat (Jewish), baptism, Aqiqah (Muslim)</p>	<p style="text-align: center;">Risk!</p> <p>H28. Find out about rules and age restrictions that keep us safe H29. Recognise risk in simple everyday situations and what action to take to minimise harm H30. Why is it important to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. Investigate what household products (including medicines) can be harmful if not used correctly H32. 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 H33. Learn about the people whose job it is to help keep us safe H34. 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 H35. about what to do if there is an accident and someone is hurt H36. Learn how to get help in an emergency (how to dial 999 and what to say H36. Discuss things that people can put into their body or on their skin how these can affect how people feel.</p>
<p>3</p>	<p style="text-align: center;">Judaism</p> <p>Key Question: Why do people pray?</p> <ul style="list-style-type: none"> • How does prayer make people feel? • If God is everywhere, why go to a place of worship? <p>Ideas: Read the Lord's Prayer and think about the meaning of the words. Ask questions about answered and unanswered prayers and find out some answers to these questions. Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspires, close to God or challenged? How? Learn that religions pray in diverse ways.</p>	<p style="text-align: center;">Community!</p> <p>H15. Recognise that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. 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 H17. Recognise that feelings can change over time and range in intensity H18. Learn about everyday things that affect feelings and the importance of expressing feelings H19. Explore a varied range of vocabulary to use when talking about feelings; about how to express feelings in different ways.</p>

		<p>H20. List strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately</p> <p>H42. 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;">Islam</p> <p><u>Key Question: What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> • Is the difference between right and wrong always clear? • If religions say that God inspires their rules for living, where do Humanists look for guidance? <p>Ideas: Talk about how pupils learn the difference between right and wrong. Explore teachings which act as guidance for Muslims. What difference would it make if everyone kept these guides for living? Explore the lives of some inspirational religious individuals. Consider how their religious faith inspired and guided them in their lives.</p>	<p style="text-align: center;">Strategies!</p> <p>H21. To recognise warning signs about mental health and wellbeing</p> <p>H22. To recognise that anyone can experience mental health, Where and who to go to for support</p> <p>H23. Think about change and loss and how these affect feelings</p> <p>H24. Problem solve strategies for dealing with emotions, challenges and change including transitioning</p> <p>H43. What is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. How to respond and react in an emergency situation. How to contact emergency services and what to say</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H39. 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>H40. Discuss the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. 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;">Judaism</p> <p><u>Key Question: If God is everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> • Why do people pray? • What makes some places sacred? <p>Ideas:</p>	<p style="text-align: center;">Equality!</p> <p>H25. Explore personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. Discuss some peoples gender identity does not correspond with their biological sex</p>

	<p>Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose synagogues serve in the absence of a 'house of God.' Find out the key features of places of worship. Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</p>	<p>H27. To recognise their individuality and personal qualities H28. To identify personal strengths, skills, achievements, and interests and how these contribute to a sense of self-worth H29. Discuss how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30. Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. 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 H32. Discuss how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H46. 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 H47. To understand that there are laws surrounding the use of legal drugs</p>
6	<p style="text-align: center;">Islam</p> <p><u>Key Question: Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> • How can people express the spiritual through the arts? • What would a world be without charity or generosity? <p>Ideas: Work in small groups and present the class an example of the most impressive religious art or architecture. Notice, list and explain the similarities and differences between Christian and Muslim sacred buildings. Compare Christians and Muslim ideas about art. Consider why Muslims think giving away money is important, and what difference this makes to the giver and the receiver.</p>	<p style="text-align: center;">Transitions!</p> <p>H33. 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 for¹ H34. Where to get more information, help and advice about growing and changing, especially about puberty H35. Think about the new opportunities and responsibilities that increasing independence may bring H36. What strategies can you use to manage transitions between classes and key stages H37. 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 H45. Think about the risk associated with FGM and the laws which exist to prevent and support victims.</p>

		<p>H48. What makes people choose to use drugs</p> <p>H48. Discuss the mixed message used in the media about using drugs</p> <p>H50. What organisations and support are available?</p>
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The Canterbury Primary School

Year	Art and Design	Design and Technology
R	<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Focus: Build a story picture from a variety of media</p> 	<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Focus: playdough modelling to make a beanstalk</p> 
1	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Puppets and set to retell story.</p>	<p style="text-align: center;">Design</p> <p>Draw on their own experience to help generate ideas.</p> <p>Develop their design ideas applying findings from their earlier research using ICT.</p> <p style="text-align: center;">Make</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Use basic food handling, hygienic practices and personal hygiene.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it.</p> <p>Focus: Design and make a gingerbread house</p>



2

**Exploring and Developing ideas
(ONGOING)**

Record and explore ideas from first hand observation, experience and imagination.

Ask and answer questions about the starting points for their work, and develop their ideas.

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures

**Evaluating and Developing work
(ONGOING)**

Review what they and others have done and say what they think and feel about it.

Identify what they might change in their current work or develop in their future work.

Focus: Construct the pigs houses to retell story.

Design

Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, templates, drawing, modelling and where appropriate ICT.

Make

Begin to select appropriate tools and materials; use vocabulary to name and describe them.

Measure, cut and score with some accuracy.

Use hand tools safely and appropriately.

Assemble, join and combine materials in order to make a product.

Evaluate

Talk about their ideas, saying what they like and dislike about them.

Focus: Clay techniques to create piggy bank



3

**Exploring and Developing ideas
(ONGOING)**

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

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

**Evaluating and Developing work
(ONGOING)**

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

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

Annotate work in sketchbook.

Focus: Map of Neverland to help retell the story.

Design

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

Explore, develop and communicate design proposals by modelling ideas.

Make

Select tools and techniques for making their product.

Measure, mark out, cut, score and assemble components with more accuracy.

Work safely and accurately with a range of simple tools.

Think about their ideas as they make progress and be willing change things if this helps them improve their work.

Evaluate

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

Disassemble and evaluate familiar products.

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

Focus: Shadow puppets



4

**Exploring and Developing ideas
(ONGOING)**

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

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

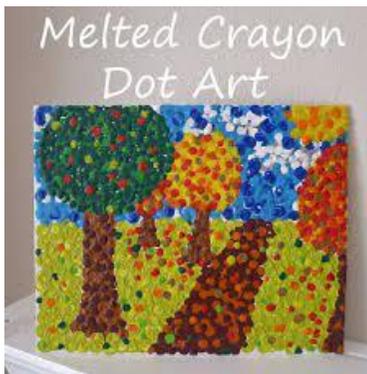
**Evaluating and Developing work
(ONGOING)**

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

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

Annotate work in sketchbook.

Focus: Create a scene from Robin Hood to retell story using melted crayons.



Design

Make labelled drawings from different views showing specific features.

Make

Select appropriate tools and techniques for making their product.

Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.

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

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

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

Use simple graphical communication techniques

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

Evaluate

Evaluate their work both during and at the end of the assignment.

Focus: Robin hood doll or bow and arrow



Bow and Arrow Set (Kid Craft) **

5

**Exploring and Developing ideas
(ONGOING)**

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

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

**Evaluating and Developing work
(ONGOING)**

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

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

Annotate work in sketchbook.

Focus: Use a variety of media (pastels, paints, crayons) to create an image of a mythical creature



Design

Generate ideas through thought showering and identify a purpose for their product.

Draw up a specification for their design.

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

Use results of investigations, information sources, including ICT when developing design ideas.

Make

Select appropriate materials, tools and techniques.

Measure and mark out accurately.

Use skills in using different tools and equipment safely and accurately

Weigh and measure accurately (time, dry ingredients, liquids)

Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.

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

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

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

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

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

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

Evaluate

Evaluate a product against the original design specification.

Evaluate it personally and seek evaluation from others.

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

Focus: clay techniques- create your own mythical creature

		
<p>6</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Focus: Use imagery to retell part of the story of Macbeth</p> 	<p style="text-align: center;">Design</p> <p>Communicate their ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways. Plan the order of their work, choosing appropriate materials, tools and techniques</p> <p style="text-align: center;">Make</p> <p>Select appropriate tools, materials, components and techniques. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along.</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Focus: Use a range of media to create a collage of Macbeth or the witches.</p> 

Year	Music	Computing
Year R	<p><u>Focus: For pupils to create a soundscape using a selection of instruments and sounds, based on the story of Jack & The Beanstalk</u></p> <p><u>SF:</u></p> <p>I will contribute to creating a soundscape using a selection of different instruments, to go with the story of Jack & the beanstalk</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story of Jack & the beanstalk • Pupils to discuss with staff how they can re-tell it in their own words • Pupils to come up with an alternative ending • Listen to some harp music * • Using their version of the story, pupils (in groups or as a class), to compose a soundscape to go with their story, using their instruments • Pupils to perform their pieces (film, record using iPads) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of harp music (YouTube) • Selection of percussion/ other instruments • iPad to record <p>*Be inspired by the giant’s singing harp and listen to harp music. Find out about harps: http://www.dkfindout.com/uk/music-art-and-literature/musical-instruments/harp/ and listen to a professional harpist: http://www.shelleyfairplay.co.uk/themusic/sound-clips</p>	<p>On-Line Safety-</p> <ul style="list-style-type: none"> • assess what they already know about staying safe on-line. • Explicitly teach how we can stay safe on-line. <p>https://www.childnet.com/resources/smartie-the-penguin</p> <p>https://www.childnet.com/resources/digiduck-stories</p> <p>https://www.childnet.com/resources Foundation Stage</p> <p>Education for a Connected World – 2020 edition</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf</p> <p>Education for a Connected World – 2020 edition</p> <p>Computing/Technology in the Early Years can mean:</p> <ul style="list-style-type: none"> • taking a photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys • using a Beebot

This activity requires the children to work collaboratively in groups to create short descriptive 'soundscape' pieces to insert into the story.

Make a red and green 'Stop/Go' lollipop – a table tennis bat would be an ideal template. Having told the story, talk with the children about the sequence of sounds they might hear during the tale, e.g.

Suggested sounds

- Mum doing all the work (chopping wood, digging the garden) while Jack idles his time away
- Jack and Daisy walking to market
- Mum's anger when she sees the beans
- The sound of the beans hitting the ground
- The stealthy growth of the beanstalk overnight
- Jack climbing the beanstalk
- The giant's famous chant 'Fee, fi, fo fum...'
- The magic hen calling to her master
- The axe chopping down the beanstalk
- The clink of money now that Jack and his mother are rich!

Decide which sounds to incorporate into the storytelling, then arrange the children in small groups, asking them to select instruments, sound makers or vocal sounds. Each group then rehearses a short piece for one specific incident.

- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary, but they will have a strong start in Key Stage 1 Computing.

	<p>Introduce the 'Stop/Go' lollipop to guide each group of players in the length of their musical interpretation then retell the tale with the added 'soundscapes'.</p> <p>Once this idea is established, try applying the 'lollipop' more subtly by allowing the music to encroach slightly over the spoken passages. Invite a pupil to operate the lollipop or narrate the story.</p>	
<p>1</p>	<p><u>Focus: For pupils to create a soundscape using percussion, based on the story of Hansel & Gretel.</u></p> <p><u>SF:</u> I will contribute in creating a soundscape using percussion, to go with the story of Hansel & Gretel.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story Hansel & Gretel • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about the percussion family • Listen to music from Germany. What instruments can you hear? How is it different to our chart music? • 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 • Pupils to perform their pieces (film, record using iPads) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of percussion instruments, music (CD's, YouTube) • Selection of percussion instruments • Laptops for research • iPad to record 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>DATA AND INFORMATION</p> <p>Grouping data Grouping and sorting objects, labelling groups</p> <p>Online Safety</p>
<p>2</p>	<p><u>Focus: For pupils to create a soundscape using drums, based on the story of The 3 Little Pigs.</u></p>	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p>

<p>SF: I will contribute in creating a soundscape using drums, to go with the story of The 3 Little Pigs.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to the story of The 3 Little Pigs • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about the percussion family, focussing on drums • Practice the chant - "Little pig, little pig, let me come in." "Not, by the hair on my chinny chin chin." "Then I'll huff, and I'll puff, and I'll blow your house in." – practice the chant/ re-write it, using the drums as backing • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using drums, which will include their chant • Learn about the history of chants • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of drums and chants (CD's, YouTube) • Drums • Laptops for research • iPad to record 	<p style="text-align: center;">DATA AND INFORMATION</p> <p style="text-align: center;">Pictograms</p> <p style="text-align: center;">Sorting and grouping data, pictograms, tally charts and block diagrams. When information shouldn't be shared</p> <p style="text-align: center;">Online safety</p>
<p>3 Focus: For pupils to create a soundscape using body percussion, based on the story of Peter Pan.</p> <p>SF: I will contribute in creating a soundscape using body percussion, to go with the story of Peter Pan.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to the story of Peter Pan • Pupils to discuss how they can re-tell it in their own words 	<p style="text-align: center;">Digital Literacy</p> <p style="text-align: center;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">DATA AND INFORMATION</p> <p style="text-align: center;">Branching databases</p> <p style="text-align: center;">Investigating and creating branching database</p>

	<ul style="list-style-type: none"> • Pupils to come up with an alternative ending • Learn about body percussion • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using body percussion • Re-tell the story as a chant if time • The author was Scottish – Listen to music from Scotland. What instruments can you hear? How is it different to our favourite music? • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of body percussion and Scottish music/instruments (YouTube) • Laptops for research • iPad to record 	
4	<p><u>Focus: For pupils to create a soundscape using junk percussion, based on the story of Robin Hood.</u></p> <p>SF: I will contribute in creating a soundscape using junk percussion, to go with the story of Robin Hood.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story of Robin Hood • Pupils to discuss how they can re-tell it in their own words • Pupils to come up with an alternative ending • Learn about junk percussion • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using junk percussion • Pupils can make their own instruments if time, or use everyday objects around the school • Re-tell the story as a Call & Response, if time • Research the history behind Call & Response • Pupils to perform their pieces (film, record using iPads) 	<p style="text-align: center;">Digital Literacy</p> <p style="text-align: center;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">DATA AND INFORMATION</p> <p style="text-align: center;">Data logging Data collection and analysis using data loggers Data loggers or apps, Google Science journal</p>

	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of the different types of junk percussion and Call & Response (YouTube) • Laptops for research • iPad to record 	
5	<p><u>Focus: For pupils to create a soundscape using Beatboxing, based on the story of Beowulf.</u></p> <p><u>SF:</u> I will contribute in creating a soundscape using Beatboxing, vocal sounds, to go with the story of Beowulf.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Listen to the story of Beowulf • Pupils to discuss how they can re-tell it in their own words • Learn about beatboxing • Using their version of the story, pupils (in small groups or as a class), to compose a soundscape to go with their story, using beatboxing • Re-tell the story, keeping it as a poem • Pupils to perform their pieces (film, record using iPads) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Examples of the different types of beatboxing (YouTube) • Laptops for research • iPad to record 	<p style="text-align: center;">Digital Literacy</p> <p style="text-align: center;">On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p style="text-align: center;">DATA AND INFORMATION</p> <p style="text-align: center;">Flat-file databases</p> <p style="text-align: center;">Order and answer questions about data in flat-file database. Create graphs and charts</p>

<p>6</p>	<p>Focus: For pupils to create a simple song using the ukulele, based on the story of Macbeth.</p> <p>SF: I will contribute in composing a simple song and then performing it on the ukulele, using facts about Macbeth.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Listen to/ read parts of Macbeth • Pupils to discuss their favourite parts • Learn about the ukulele and how to play the chords C and A minor (I will help with this) • Using what they have learnt about Macbeth, pupils (in small groups or as a class), to compose a simple song, using the ukulele • Listen to music from Scotland. What instruments can you hear? How is it different to our favourite music? • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of Scottish music (CD's, YouTube) • Laptops for research • iPad to record 	<p style="text-align: right;">Digital Literacy</p> <p>On-line Safety: Follow Google Internet Legends Scheme of Work</p> <p style="text-align: center;">Full SOW and resources @ https://teachcomputing.org/curriculum/ DATA AND INFORMATION</p> <p style="text-align: center;">Spreadsheets Organising and formatting data in spreadsheets, formulae and graphs</p>
		<p>Computing Use the following for resources: https://teachcomputing.org/curriculum/ Full SOW, lesson plans and activities found here.</p> <p>Curriculum Map and Overview found here along with Software and Hardware requirements: T:\Staff Resources\Curriculum\CPS Staff\Computing Resources\Computing 2021-2022</p> <p style="text-align: right;">Digital Literacy</p> <p style="text-align: center;">An element of On-line Safety must be taught each term.</p>

		<p>Years 3/4 and 5/6 for E-Safety Follow Google Internet Legends Scheme of Work</p> <p>Computer Science- for any coding elements you can also use: https://code.org/ Free to join https://www.codeforlife.education/ Free to join</p> <p>Scratch</p>
		<p>Computing Use the following for resources: https://teachcomputing.org/curriculum/ Full SOW, lesson plans and activities found here.</p> <p>Curriculum Map and Overview found here along with Software and Hardware requirements: T:\Staff Resources\Curriculum\CPS Staff\Computing Resources\Computing 2021-2022</p> <p style="text-align: right;">Digital Literacy</p> <p>An element of On-line Safety must be taught each term.</p>

The Canterbury Primary School

Year	PE
R	<p><i>Ball control/ racket skills</i></p> <p><u>Acquiring and developing skills</u> To throw a ball with control.</p> <p><u>Selecting and applying skills</u> To throw and catch with control.</p> <p><u>Knowledge and understanding</u> To describe how the body feels when still and exercising.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p> <p>How many goals/cones- 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>Target Roll- set up targets around the room- could be as a carousel 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><i>Dance</i></p> <p><u>Acquiring and developing skills</u> 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><u>Selecting and applying skills</u> To remember simple movements.</p> <p><u>Knowledge and understanding</u> To link movements to sound and music.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p>

	<p><u>Suggested activities:</u> Exploring: 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. Get ready and walk: 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><i>Balancing</i> <u>Acquiring and developing skills</u> To understand how to be confident and safe in their own space. To respond to instructions and commands. <u>Selecting and applying skills</u> 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 <u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different types of activity. <u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u> Simon says: use your hands and feet to move slowly around the room/ sideways around the room/ quickly around the room. Making shapes: Children to practice on backs, tummies, sides, bottoms, shoulders, etc. Encourage them to think about the shape they are making.</p>
2	<p><i>Dance</i> <u>Acquiring and developing skills</u> To develop short sequences on their own. <u>Selecting and applying skills</u> To form simple sequences of different actions using floor and apparatus. <u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different movements. <u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u> https://www.twinkl.co.uk/resource/t-mov-3-move-year-2-dance-toys-lesson-1-playdough Black and blue- 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>Cricket</p> <p><u>Acquiring and developing skills</u> 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><u>Selecting and applying skills</u> To understand how to choose and use skills effectively for particular games. To choose, use and vary simple tactics.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u></p> <p>Space Dribble: Every player needs a ball and a stick and should move the ball around the play area with their stick-this is called dribbling. The ball should always be in contact with their stick. Encourage players to try and find space (an empty area) as they dribble. They can go anywhere in the play area as long as they don't bump into each other.</p> <p>Truck and Trailer: This Challenge should be carried out in pairs and requires good teamwork. Each player needs a stick each and each pair needs a ball. Ask the players to choose who wants to be the truck and who wants to be the trailer to begin with. Trucks need to stand in front of the Trailers and should lead them around the play area making sure that they avoid other trucks and trailers! Trailers need to have the ball and need to follow the truck whilst dribbling the ball. It is important that the truck doesn't lose the trailer by going too fast. The teacher should shout "Pit Stop" at which point the Trailer needs to stop the ball (under control). Swap roles and start again.</p>
3	<p>Tennis</p> <p>Dodgeball</p> <p><u>Acquiring and developing skills</u> 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><u>Selecting and applying skills</u> To choose, use and vary simple tactics of dodging and throwing.</p> <p><u>Knowledge and understanding</u> To understand the importance of warming up and cooling down. That being active is good for them and fun.</p> <p><u>Evaluating and improving</u> To improve their work using information they have gained by watching, listening and investigating.</p> <p><u>Suggested activities:</u></p> <p>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.</p>

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

	<p>https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf</p>
6	<p>Swimming</p> <p>Kwick cricket</p> <p>Acquiring and developing skills To use a variety of body movements and techniques during the game.</p> <p>Selecting and applying skills To use tactics and strategies in different situations.</p> <p>Knowledge and understanding To recognise when speed, strength and stamina are important in games.</p> <p>Evaluating and improving To talk about how they might improve their own performance.</p> <p>Suggested activities: https://www.twinkl.co.uk/resource/t2-pe-219-kwik-cricket-resource-pack http://www.kwikcricket.org/App_Themes/KwikCricket/Images/Ideas.pdf</p> <p>Gymnastics</p> <p>Acquiring and developing skills To be confident with the movement of their bodies, using different body shapes and balances, and their ability to link movements.</p> <p>Selecting and applying skills To select appropriate actions and use compositional ideas confidently.</p> <p>Knowledge and understanding To know the importance of suppleness and strength.</p> <p>Evaluating and improving To describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved.</p> <p>Suggested activities: https://www.twinkl.co.uk/resources/year-6-twinkl-move/indoor-year-6-twinkl-move/gymnastics-movement-indoor-year-6-twinkl-move</p>

	<p>Rabbits: Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them. Ask the children to move around the room, avoiding each other and apparatus. On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can. Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.</p> <p>Simon Says: Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p>
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