

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Heroes and Heroines	People who help us	On the high street	Recycling	The NHS	Famous Scientists	Journalism



The Canterbury Primary School
Curriculum
Cycle 1
Term 5
Jobs and Industry



The

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

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

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.

	<ul style="list-style-type: none"> ➤ Refine research questions in the light of initial findings.
	<p><i>Identify how language contributes to meaning in non-fiction texts</i></p> <ul style="list-style-type: none"> ➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. ➤ Explain and use accurately the subject specific vocabulary used in different non-fiction texts.
	<p><i>Identify main ideas and themes in a wide range of books and understand how these are developed over a text</i></p> <ul style="list-style-type: none"> ➤ 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.
	<p><i>Distinguish between fact and opinion</i></p> <ul style="list-style-type: none"> ➤ 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.

Year	Writing
R	
1	People who help us Stories by same author 3 wks Sequencing events. Poetry – Theme – Family/Heroes 2wks Grammar: recognise verbs as thinking/feeling/being/ doing words. Use verbs correctly in own sentences. Write exclamations and punctuate them appropriately. Phonics The Scarecrow gap analysis
	Reception and KS1
2	On the high street Stories with familiar settings 3wks Explanation 2 wks Grammar: apostrophes when to use them – and when not to use them. Use suffixes to form nouns, adjectives and adverbs. Past, present and progressive forms of verbs. Phonics and Spelling – No Nonsense Spelling Sum 1 Strategies at the point of writing: Have a go sheets

	<p>The /l/ or /əl/ sound spelt ‘-el’ at the end of words</p> <p>Wk2 - Adding endings ‘-ing’, ‘-ed’, ‘-er’, and ‘-est’ to words ending in ‘-y’</p> <p>Strategies at the point of writing: using analogy</p> <p>Wk3 - The /ɔ:/sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’</p> <p>Wk4 - Suffixes ‘-ment’ and ‘-ness’ The /ɜ:/ sound spelt ‘or’ after ‘w’</p> <p>Wk 5 - The possessive apostrophe (singular nouns) The /l/ or /əl/ sound spelt ‘-al’ at the end of words</p> <p>The Scarecrow gap analysis</p> <p style="text-align: right;">Reception and KS1</p>
<p>3</p>	<p>Recycling Journalistic writing - 3 wks Biography - 2 wks David Attenborough? Could write a biography of a plastic item. Grammar Apostrophes – omission and singular possession. When not to use apostrophes. Verbs – revision of perfect form and progressive forms. Phonics and Spelling - No Nonsense Spelling Sum 1</p> <p>Wk1 - Previously taught suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’ and ‘-ly’). Dictation. Wk2 - Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’. Suffix –ly. Wk3 - From Year 2: Apostrophes for contractions. Strategies for learning words: words from statutory and personal spelling lists. Wk4 - Rare GPCs (/ɪ/ sound) Wk5- Rare GPCs (/ɪ/ sound). Strategies for learning spellings – statutory and personal lists. Wk6 - From Years 1 and 2: vowel digraphs. Assess using ‘The Scarecrow’ gap analysis.</p>

<p>4</p>	<p>The NHS Discussion: debate or report 2wks Persuasion – sales pitch/article 3wks Grammar Paragraph structure. Link between paragraphs with pronouns, adverbials or topic vocabulary. Collective nouns. Determiners. Use of commas to separate clauses. Phonics and Spelling No Nonsense Spelling Sum 1</p> <p>Wk1 - Words with the /s/ sound spelt 'sc' (Latin in origin). Strategies for learning words from statutory and personal spelling lists Strategies at the point of writing: Have a go.</p> <p>Wk2 - Endings that sound like /jən/ spelt 'sion'</p> <p>Wk3 - Endings that sound like /jən/ spelt 'sion'. Strategies for learning words: words from statutory and personal spelling lists. Apost. for possession, including singular and plural.</p> <p>Wk4 – Apost. for possn, including singular and plural. Homophones Wk5 – Homophones. Statutory words learnt during the year.</p> <p style="text-align: right;">Wk6 – Assess using The Scarecrow spelling gap analysis</p>
<p>5</p>	<p>Famous scientists Film and play script 2wks Dr. Frankenstein? Formal reports 2wks Discussion – formal debate – 1wk Grammar Bullet-points and consistent punctuation. Cohesion – pronoun verb agreement. Linking adverbials. Wider range of conjunctions. Phonics/Spelling: No Nonsense Spelling Sum 1</p>

	<p>Wk1 - Strategies at the point of writing: Have a go. Strategies for learning words: using a range of strategies</p> <p>Wk2 - Words from statutory and personal spelling lists. Strategies at the point of writing: using etymological/ morphological strategies for spelling.</p> <p>Wk3 - Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk4 - Proofreading for words on statutory list.</p> <p>Wk5 - Homophones (<i>cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose</i>).</p> <p>Wk6 - Homophones (<i>cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose</i>).</p> <p style="text-align: center;">Words from statutory lists.</p>
	<p>Journalism News reports (formal) 3wks Persuasive letters 2wks Grammar Recap active and passive voice Subjunctive mood. Layout devices Punctuation of bullet-points Recap colons and semi-colons Rules of Standard English. Direct and reported speech. Spelling No Nonsense Spelling Sum 1</p> <p>Wk1 - Strategies for learning words: rare GPCs from statutory word list.</p> <p>Wk2 - Strategies at the point of writing: Have a go.</p> <p>Wk3 - Strategies for learning words: words from statutory and personal spelling lists.</p> <p>Wk4 - Words ending in 'ant', '-ance and '-ancy'.</p> <p>Wk5 - Words ending in 'ant', '-ance and '-ancy'.</p> <p>Proofreading own writing independently.</p> <p style="text-align: center;">Wk6 – Root words and meanings.</p>

Year	Maths
R	<p>Number – Quantities – Addition and subtraction, Signs and symbols, Number bonds to 5 with songs and rhymes, Problem solving, Time, Counting in 2's, 5,s and 10's</p> <p>Numerical Patterns - Halving and doubling, Recognising different quantities, more than less than equal to, Begin to explore odds and evens</p>
1	<p>Count in multiples of 2s, 5s and 10s</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>describe position, direction and movement, including whole, half, quarter and three quarter turns.</p>
2	<p>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p> <p>Compare and sequence intervals of time</p>
3	<p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p>

Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$].

Solve problems that involve all of the above.

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute.

Record and compare time in terms of seconds, minutes and hours.

Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events [for example to calculate the time taken by particular events or tasks].

4

Compare numbers with the same number of decimal places up to two decimal places.

Round decimals with one decimal place to the nearest whole number.

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

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.

Estimate, compare and calculate different measures, including money in pounds and pence.

Solve simple measure and money problems involving fractions and decimals to two decimal places.

Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

5	<p>Solve problems involving number up to three decimal places.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees.</p> <p>Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°.</p>
6	<p>Draw 2-D shapes using given dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>SATs revision / problem solving</p>

Year	Science
R	<p>Heroes and Heroines</p> <p>Range 4 Make use of outdoor areas to give opportunities for investigations of the natural world, Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places</p> <p>Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level. Share stories related to pollution, climate change, habitat erosion, etc.</p> <p>Ideas -Huge links to the environment. Potential links with Heroes such as David Attenborough. -Links to English and stories. -Can they create something to encourage the environment to thrive (bug hotels, bird feeders, cleaner environment).</p>
1	<p>Animals, including humans</p> <p>-Identify and name a variety of animal types (amphibians, reptiles etc) and also those that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Idea: with the title people who help us – vets maybe included and link this way.</p> <p>W/S: identifying and classifying (simple grouping activities and using observation skills to help them in their grouping activities).</p>
2	<p>May be missing Y1 learning on common wild and garden plants and the basic structure. This may be worth reviewing.</p> <p>Living things and their habitats (rest from T2) -identify and name a variety of plants and animals in their habitats, including micro habitats -identify that most living things live in habitats to which they are suited -describe how different habitats provide basic needs and how they depend on each other 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 -Answer their questions through their observations, using basic scientific vocabulary and ideas. <p>Ideas: as it's people who help us, can this be extended to looking after our environment. What jobs are there? What can we do?</p>
3	<p style="text-align: right;"><u>Recycling</u></p> <p>Note: last term topic (Magnets and Forces) can be used/carried over to this term too.</p> <p>W/S focus and creating an independent investigation.</p> <p>Idea: link to investigating plastic and damage to the environment. How can we clean our water? Best way to remove plastic from the water?</p> <ul style="list-style-type: none"> -Suggest questions to investigate and choose the most relevant question -Set-up simple investigations (e.g. comparative, fair testing, observational etc) -Report findings appropriately and use basic scientific concepts to explain findings -Create questions from unexpected results.
4	<p style="text-align: right;"><u>The NHS</u></p> <p>You may need to review nutrition first as they may have missed this learning from Year 3. I would look at basic nutrition first before moving forward.</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> -Describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions -Construct and interpret a variety of food chains (inc producers, predators and prey). <p>Idea: The stomach and teeth can be linked to the NHS. For example, if you do the stomach digesting experiment, children could be doctors investigating how to aid digestion or what is inhibiting good digestion.</p> <ul style="list-style-type: none"> -Create relative questions and suggest different scientific enquires to answer the question -Make systematic and careful observations and take accurate readings. -Using results, draw conclusions and use scientific evidence to explain
5	<p style="text-align: right;"><u>Famous Scientists</u></p> <p>Earth and space</p> <ul style="list-style-type: none"> -Describe the movement of the Earth, and other planets, relative to the sun. -Describe the movement of the Moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies -Use the idea of the Earth's rotation to explain day and night and apparent movement of the sun across the sky. <p>Idea: Linking famous space explorers and providing background knowledge.</p> <p>W/S:</p> <ul style="list-style-type: none"> -Take accurate and precise recordings or measurements and repeat where necessary -Recording using scientific diagrams, labels, classify, tables, scatter, bar and line graphs -Draw conclusions using scientific theories to explain results

	-Begin to discuss accuracy of results.
6	W/S: This term is an independent investigation -Plan scientific questions, using variables, stating which variables may be difficult to control -Take accurate and precise recordings or measurements and repeat or work out the mean where necessary and justify -More complex recording, including the independent and dependent variable placement on line/scatter graphs and in recording tables. -Explain the degree of trust and accuracy of trust to help suggest improvements. Some to explain anomalies. -Using test results to set up further investigations or suggestions with reasons (evaluation)

The Canterbury Primary School

Year	History	Geography
R	<p style="text-align: center;">Heroes and Heroines</p> <p>Identify: Know about a range of events that have happened in the past</p> <p>Q – What famous heroes or heroines have there been?</p> <p>https://www.news24.com/parent/Child_7-12/Development/10-modern-day-heroes-that-will-inspire-your-kids-20180308</p>	<p style="text-align: center;">Heroes and Heroines</p> <p style="text-align: center;">Fieldwork Select</p> <p>Recognise main types of weather and be introduced to seasons. Different jobs people do and where they work eg. Hospital, school</p>
1	<p style="text-align: center;">People who help us</p> <p>Recall: Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>Q – How have job roles changed over the years?</p> <p>https://school-learningzone.co.uk/early_years_foundation_stage/people_who_help_us/people_who_help_us.html</p>	<p style="text-align: center;">People who help us</p> <p style="text-align: center;">Observe</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
2	<p style="text-align: center;">On the high street</p> <p>Reason / Speculate: Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>Q – How has the British high street changed in the last 50 years?</p> <p>https://www.bbc.co.uk/history/handsonhistory/local-history.shtml</p>	<p style="text-align: center;">On the high street</p> <p style="text-align: center;">Reason/Speculate</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Reason / Speculate how people might spoil or make an area better.</p>
3	<p style="text-align: center;">Recycling</p> <p>Summarise: Be able to gather information from simple sources</p> <p>Q – When was recycling first invented?</p>	<p style="text-align: center;">Recycling</p> <p style="text-align: center;">Synthesise</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods,</p>

	<p>https://www.kenburn.co.uk/recycling-for-kids/</p>	<p>including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps to locate European countries and capitals https://www.eea.europa.eu/data-and-maps/indicators/waste-recycling-1/assessment-1 - Country comparison waste recycling</p>
4	<p>The NHS</p> <p>Explain: Be able to give some reasons for particular events and changes</p> <p>Q – What were the key reasons for the creation of the NHS?</p> <p>https://www.bbc.co.uk/newsround/38906932</p>	<p>The NHS Fieldwork Explain</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Know how to plan a journey within the UK, using a road map – Maps can be printed from Digimap</p>
5	<p>Famous Scientists</p> <p>Apply: Be able to select and record information relevant to an historical topic.</p> <p>Q – What scientists do you think have had the greatest impact?</p> <p>https://www.dkfindout.com/uk/science/famous-scientists/</p>	<p>Famous Scientists Identify / Justify</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Mapping of local area (can link to Saxon Britain in History.)</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
6	<p>Journalism</p> <p>Hypothesise: Understand how some aspects of the past have been represented and interpreted in different ways</p>	<p>Journalism Fieldwork Reach Informed Conclusion</p>

	<p>Q – Why is journalism so important?</p> <p>https://kids.kiddle.co/Journalism</p>	<p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Know what most of the ordnance survey symbols stand for.</p> <p>Know about time zones and work out differences</p> <p>Know why industrial areas and parts are important.</p>
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The Canterbury Primary School

<p>Year</p>	<p style="text-align: center;">RE</p> <p>23rd April St George's Day 3rd May Eid-al-Fitr (End of Ramadan) 16th May Wesak (Buddhism) 26th May Ascension Day</p>	<p style="text-align: center;">PSHE - Term 5 – 2020- 2021 - Living in the Wider World – shared responsibilities and communities</p>
<p>R</p>	<p><u>Key Question: What can we learn through stories?</u> The Crocodile and The Priest (A Sikh story)</p>	<p style="text-align: center;">Responsibilities!</p> <p>L1. What rules are, why they are needed, and why different rules are needed for different situations L2. How people and other living things have different needs; about the responsibilities of caring for them</p>
<p>1</p>	<p style="text-align: center;">Islam</p> <p><u>Key Question: Does going to a mosque give Muslims a sense of belonging?</u> Ideas: Investigate how and why Muslim's wash, bow, and pray in a daily pattern. Are there any similarities to another religion or worldview?</p>	<p style="text-align: center;">Surroundings!</p> <p>L3. Learn about things they can do to help look after their environment L4. What different groups they belong to</p>
<p>2</p>	<p style="text-align: center;">Christianity</p> <p>Compare religious artefacts from Christianity and Judaism. Ideas: Compile a list of questions about them and find out what they mean and how they are used in festivals and worship.</p>	<p style="text-align: center;">Community!</p> <p>L5. What are the different roles and responsibilities people have in their community? L6. Recognise the ways they are the same as, and different to, other people</p>

<p>3</p>	<p style="text-align: center;">Islam</p> <p>Key Question: Why do people make spiritual journeys? Make connections between Hajj for Muslims and pilgrimages to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making the journey.</p>	<p style="text-align: center;">Rules!</p> <p>L1. Recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. Recognise there are human rights, that are there to protect everyone L3. What is the relationship between rights and responsibilities?</p>
<p>4</p>	<p style="text-align: center;">Christianity</p> <p>Key Question: What do different people think about God? Who is Christian/Jewish/Muslim and what do they believe? Why do some people believe God exists? Ideas: Explore some of the ways in which religions name and describe attributes of God. Study art used to represent ideas about God. Children to express their own ideas about God through art, music, poetry, or drama. Find some examples of how we know about something we have not seen or experience for ourselves.</p>	<p style="text-align: center;">Ecological!</p> <p>L4. What is the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. List ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<p>5</p>	<p style="text-align: center;">Sikhism</p> <p>Key Question: What is the best way for a Sikh to show commitment to God? Investigation – What do the children know about Sikhism? How do Sikhs demonstrate their commitment to God? Ideas: Show children the 5 k's (kangha – comb, kirpan – sword, kara – bracelet, kachera – shorts, kesh – uncut hair) What do the children think they are, for and symbolise? www.bbc.co.uk/education/clips/zvn34wx The 5K's of Sikhism – What do each of the 5K's symbolise? Does wearing them show commitment to God? Do all Sikhs who wear them have the same level of commitment? Consider the Sikh beliefs that everyone is equal and should be treated in the same way. Does this show a commitment to God? Why?</p>	<p style="text-align: center;">Society!</p> <p>L6: Learn about different groups that make up the community; What living in their community means L7. How do you value the different contributions that people and groups make to the community?</p>

	<p>Introduce 'Sewa', which means helping others. Is helping others a good way of Sikhs showing commitment to God?</p> <p>Task idea: Children to imagine they are an Agony Aunt/Uncle at a Sikh children's magazine. They respond to a problem.</p>	
<p>6</p>	<p style="text-align: center;">Christianity/Judaism/Islam</p> <p><u>Consider/Analyse</u></p> <p>Ideas: Pupils to consider how some texts from the Torah (e.g the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions. They respond to the ideas in the text with ideas of their own.</p>	<p style="text-align: center;">Diversity!</p> <p>L8. Think about what diversity means, the benefits of living in a diverse community about valuing diversity within communities</p> <p>L9. Identify different stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. Prejudice: how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>

Year	Art and Design	Design and Technology
<p>R</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: Make a hero from your handprint</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: Build a fire engine or ambulance from junk modelling</p> 
<p>1</p>	<p>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>Evaluating and Developing work</p>	<p>Design</p> <p>Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do .</p> <p>Make</p> <p>Make their design using appropriate techniques. Measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues, masking tape or split pins.</p>

	<p style="text-align: center;">(ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Make a badge Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca to make a product. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation.</p> 	<p>Build structures, exploring how they can be made stringer, stiffer and more stable. Explore and use mechanisms (levers, sliders, wheels and axles) in their products. Use simple finishing techniques to improve the appearance of their product</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Focus: Create a moving services vehicle e.g. police car, ambulance, fire engine.</p> 
<p style="text-align: center;">2</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p style="text-align: center;">Design</p> <p>Identify simple design criteria. Make simple drawings and label parts.</p> <p style="text-align: center;">Make</p> <p>Begin to select appropriate tools and materials; use vocabulary to name and describe them. Measure, cut and score with some accuracy. Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product. Cut, shape and join fabric to make a simple garment. Use basic sewing techniques.</p> <p style="text-align: center;">Evaluate</p>

	<p>Identify what they might change in their current work or develop in their future work.</p> <p>Focus: Fashion designers Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. Use a variety of techniques, inc. weaving, French knitting, tie- dying, fabric crayons and wax or oil resist and embroidery to make a garment.</p> 	<p>Evaluate against their design criteria. Focus: To use my design to inform the media, tools and techniques I apply to make a garment.</p> 
<p>3</p>	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Focus: Create a textured collage using a range of media. Experiment with a range of media e.g. overlapping, layering etc. The children could design their own recycling symbol.</p>	<p style="text-align: center;">Design</p> <p>Generate ideas for an item considering its purpose and the users. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.</p> <p style="text-align: center;">Make</p> <p>Select tools and techniques for making their product. Measure, mark out, cut, score and assemble components with more accuracy. Work safely and accurately with a range of simple tools. Think about their ideas as they make progress and be willing change things if this helps them improve their work. Understand and use mechanical systems in their products (for example, gears, levers, pulleys, cams and linkages). Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors). Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage. Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT. Understand and apply the basic principles of a healthy and varied diet.</p>



Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.
 Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Evaluate

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

Disassemble and evaluate familiar products.

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

Focus: Make a product out of recycling
 e.g. basket, necklace, drum, bird feeder.



4

**Exploring and Developing ideas
 (ONGOING)**

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

Design

Make labelled drawings from different views showing specific features.

Make

Select appropriate tools and techniques for making their product.

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: Portraits- Discuss the qualities of a nurse and reflect these qualities in various portraits



Pablo Picasso Inspired



Abstract self portraits



Sandra Silberzweig

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.

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.

Evaluate

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

Evaluate their products carrying out appropriate tests.

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

Focus: Make a model of an ambulance with moving wheels. Could this project include this objective 'Understand and use electrical systems in their products (For example, series circuits incorporating switches, bulbs, buzzers and motors)' by including a light for the siren?



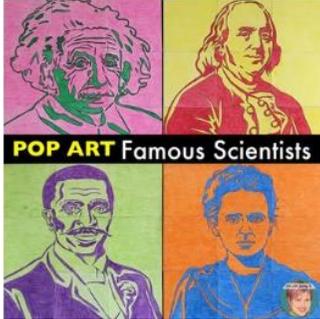
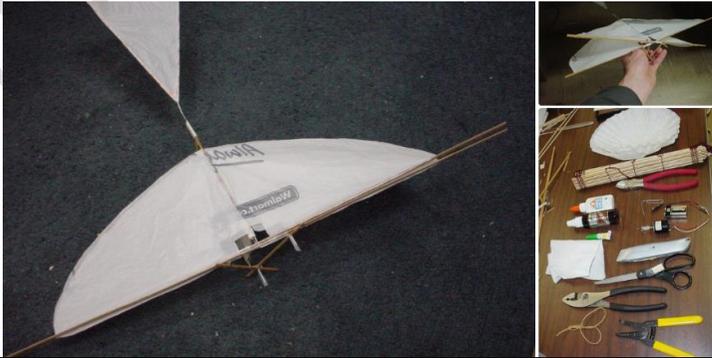
5

**Exploring and Developing ideas
(ONGOING)**

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

Design

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

	<p>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: Pop Art- Andy Warhol</p> 	<p>Use results of investigations, information sources, including ICT when developing design ideas.</p> <p style="text-align: center;">Make</p> <p>Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately 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).</p> <p style="text-align: center;">Evaluate</p> <p>Evaluate it personally and seek evaluation from others. Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Focus: Leonardo Da Vinci- Paper Glider or Arch Bridge</p> 
6	<p style="text-align: center;">Exploring and Developing ideas (ONGOING)</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p style="text-align: center;">Evaluating and Developing work (ONGOING)</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<p style="text-align: center;">Design</p> <p>Communicate their ideas through detailed labelled drawings.</p> <p style="text-align: center;">Make</p> <p>Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications as they go along.</p> <p style="text-align: center;">Evaluate</p> <p>Record their evaluations using drawings with labels.</p> <p>Focus: Design and make their own pen or create an art journal</p>

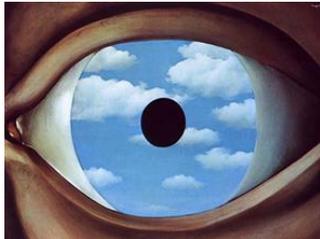
Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Focus: Within their art journal, used mixed media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.

Or focus on below:

Surrealism- Rene Magritte- The False Mirror is widely acknowledged to represent the limitations of human vision. A mirror reflects what is placed before it, whereas the eye is subjective, it filters and processes those images that it wishes to see. TES- Videos and resources



Or they could make a model of the eye they have designed in Art out of clay.

Year	Music	Computing
R	<p>Focus: Learning and performing songs: pupils to learn and perform songs connected to jobs, heroes and heroines.</p> <p>SF: I will take part in the learning of new songs, singing and performing as a class, and be able to follow a melody accurately when singing. I will recognise the difference between loud/ quiet, high and low sounds, on drums and whilst singing. I will recognise and repeat simple rhythm patterns.</p> <p>Content/ Ideas:</p> <ul style="list-style-type: none"> • Discuss/ research/ list jobs where we are helped by people • Discuss heroes and heroines – do we think people who do some ‘normal, everyday’ jobs are heroes and heroines? If so, why? • Learn and perform some songs about jobs, for example: https://www.youtube.com/watch?v=ckKQclquAXU – What Do You Do? • https://www.youtube.com/watch?v=eejZ4UvMqoc -What Do You Want To Be? • Introduce African drumming (or use body percussion) – listening and playing rhythm-based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, using the jobs which have been discussed • Discuss whether the pupils want to compose their piece as a call & response or chant • Pupils to perform their pieces to each other (record on iPad) <p>Resources:</p> <ul style="list-style-type: none"> • Djembes • YouTube for music regarding jobs, African drums, chants, call & response etc. iPads (for recording purposes) 	<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 • watching a video clip • listening to music <p>Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary, but they will have a strong start in Key Stage 1 Computing.</p>

<p>1</p>	<p><u>Focus: Rhythm & Composition: pupils to compose a piece of music about their topic, using Djembes.</u></p> <p><u>SF:</u> I will take part in a composition about my topic and perform as a class, or in small groups, using the Djembe.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Discuss/ research/ list jobs where we are helped by people • Introduce African drumming – listening and playing rhythm-based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, using the facts which have been discussed • Discuss whether the pupils want to compose their piece as a call & response or chant • Pupils to perform their pieces to each other (record on iPad) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for music regarding African drums, chants, call & response etc. • iPads (for recording purposes) 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>Digital writing Online Safety</p>

<p>2</p>	<p><u>Focus: Rhythm: Pupils to experience rap and beatboxing and to compose their own piece about 'On The High Street'.</u></p> <p><u>SF:</u> I will learn about the history of rap and beatboxing and in a group or as a class, compose a piece, using facts about our topic.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Research the history behind rap and beat-boxing • Research facts about jobs connected with the High Street • Practice various raps/ beatboxing! • In small groups (or as a class), using facts about the topic, pupils to compose a rap, using beatboxing as their backing track <p><u>Resources:</u></p> <ul style="list-style-type: none"> • YouTube for examples of rap and beat-boxing • iPads for recording purposes • Keyboard, for drum backing tracks (if beatboxing was too challenging) • laptops for research 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>Making music Online safety</p>
<p>3</p>	<p><u>Focus: For pupils to create a piece of music using junk percussion, based on their topic, Recycling.</u></p> <p><u>SF:</u> I will contribute in creating a Call & Response composition using junk percussion, using facts about Recycling.</p> <p><u>Content/ Ideas:</u></p> <ul style="list-style-type: none"> • Research the meaning of recycling and re-using • Learn about Call & Response • Pupils to make sounds and different rhythms from everyday objects around the room/ school (make a tally chart of what sounds best etc.) • Practise Dynamics/ play rhythm-based games 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>Desktop publishing Online safety</p>

	<ul style="list-style-type: none"> • Pupils to make their own instruments – junk percussion, out of resources they have recycled from home • Learn about junk percussion – watch STOMP (I have this) • Using facts about the benefits of recycling, pupils (in small groups or as a class), to compose a piece, using junk percussion and/or use everyday objects around the school • Pupils to perform their pieces (film, record using iPads) <p>Resources:</p> <ul style="list-style-type: none"> • Examples of the different types of junk percussion and Call & Response (YouTube) • DVD - STOMP • Laptops for research • iPad to record 	
4	<p>Focus: Listening: Pupils to listen to a selection of music from the 1940's (when the NHS started) and compare it to today's music.</p> <p>SF: I will listen to and become familiar with music from the 1940's. I will be able to name some of the instruments which I can hear and describe how the music is different to what I hear today.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Pupils to listen to a selection of music from the 1940's. Pupils to discuss which instruments they can hear/ do they like it/ how does it make them feel? etc. • Include Classical music • Pupils to write a Jingle (advert for a radio station), stating how important the NHS is or celebrating the 70 years – in 1940's style or today's music <p>Resources:</p> <ul style="list-style-type: none"> • YouTube – for music from the 1940's/ Jingle examples 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>Photo editing Online safety</p>

5	<p>Focus: <u>Pupils to learn about the different famous scientists and compose a piece, using Djembes.</u></p> <p>SF: I will listen to African music, focussing on the Djembe. I will learn simple rhythms and compose and perform a composition about famous scientists.</p> <p><u>Content/ ideas:</u></p> <ul style="list-style-type: none"> • Listen to music from Africa, focussing on the Djembe – what other instruments can the pupils hear etc? • Introduce African drumming – listening and playing rhythm-based games/ copying patterns • As a class or in smaller groups, pupils to compose a piece of drumming, with or without words (facts), inspired by the different famous scientists they have been learning about • Pupils to perform their pieces to each other (record on iPad) <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Djembes • Laptops for research • YouTube for African music/ drums • iPads (for recording purposes) 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>Vector drawing Online safety</p>

<p>6</p>	<p>Focus: Composition: Pupils to listen to a selection of jingles (TV or radio) and compose their own.</p> <p>SF: I will listen to and become familiar with various Jingles. I will, in groups, compose my own, advertising a product, person or film.</p> <p>Content/ ideas:</p> <ul style="list-style-type: none"> • Pupils to listen to a selection of jingles. Pupils to discuss which ones get messages across well/ encourage them to listen or buy the product. Discuss: what makes a good jingle? • Pupils to write a Jingle (advert for a radio station or TV channel), advertising a product, person or film. • Perform! <p>Resources:</p> <ul style="list-style-type: none"> • YouTube – for examples of Jingles 	<p>Full SOW and resources @ https://teachcomputing.org/curriculum/</p> <p>CREATING MEDIA</p> <p>3D modelling Online safety</p>
		<p>Computing</p> <p>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>Digital Literacy</p> <p>An element of On-line Safety must be taught each term. 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/</p>

		<p>Free to join https://www.codeforlife.education/ Free to join</p> <p>Scratch</p>
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The Canterbury Primary School

Year	PE
R	<p data-bbox="219 233 349 260">Multiskills</p> <p data-bbox="219 316 443 343"><u>Spatial awareness</u></p> <p data-bbox="219 355 1229 383">Ability to listen and observe, show an awareness of space for themselves and others.</p> <p data-bbox="219 395 1158 422">Move confidently, change direction and speed avoiding collisions, stop quickly.</p> <p data-bbox="219 435 472 462"><u>Suggested activities:</u></p> <p data-bbox="219 475 2107 592">Wiggles- Tell children that they are in a space. Stand up in your space..Oh too slow. Sit down. Stand up..much better! Wiggle your fingers. In front, to the side, behind you, down at the ground, up to the ceiling, to your knees, feet ears, to a friend. Wiggle your arms, toes, legs, bottom. Appropriate stretches. Make an L shape, tuck shape, long shape, wide shape. Sit down. Stand up using your feet and hands. Now try with one hand, then with no hands.</p> <p data-bbox="219 643 2145 839">Statues- Walking in and around the cones, looking up, eyes alert, looking for spaces to move into. On signal- Hands up sports position-children stop like statues. Hold their position until hands go down and they can move again. Repeat using different travelling movements. Ask if they have noticed any thing about how you stop-sports position. Hands up, palms facing out, knees bent, feet stride, wide base. Explain why they think this is? Discuss (strong, balance position). Show what happens when a narrow base is pushed. Then repeat with a wide base. What is the difference? Discuss. Repeat Statues- this time when signalled to stop- stop in the sports position.</p> <p data-bbox="219 890 2085 962">Rabbits- See Top Start card- Each child finds a cone and stands next to it. This is their rabbit hole. Children move in and out of the rabbit holes. On command 'rabbit holes,' Children find their way back to their rabbit hole.</p> <p data-bbox="219 1013 434 1040"><u>Basic motor skills</u></p> <p data-bbox="219 1053 1153 1080">Move with confidence, travel in different ways with control and co-ordination.</p> <p data-bbox="219 1093 1559 1120">Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.</p> <p data-bbox="219 1133 472 1160"><u>Suggested activities:</u></p> <p data-bbox="219 1173 2145 1337">Animals- Children learn how to travel in different ways by using feetgallop, jump, walk, or using hands and feet- bunny hop, monkey walk, crab crawl, caterpillar walk. Talk about animals and learn the actions. Go on a country/jungle walk. Make up a story. As the story is told children perform the appropriate actions. Today we are going on a walk. Put on our coats, hats, gloves and scarves (actions to imply). Open the door and step outside. What a chilly day! Set off on our bicycle, cycling through the lanes. Arrive at the farm, saddle up the horses and off we go galloping across the fields etc.</p>

	<p>Jumping- Space the cones out in the area. Children walk around in the spaces between the cones. Every time they arrive at a cone jump over it with two feet to two feet. Can they try with two feet to one foot? Can they land on the opposite leg?</p> <p>Bouncing- Collect in cones/markers. Arrange ropes or flat line markers on the floor: 1) close together at one end and further apart at the other. 2) In a parallel line about 40/50cm apart. 3) In a circle. Set out several of each example (this could be done before the lesson begins- set aside in one half of the area if it is big enough). Ask children to try the following: 1) Jump from two feet to two feet across the river. 2) Start with feet astride a line then jump feet together, feet apart moving along the line. 3) Hop around the outside of the circle/shape, then change direction with the other leg.</p>
<p>1</p>	<p>Tennis Athletics</p> <p>Acquiring and developing skills To remember, repeat and link combinations of actions. To begin to use their bodies and a variety of equipment with greater control and coordination</p> <p>Selecting and applying skills To choose skills and equipment to help them meet the challenges they are set.</p> <p>Knowledge and understanding To begin to recognise and describe what their bodies feel like during different types of activity.</p> <p>Evaluating and improving To watch, copy and describe what they and others have done.</p> <p>Suggested activities:</p> <p>Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.</p> <p>Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command “Fish” the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls “Chips” all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls “Chips” the front row of children must run, if “Fish” is called they remain still. Allow a number of goes for each group, before moving onto the next game.</p>
<p>2</p>	<p>Striking and fielding- Julia Athletics</p> <p>Acquiring and developing skills To remember, repeat and link combinations of actions. To use their bodies and a variety of equipment with greater control and coordination.</p> <p>Selecting and applying skills To be confident to choose skills and equipment to help them meet the challenges they are set.</p>

	<p><u>Knowledge and understanding</u> To recognise and describe what their bodies feel like during different types of activity.</p> <p><u>Evaluating and improving</u> To watch, copy and describe what they and others have done.</p> <p><u>Suggested activities:</u></p> <p>Gear Change Game Within a defined area children explore different ways of moving, beginning with walking and jogging and moving into skipping, running and galloping. Use gear numbers to indicate the different types of movement and intensity. Eg. On command “Gear 1” children move slowly by walking, “Gear 2” children jog, “Gear 3” skip, “Gear 4” gallop or side step, “Gear 5” run.</p> <p>Fish & Chips: Organise the children into pairs, one is Fish, the other Chips. All the Fish form a row and the Chips form a row behind in line with their partner. The two rows of children stand about 5 metres back from a line or row of markers. On command the Fish get themselves into a starting position as instructed by the coach/teacher. Starting positions might include sitting cross-legged, lying supine, lying prone, kneeling, facing the cones or facing their partners. On command “Fish” the front row of children get to their feet as quickly as possible and run to the line of markers. If the coach/teacher calls “Chips” all of the children remain still. Fish and Chips now swap roles. If the coach/teacher calls “Chips” the front row of children must run, if “Fish” is called they remain still. Allow a number of goes for each group, before moving onto the next game.</p>
3	<p><i>Cricket</i></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 throwing and batting.</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>



Continuous Cricket (but with the ball caught from the bowl and not batted out.)

- The ball is bowled towards the batter who attempts to catch it and throw it out towards the field.
- The 'batter' has to run whether they catch it or not and have to get around a cone and back to wicket before the bowler bowls again.
- If they are not back, they can be out by the bowler hitting the stumps.
- Rotate 'batters' after 4 balls.
- **Extend** this game to include batting.

Caterpillar Cricket - one team bats, the other team fields.

- The batting team all start at the red cone except for the batter.
- The ball is bowled and then batter hits the ball and then joins the front of the batting team, who then all run around the four cones and back to the scoring line.
- In the meantime, the fielders have to pass the ball around their members and back to the wicket keeper who hits the stumps with the ball.
- The batting team is awarded the number of runs for the number of players who pass the final cone before the stumps were hit.

Basketball

Acquiring and developing skills

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.

Selecting and applying skills

To choose, use and vary simple tactics of dribbling and shooting. To be aware of the team members in the game situation.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

	<p>Relay races: Split into four teams each in their own lane. The person at the front of the line must dribble out to the end of the channel, turn, dribble back and then perform whichever pass has been set (chest, bounce or shoulder) from the final channel cone to the next person. First team to get everyone back and sitting down gets 1 point.</p> <p>END ZONE dribbling game: Add two end zones to the area and play mini 3v3 games. In order to score a point players must dribble the ball into the end zone. There is no tackling at this point in the basketball lessons. If a team scores a point the ball goes to the other team.</p> <p>Hot Potatoes : Passing game to improve speed and accuracy. 3 teams of approx 10 players, each team with an equal number of balls. Aim is to pass balls from start to end zone as fast as possible. Children will need to pass accurately and pivot to aim the shot. Repeat but setting a new ball off after the previous ball reaches a certain point, e.g. the 5th person.</p>
4	<p><i>Gymnastics</i></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></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> <p><i>Rounders</i></p> <p><u>Acquiring and developing skills</u> To use the space effectively during the game. To begin to control their bodies.</p> <p><u>Selecting and applying skills</u> To hit and throw the ball with some accuracy. To start to develop batting and hitting skills.</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>

5

Swimming

Gymnastics

Acquiring and developing skills

To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. To be confident in choosing certain shapes and keeping their bodies balanced.

Selecting and applying skills

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

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

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

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

Rounders

Acquiring and developing skills

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

Selecting and applying skills

To be able to hit the ball accurately. To throw the ball accurately.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

<https://www.twinkl.co.uk/resource/t2-mov-454-twinkl-move-pe-y5-striking-and-fielding-rounders-planning-overview>

6

Julia

Rounders

Acquiring and developing skills

To use the space effectively during the game. To control their bodies confidently. To discuss the tactics as a team

Selecting and applying skills

To hit and throw the ball accurately. To develop batting and hitting skills.

Knowledge and understanding

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

Evaluating and improving

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

Suggested activities:

<https://www.twinkl.co.uk/resource/t3-pe-35-rounders-6-and-7-batting-and-fielding-tactics-lesson-ideas>

Athletics

Acquiring and developing skills

To develop the consistency of their actions in a number of events. To increase the number of techniques they use

Selecting and applying skills

To choose appropriate techniques for specific events.

Knowledge and understanding

To understand the basic principles of warming up. To understand why exercise is good for fitness, health & wellbeing.

Evaluating and improving

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

Suggested activities:

<https://www.sasp.co.uk/uploads/athletics-year-5-6.pdf>

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