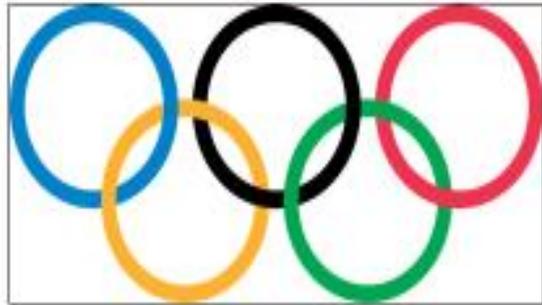


Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Olympics	Asia	Europe	Africa	North America	Oceania	South America



**The Canterbury Primary School**  
**Curriculum**  
**Cycle 2**  
**Term 6**  
**Sport**



Year	Reading
<b>R</b> <b>Ready,</b> <b>Steady,</b> <b>Go!</b>	<p><b>NON-FICTION: STRUCTURE AND PRESENTATION</b>  <i>To identify the key features of non-fiction texts</i></p> <ul style="list-style-type: none"> <li>➤ Begin to recognise some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> </ul> <p><b>NON-FICTION - POSING QUESTIONS</b>  <i>Ask questions to find out</i></p> <ul style="list-style-type: none"> <li>➤ Begin to pose questions they want to research in books or on computers.</li> </ul> <p><b>STRUCTURE AND PRESENTATION</b>  <i>To identify basic story elements</i></p> <ul style="list-style-type: none"> <li>➤ Identify the front cover, title and author.</li> <li>➤ Show an understanding of rhyme.</li> <li>➤ Recognise and use repeated phrases.</li> <li>➤ Identify characters, settings and key events in order.</li> </ul> <p><b>VOCABULARY</b>  <i>To build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Talk with an adult about the meaning of unfamiliar words and then use them independently in speech.</li> </ul> <p><b>RETRIEVAL</b>  <i>To recall information from a text</i></p> <ul style="list-style-type: none"> <li>➤ Answer who, what, where and when questions about what they hear or read.</li> </ul> <p><b>INFERENCE</b>  <i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Answer how and why questions about actions and feelings.</li> </ul> <p><b>VISUALISING</b>  <i>Visualise understanding of what they have heard</i></p> <ul style="list-style-type: none"> <li>➤ Demonstrate understanding through role play.</li> </ul> <p><b>SUMMARISING</b>  <i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retell a simple text with picture prompts.</li> </ul> <p><b>MAKING COMPARISONS</b>  <i>Make comparisons across texts</i></p> <ul style="list-style-type: none"> <li>➤ Compare events in stories.</li> </ul> <p><b>EVALUATING</b>  <i>Evaluate the text</i></p> <p>Begin to talk about aspects of the text they like.</p>

1

Asia

## **NON-FICTION: STRUCTURE AND PRESENTATION**

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

- Discuss different ways pages from an information book can be laid out and how this is different from story books.
- Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.

## **NON-FICTION: LANGUAGE**

*Identify how language...contributes to meaning*

- Discuss the language used in labels and captions.
- Notice how language is used in instructional writing and recounts.

Discuss the meaning of significant words met in reading linked to particular topics.

## **VOCABULARY**

*Use strategies to locate or infer the meaning of unfamiliar words*

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

*Build a wide vocabulary*

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

*Use a dictionary effectively*

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

## **RETRIEVAL**

*Retrieve information from texts*

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

*Answer questions about a text and record their understanding*

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

## **INFERENCE**

*Infer from what characters say and do*

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

*Justify their ideas about a text*

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

## **SUMMARISING**

*Summarise understanding*

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

## **MAIN IDEAS AND THEMES**

*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.

2

Europe

### **NON-FICTION: STRUCTURE AND PRESENTATION**

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

- Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.

### **NON-FICTION: LANGUAGE**

*Identify how language...contributes to meaning*

- 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.

### **VOCABULARY**

*Use strategies to locate or infer the meaning of unfamiliar words*

- 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.

*Build a wide vocabulary*

- Develop understanding of words met in reading.
- Speculate about the possible meaning of unfamiliar words they have read.

*Use a dictionary effectively*

- 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.

### **RETRIEVAL**

*Retrieve information from texts*

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

*Answer questions about a text and record their understanding*

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

### **INFERENCE**

*Infer from what characters say and do*

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

*Justify their ideas about a text*

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

### **SUMMARISING**

*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.

*Annotate the text to support their understanding*

	<ul style="list-style-type: none"> <li>➤ Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.</li> </ul> <p><b>MAIN IDEAS AND THEMES</b></p> <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"> <li>➤ Discuss familiar story themes that they have read or heard.</li> <li>➤ Give reasons why things happen or change over the course of a narrative.</li> </ul>
<p><b>3</b></p> <p><b>Africa</b></p>	<p><b>NON-FICTION: STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Identify how different non-fiction texts are organised.</li> <li>➤ Use the organisational features of non-fiction texts in their own reading and research.</li> <li>➤ Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> </ul> <p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Begin to identify some of the language differences between fiction and non-fiction texts.</li> <li>➤ Develop their understanding of key words met in reading non-fiction texts.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.</li> <li>➤ Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the first two letters.</li> <li>➤ Know the quartiles of the dictionary.</li> </ul> <p><b>RETRIEVAL</b></p> <p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics).</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information.</li> <li>➤ Record their understanding of a text in different ways, using a range of formats.</li> </ul> <p><b>INFERENCE</b></p> <p><i>Infer from what characters say and do</i></p>

	<ul style="list-style-type: none"> <li>➤ Understand how what a character says or does impacts on other characters, or on the events described in the narrative.</li> <li>➤ Infer characters' feelings in fiction.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Re-read sections of texts carefully to find 'evidence' to support their ideas about a text.</li> <li>➤ Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.</li> </ul> <p><b>SUMMARISING</b></p> <p><i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.</li> </ul> <p><i>Annotate the text to support their understanding</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.</li> </ul> <p><b>MAIN IDEAS AND THEMES</b></p> <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"> <li>➤ Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish.</li> <li>➤ Discuss how characters' feelings, behaviour and relationships change over a text.</li> </ul>
<p><b>4</b></p> <p><b>North America</b></p>	<p><b>NON-FICTION: STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> </ul> <p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the language features of different sorts of non-fiction texts.</li> <li>➤ Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries).</li> <li>➤ Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.</li> <li>➤ Investigate the meaning of technical or subject specific words they meet in their reading.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Locate words in a dictionary by the third and fourth place letters.</li> <li>➤ Use the quartiles of the dictionary efficiently to locate words quickly.</li> </ul> <p><b>RETRIEVAL</b></p>

	<p><i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.</li> <li>➤ Pick out key sentences and phrases that convey important information.</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram.</li> <li>➤ Answer questions on a text using different formats (matching, ordering, tabulating, etc.)</li> </ul> <p><b>INFERENCE</b></p> <p><i>Infer from what characters say and do</i></p> <ul style="list-style-type: none"> <li>➤ Deduce the reasons for the way that characters behave from scenes across a short story.</li> </ul> <p><i>Justify their ideas about a text</i></p> <ul style="list-style-type: none"> <li>➤ Support their ideas about a text by quoting or by paraphrasing from it.</li> </ul> <p>Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.</p> <p><b>SUMMARISING</b></p> <p><i>Summarise understanding</i></p> <ul style="list-style-type: none"> <li>➤ Summarise a sentence or paragraphs by identifying the most important elements.</li> <li>➤ Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</li> </ul> <p><i>Annotate the text to support their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Mark texts to identify vocabulary and ideas which they need to clarify.</li> <li>➤ Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.</li> </ul> <p><b>MAIN IDEAS AND THEMES</b></p> <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"> <li>➤ 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.</li> <li>➤ Link cause and effect in narratives and recounts.</li> <li>➤ Explain how ideas are developed in non-fiction texts.</li> </ul>
<p><b>5</b> <b>Oceania</b></p>	<p><b>NON-FICTION: STRUCTURE AND PRESENTATION</b></p> <p><i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Discuss the way that writers of non-fiction match text structure to their intentions.</li> </ul> <p><b>NON-FICTION: LANGUAGE</b></p> <p><i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority.</li> <li>➤ Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.</li> </ul> <p><b>VOCABULARY</b></p> <p><i>Use strategies to locate or infer the meaning of unfamiliar words</i></p>

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

*Build a wide vocabulary*

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

*Use a dictionary effectively*

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

**RETRIEVAL**

*Retrieve information from texts*

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

*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.

**INFERENCE**

*Infer from what characters say and do*

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

*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.

**SUMMARISING**

*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.

*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.

**MAIN IDEAS AND THEMES**

	<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"> <li>➤ Begin to distinguish between plot events/ details and the main themes in the texts they read.</li> <li>➤ 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.</li> <li>➤ Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.</li> </ul>
<p><b>6</b> <b>South America</b></p>	<p><b>NON-FICTION: STRUCTURE AND PRESENTATION</b> <i>Identify how the structure and presentation of non-fiction texts contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.</li> <li>➤ 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.</li> </ul> <p><b>NON-FICTION: LANGUAGE</b> <i>Identify how language...contributes to meaning</i></p> <ul style="list-style-type: none"> <li>➤ Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc.</li> <li>➤ Explain and use accurately the subject specific vocabulary used in different non-fiction texts.</li> </ul> <p><b>VOCABULARY</b> <i>Use strategies to locate or infer the meaning of unfamiliar words</i></p> <ul style="list-style-type: none"> <li>➤ Check the plausibility and accuracy of their explanation of, or inference about, a word meaning</li> <li>➤ Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.</li> </ul> <p><i>Build a wide vocabulary</i></p> <ul style="list-style-type: none"> <li>➤ Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.</li> <li>➤ Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.</li> </ul> <p><i>Use a dictionary effectively</i></p> <ul style="list-style-type: none"> <li>➤ Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.</li> <li>➤ Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.</li> </ul> <p><b>RETRIEVAL</b> <i>Retrieve information from texts</i></p> <ul style="list-style-type: none"> <li>➤ Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.</li> </ul> <p><i>Answer questions about a text and record their understanding</i></p> <ul style="list-style-type: none"> <li>➤ Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc.</li> <li>➤ 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.</li> </ul>

- Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
- Use confidently the different formats (matching, ordering etc.) to answer questions on a text.
- Answer questions by explaining their ideas orally and in writing.

### INFERENCE

*Infer from what characters say and do*

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

*Justify their ideas about a text*

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

### SUMMARISING

*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.

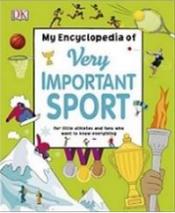
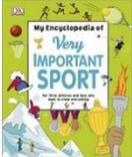
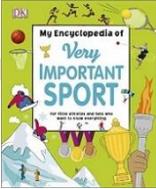
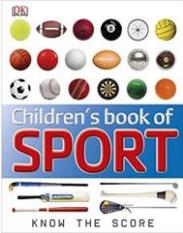
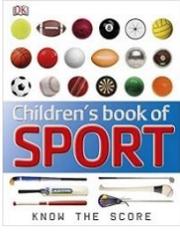
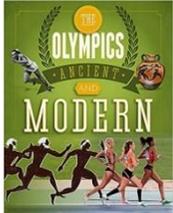
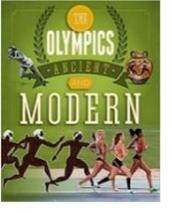
*Annotate the text to support their understanding*

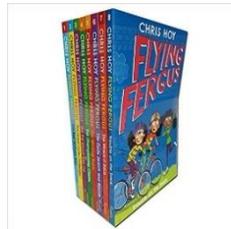
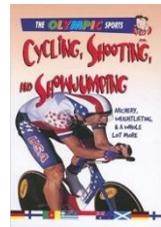
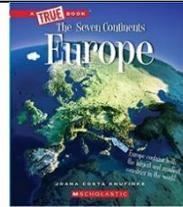
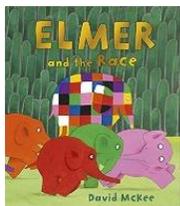
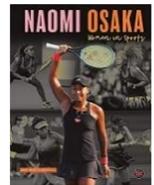
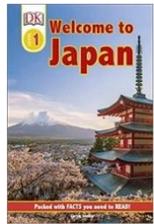
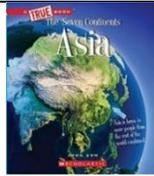
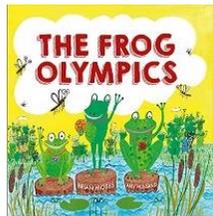
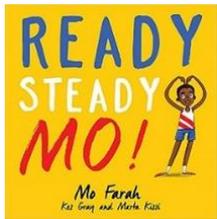
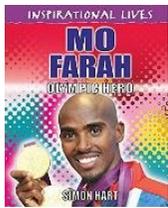
- Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading.
- As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary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

### MAIN IDEAS AND THEMES

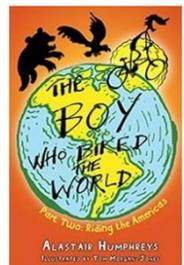
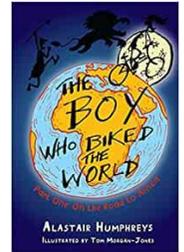
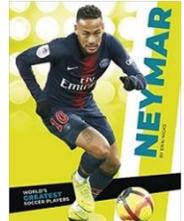
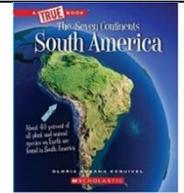
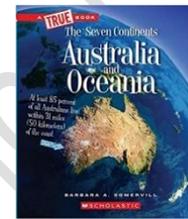
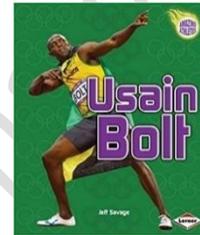
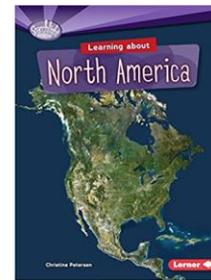
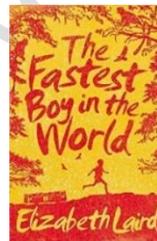
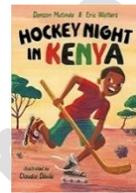
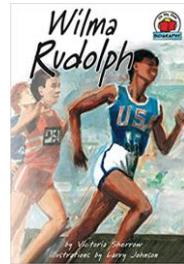
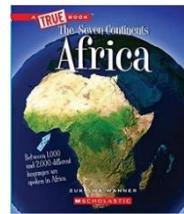
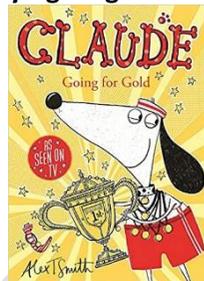
*Identify main ideas and themes in a wide range of books and understand how these are developed over a text*

- 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.
- 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.

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Ready, Steady, Go!</b> 	<b>Asia</b> 	<b>Europe</b> 	<b>Africa</b> 	<b>North America</b> 	<b>Oceania</b> 	<b>South America</b> 



Flying Fergus Series



The Copyright School

Year	<p style="text-align: center;"><b>Writing –</b></p> <p style="text-align: center;"><b>Genres: please ensure that poetry is covered this term, if you have not already done so this year.</b></p> <p style="text-align: center;"><b>One non-fiction and one fiction focus for teaching composition skills (Writing lessons) (Poetry counts as fiction)</b></p> <p style="text-align: center;"><b>Opportunities for writing in other genres can be found in Science, History, Geography, RE, IT and PSHE lessons.</b></p> <p style="text-align: center;"><b>These are the key skills objectives for post-Covid revision of learning.</b></p>
<p><b>R</b></p> <p><b>Ready,</b></p> <p><b>Steady,</b></p> <p><b>Go!</b></p>	<p>Write simple sentences which can be read by themselves &amp; others.</p> <ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate sentences.</li> <li>• Write demarcated sentences.</li> <li>• Use correct pencil grip.</li> <li>• Write name (correct upper &amp; lower case).</li> <li>• Use correct letter formation for familiar words.</li> </ul> <p><b>Phonics – CT planning</b></p>
<p><b>1</b></p> <p><b>Asia</b></p>	<ul style="list-style-type: none"> <li>• Write clearly demarcated sentences.</li> <li>• Use 'and' to join ideas.</li> <li>• Use conjunctions to join sentences (e.g. so, but).</li> <li>• Use standard forms of verbs, e.g. go/went.</li> <li>• Introduce use of: <ul style="list-style-type: none"> <li>o capital letters</li> <li>o full stops</li> <li>o question marks</li> <li>o exclamation marks</li> </ul> </li> <li>• Use capital letters for names &amp; personal pronoun 'I'.</li> <li>• Write a sequence of sentences to form a short narrative <i>[as introduction to paragraphs]</i>.</li> <li>• Use correct formation of lower case – finishing in right place.</li> <li>• Use correct formation of capital letters.</li> <li>• Use correct formation of digits.</li> </ul> <p><b>Phonics – CT planning</b></p>

<b>2</b> <b>Europe</b>	<ul style="list-style-type: none"><li>•Write different kinds of sentence: statement, question, exclamation, command.</li><li>•Use expanded noun phrases to add description &amp; specification.</li><li>•Write using subordination (when, if, that, because) and co-ordination (or, and, but).</li><li>•Correct &amp; consistent use of present tense &amp; past tense.</li><li>•Correct use of verb tenses.</li><li>•Write with correct &amp; consistent use of:<ul style="list-style-type: none"><li>• capital letters</li><li>• full stops</li><li>• question marks</li><li>• exclamation marks</li></ul></li><li>•Use commas in a list.</li><li>•Use apostrophe to mark omission and singular possession in nouns.</li><li>•Write under headings.</li><li>•Write lower case letters correct size relative to one another.</li><li>•Show evidence of diagonal &amp; horizontal strokes to join.</li></ul> <p><b>Phonics/Spelling</b> No-Nonsense Spelling T6 Summer 2</p> <p>Spellings and concepts that children need to secure: from CT gap analysis. /^/ sound spelt 'o' Homophones. Dictation (short!) /l/ or /ul/ phoneme spelt 'il' at end of words. Strategies for learning common exception words. Revision of Y2 learning in NNS programme. Address class gaps in spelling knowledge – CT gap analysis.</p> <ol style="list-style-type: none"><li>1. At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced.</li></ol>

	<p>2. After writing – developing proofreading and checking skills, including using a dictionary.</p>
<p><b>3</b> <b>Africa</b></p>	<ul style="list-style-type: none"> <li>•Use conjunctions (when, so, before, after, while, because).</li> <li>•Use adverbs (e.g. then, next, soon, therefore).</li> <li>•Use prepositions (e.g. before, after, during, in, because of).</li> <li>•Experiment with adjectives to create impact.</li> <li>•Correctly use verbs in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person.</li> <li>•Use perfect form of verbs to mark relationships of time &amp; cause.</li> <li>•Use inverted commas to punctuate direct speech.</li> <li>•Group ideas into basic paragraphs.</li> <li>•Write under headings &amp; sub-headings.</li> <li>•Write with increasing legibility, consistency and fluency.</li> </ul> <p><b>Phonics/Spelling</b> No-Nonsense Spelling T6 Summer 2</p> <p>Teach strategies for spelling at the point of writing. /^/ sound spelt 'ou'.</p> <p>Practice words from statutory spelling list Y3/4. Homophones (including <i>heel/heal/he'll</i>, <i>plain/plane</i>, <i>groan/grown</i> and <i>rain/rein/ reign</i>). Dictation. Revision of Y3 learning in NNS programme. Address class gaps in spelling knowledge – CT gap analysis.</p> <ol style="list-style-type: none"> <li>3. At the point of writing – introducing personal Have a go sheets for all writing if these have not already been introduced.</li> <li>4. After writing – developing proofreading and checking skills, including using a dictionary.</li> </ol>

<p><b>4</b> <b>North America</b> <b>a</b></p>	<ul style="list-style-type: none"> <li>•Vary sentence structure, using different openers.</li> <li>•Use adjectival phrases (e.g. biting cold wind).</li> <li>•Use appropriate choice of noun or pronoun.</li> <li>•Use fronted adverbials.</li> <li>•Use apostrophe for plural possession.</li> <li>•Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</li> <li>•Use commas to mark clauses.</li> <li>•Use inverted commas and other punctuation to punctuate direct speech.</li> <li>•Use paragraphs to organise ideas around a theme.</li> <li>•Use connecting adverbs to link paragraphs.</li> <li>•Write with increasing legibility, consistency and fluency.</li> </ul> <p><b>Phonics/Spelling</b> No-Nonsense Spelling T6 Summer 2 Suffix 'ous'. Prefixes: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Teach/Revise from Year 3. Dictation Suffix '-ly' added to words ending in 'y', 'le' and 'ic'. Strategies for learning spellings from statutory and personal spelling lists. Address class gaps in spelling knowledge – CT gap analysis. Proofreading: own and others' work.</p>
<p><b>5</b> <b>Oceania</b></p>	<ul style="list-style-type: none"> <li>•Add phrases to make sentences more precise &amp; detailed.</li> <li>•Use range of sentence openers – judging the impact or effect needed.</li> <li>•Begin to adapt sentence structure to text type.</li> <li>•Use pronouns to avoid repetition.</li> <li>•Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).</li> <li>•Use the following to indicate parenthesis: <ul style="list-style-type: none"> <li>• brackets</li> <li>• dashes</li> <li>• comma</li> </ul> </li> <li>•Use commas to clarify meaning or avoid ambiguity.</li> <li>•Link clauses in sentences using a range of subordinating &amp; coordinating conjunctions.</li> <li>•Use verb phrases to create subtle differences (e.g. she began to run).</li> <li>•Consistently organise into paragraphs.</li> </ul>

	<ul style="list-style-type: none"> <li>•Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</li> <li>•Write legibly, fluently and with increasing speed.</li> </ul> <p><b>Phonics/Spelling</b> No-Nonsense Spelling T6 Summer 2</p> <p>Revise spelling patterns taught in Term 5. Strategies for learning words: problem suffixes. Homophones. Includes dictation. Address class gaps in spelling knowledge – CT gap analysis. Revision of Y5 learning. Proofreading: use of dictionary to check words, referring to first three or four letters.</p>
<p><b>6</b> <b>South</b> <b>Americ</b> <b>a</b></p>	<ul style="list-style-type: none"> <li>•Use subordinate clauses to write complex sentences.</li> <li>•Use passive voice where appropriate.</li> <li>•Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</li> <li>•Use a sentence structure and layout matched to requirements of text type.</li> <li>•Use semi-colon, colon or dash to mark the boundary between independent clauses.</li> <li>•Use colon to introduce a list &amp; semi colon within a list.</li> <li>•Use correct punctuation of bullet points.</li> <li>•Use hyphens to avoid ambiguity.</li> <li>•Use full range of punctuation matched to requirements of text type.</li> <li>•Use wide range of devices to build cohesion within and across paragraphs.</li> <li>•Use paragraphs to signal change in time, scene, action, mood or person.</li> <li>•Write legibly, fluently and with increasing speed.</li> </ul> <p><b>Phonics/Spelling</b> No-Nonsense Spelling T6 Summer 2</p> <p>Revise spelling patterns taught in Term 5. Strategies for learning words from statutory lists. Words ending ‘-ent’, ‘-ence’ and ‘-ency’. Homophones (<i>draught/ draft, dissent/descent, precede/proceed, wary/ weary</i>). Includes dictation. Strategies for learning words: commonly misspelt homophones. Address class gaps in spelling knowledge – CT gap analysis.</p>

	<p>Proof-reading and use of dictionary: considering alternative graphemes for tricky phonemes in a word.</p>
--	--

The Canterbury Primary School

Year	Maths
R	<p>Money</p> <p>Number bonds</p> <p>Counting to 100</p> <p>Problem solving - counting 2's, 5's and 10's</p> <p>2D and 3D shapes</p> <p>Measurement – length, height, weight, capacity</p>
1	<p><b>(Within 100)</b></p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>measure and begin to record the following: time (hours, minutes, seconds)</p>

<b>2</b>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>
<b>3</b>	<p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a halfturn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>
<b>4</b>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Describe positions on a 2D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>

<b>5</b>	<p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p> <p>Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</p> <p>Use all four operations to solve problems involving measure.</p>
<b>6</b>	<p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate the mean as an average.</p>

Year	Science
R	<p data-bbox="1086 248 1234 272"><u>The Olympics</u></p> <p data-bbox="170 316 286 339"><u>EYFs goals</u></p> <p data-bbox="170 379 237 403"><u>30-50</u></p> <p data-bbox="170 507 745 531">Talks about why things happen and how things work.</p> <p data-bbox="170 603 215 627"><u>60+</u></p> <p data-bbox="170 667 837 691">Looks closely at similarities, differences, patterns and change.</p> <p data-bbox="170 799 237 823">Ideas:</p> <p data-bbox="170 863 2074 927">As it's the Olympics, create a competition or they can select different exercises. They can think about how their body moves in different ways (throwing compared to running or jumping).</p> <p data-bbox="170 1031 1312 1054">They could even create their own Olympics and create different activities to exercise different body parts.</p> <p data-bbox="170 1158 1626 1182">On a basic level, they could discuss what gets them breathing more heavily and when they use more explosive energy for comparisons</p>

Sport/Asia

1

Animals including humans

-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Idea:

Look at senses that are important in particular sports – sight for bowls (precise and accurate), grip (touch) on javelin, hear – running when the gun goes.

What about Paralympics when some are missing those senses – what do they do?

Investigation could be independent and linked to PE.

W/S:

-Asking simple questions to investigate

-Recording an investigation (with a template if required. To extend, leave the values empty).

- Using observations to answer questions

Sport/Europe

2

Content: Animals, including humans

-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

W/S:

-Asking simple questions and suggesting different ways to investigate

-Using basic equipment to perform simple tests that enable comparisons (this can be between groups or within the same group)

-create a recording table (chd to decide the values and where the information goes).

-Using results from basic equipment (recorded data) to answer their questions.

Ideas:

Possibly look at nutrition for an athlete and compare.

Look at which exercise causes you heart rate to raise the most – you can (in a basic way) look at why. The children may be able to come up with something within a group.

3

Sport/Africa

Content: Animals, including humans

Review some of the content from Term 1. However, move it forward to look at the importance of nutrition in sport.

W/S:

- Set-up simple investigations (e.g. comparative, fair testing, observational etc)
- Make careful observations and take readings where appropriate
- Report findings appropriately and use basic scientific concepts to explain findings

Ideas:

You could link nutrition to exercise and performance. Create an experiment that looks at if they eat something that is good for you, will it help their performance – would there be bagels or a piece of fruit available in the morning for a week?  
Another option would be to move it forward on eating to build strength – compare diet and strengths (you would have to be very careful about the pupils selected).

4

North America/Sport

Content:

This will be an independent investigation related to sport. You can link to T2 and look at digestion to review learning.

W/S:

- Begin to question if something (a result), doesn't appear accurate.
- Using results, draw conclusions and use scientific evidence to explain
  - From conclusions, make new predictions for new values and suggest improvements.
- (A focus on looking at inconsistencies and improvements in results)

5

Oceania/Sport

Content: Animals including humans

-describe the changes as humans develop to old age.

W/S:

-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.

Ideas:

If Olympic link, look at when athletes are at their 'peek' and why. Are there some sports, where older is better?

Perhaps a test

6

South America/Sport

Content: Animals including humans

You would have to do a quick review of the circulatory system from T2 to move learning forward.

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
  - describe the ways in which nutrients and water are transported within animals, including humans.
- (This is a move forward from Y4 as it's moves from the digestive system to the circulatory system).**

W/S:

- Plan scientific questions, using variables, stating which variables may be difficult to control
- 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.

Ideas:

Effect of caffeine on performance. This test would have to be designed on adults!!

Then look at negative effect etc.

Exercise routine to keep them fit and healthy – advice for Alfred the Great. Measure heart rate etc. Design different exercise routines for the three teachers (and class to do it each morning). Measure overall fitness. Split three groups (yoga, body weight, cardio – 10 min each morning for a week?) Series of tests – strength, balance and cardio fitness.

Year

Science

<p><b>R</b></p>	<p style="text-align: right;"><u>The Olympics</u></p> <p><u>EYFs goals</u> <u>30-50</u></p> <p>Talks about why things happen and how things work.</p> <p><u>60+</u> Looks closely at similarities, differences, patterns and change.</p> <p>Ideas: As it's the Olympics, create a competition or they can select different exercises. They can think about how their body moves in different ways (throwing compared to running or jumping).</p> <p>They could even create their own Olympics and create different activities to exercise different body parts.</p> <p>On a basic level, they could discuss what gets them breathing more heavily and when they use more explosive energy for comparisons</p>
<p><b>1</b></p>	<p style="text-align: right;"><u>Sport/Asia</u></p> <p><u>Animals including humans</u> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Idea: Look at senses that are important in particular sports – sight for bowls (precise and accurate), grip (touch) on javelin, hear – running when the gun goes. What about Paralympics when some are missing those senses – what do they do?</p> <p>Investigation could be independent and linked to PE.</p> <p><u>W/S:</u> -Asking simple questions to investigate -Recording an investigation (with a template if required. To extend, leave the values empty). - Using observations to answer questions</p>

<p><b>2</b></p>	<p style="text-align: center;"><u>Sport/Europe</u></p> <p><u>Content: Animals, including humans</u>          -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>W/S:</u>          -Asking simple questions and suggesting different ways to investigate          -Using basic equipment to perform simple tests that enable comparisons (this can be between groups or within the same group)          -create a recording table (chd to decide the values and where the information goes).          -Using results from basic equipment (recorded data) to answer their questions.</p> <p><u>Ideas:</u>          Possibly look at nutrition for an athlete and compare.          Look at which exercise causes you heart rate to raise the most – you can (in a basic way) look at why. The children may be able to come up with something within a group.</p>
<p><b>3</b></p>	<p style="text-align: center;"><u>Sport/Africa</u></p> <p><u>Content: Animals, including humans</u>          Review some of the content from Term 1. However, move it forward to look at the importance of nutrition in sport.</p> <p><u>W/S:</u>          -Set-up simple investigations (e.g. comparative, fair testing, observational etc)          -Make careful observations and take readings where appropriate          -Report findings appropriately and use basic scientific concepts to explain findings</p> <p><u>Ideas:</u>          You could link nutrition to exercise and performance. Create an experiment that looks at if they eat something that is good for you, will it help their performance – would there be bagels or a piece of fruit available in the morning for a week?          Another option would be to move it forward on eating to build strength – compare diet and strengths (you would have to be very careful about the pupils selected).</p>

4	<p><u>North America/Sport</u></p> <p><u>Content:</u> This will be an independent investigation related to sport. You can link to T2 and look at digestion to review learning.</p> <p><u>W/S:</u> Begin to question if something (a result), doesn't appear accurate. -Using results, draw conclusions and use scientific evidence to explain -From conclusions, make new predictions for new values and suggest improvements. (A focus on looking at inconsistencies and improvements in results)</p>
5	<p style="text-align: right;"><u>Oceania/Sport</u></p> <p><u>Content: Animals including humans</u> -describe the changes as humans develop to old age.</p> <p><u>W/S:</u> -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.</p> <p><u>Ideas:</u> If Olympic link, look at when athletes are at their 'peek' and why. Are there some sports, where older is better? Perhaps a test</p>

6

South America/Sport

Content: Animals including humans

You would have to do a quick review of the circulatory system from T2 to move learning forward.

-recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

-describe the ways in which nutrients and water are transported within animals, including humans.

**(This is a move forward from Y4 as it's moves from the digestive system to the circulatory system).**

W/S:

-Plan scientific questions, using variables, stating which variables may be difficult to control

-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.

Ideas:

Effect of caffeine on performance. This test would have to be designed on adults!!

Then look at negative effect etc.

Exercise routine to keep them fit and healthy – advice for Alfred the Great. Measure heart rate etc. Design different exercise routines for the three teachers (and class to do it each morning). Measure overall fitness. Split three groups (yoga, body weight, cardio – 10 min each morning for a week?) Series of tests – strength, balance and cardio fitness.

Year	History	Geography
R	<p style="text-align: center;"><b>The Olympics</b></p> <p><b>Identify:</b> Know about a range of events that have happened in the past</p> <p>Q – What sports are in the Olympics?</p>	<p style="text-align: center;"><b>The Olympics</b></p> <p><b>Select</b></p> <p>Children know about similarities and differences between and among communities and traditions Use simple directional language e.g. forwards, turn</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Explore where the Olympic first started and where it has been held.</li> <li>• The Olympic rings – What do they represent, find them on the map of the world.</li> <li>• The Olympic torch – Starts in Greece and travels around the world. Recreate this – draw a world map outline (or use the big maps) chn to travel to the countries with a torch (chn could make their own torch)</li> </ul>
1	<p style="text-align: center;"><b>Asia</b></p> <p><b>Classify:</b> Understand that the past is represented in a variety of ways</p> <p>Q – What is Asia famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/asia-facts.html">https://www.kids-world-travel-guide.com/asia-facts.html</a></p>	<p style="text-align: center;"><b>Asia</b></p> <p><b>Compare / Contrast</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom *Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history. *Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p><b>Ideas</b></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-continent-of-asia/zfpt2sg">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-continent-of-asia/zfpt2sg</a></p> <ul style="list-style-type: none"> <li>• Find Asia on a globe and discuss its location and size as well as some of the countries within it and oceans that border it.</li> </ul>

		<ul style="list-style-type: none"> <li>• Give groups some varied images from Asia including the Great Wall of China, the Dead Sea, Petra, and others showing some of this continent's diversity. You might include e.g. the Shinkansen or 'bullet' train leaving Tokyo, Mount Everest, The Taj Mahal, the Gobi Desert etc. Also select images to convey the climate differences between places in the far north and south of the continent. Ask pupils to sort given images into 'yes' and 'no' piles according to whether they think they can be found in Asia or not. Give each group one or more challenges to find a landmark's location using digital mapping or an atlas. Create a wall display.</li> <li>• 'Zoom' into a local scale within a chosen country of study, such as China, and select a locale to compare with where you live. Look at the everyday lives of the people who live there and draw out similarities and difference with pupils' everyday lives.</li> <li>• Create a map of where animals might be found in their natural habitat e.g. Pandas in China.</li> <li>• Read a selection of story and non-fiction books about life in countries within Asia and locate those places on a map as you go.</li> </ul>
2	<p style="text-align: center;"><b>Europe</b></p> <p><b>Classify:</b> Understand that the past is represented in a variety of ways</p> <p>Q – What is Europe famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/europe-facts.html">https://www.kids-world-travel-guide.com/europe-facts.html</a></p>	<p style="text-align: center;"><b>Europe</b></p> <p style="text-align: center;"><b>Reason /Speculate</b></p> <p>Reason / Speculate how people might spoil or make an area better.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>§ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>§ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Ideas</b></p> <ul style="list-style-type: none"> <li>• Discuss how people might spoil or make an area better. Watch Barnaby Bear clip on a new road being built <a href="https://www.bbc.co.uk/bitesize/clips/zr6fgk7">https://www.bbc.co.uk/bitesize/clips/zr6fgk7</a> Do chn change their opinions?</li> </ul>

		<ul style="list-style-type: none"> <li>• Take a walk around the local area / park. Can children suggest ways that the area could be improved? What impact might this have on physical geography?</li> <li>• Look at the school grounds. Chn could survey other chn/adults in the school about how it could be improved. Create tally charts / graphs (math link).</li> </ul>
3	<p style="text-align: center;"><b>Africa</b></p> <p style="text-align: center;"><b>Summarise:</b> why is it, how do you know</p> <p>Q – What is Africa famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/africa-facts.html">https://www.kids-world-travel-guide.com/africa-facts.html</a></p>	<p style="text-align: center;"><b>Africa</b></p> <p style="text-align: center;"><b>Explain / Demonstrate Understanding</b></p> <p>Locate and name the continents, equator, N and S hemisphere on a World Map.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ideas</p> <p><a href="https://www.3dgeography.co.uk/kenya-geography">https://www.3dgeography.co.uk/kenya-geography</a></p> <ul style="list-style-type: none"> <li>• Focus on one country – Kenya? Find in Google Earth /Digimaps and Atlas – Compare the area of Kenya to UK.</li> <li>• Use photograph of safaris and animals – imagine they were going to visit Kenya and need a map to locate the animals. Create own maps / symbols.</li> <li>• Use compass directions / grid reference to locate animals – could link to maps problem solving using grid reference</li> </ul>

<p>4</p>	<p style="text-align: center;"><b>North America</b></p> <p style="text-align: center;"><b>Synthesise:</b> make connections</p> <p>Q – What is North America famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/north-america-facts.html">https://www.kids-world-travel-guide.com/north-america-facts.html</a></p>	<p style="text-align: center;"><b>North America</b></p> <p style="text-align: center;"><b>Compare and Contrast</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Learn the eight points of a compass, four-figure grid references.</p> <p>Ideas  <a href="https://www.3dgeography.co.uk/usa-geography">https://www.3dgeography.co.uk/usa-geography</a></p> <ul style="list-style-type: none"> <li>• Identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam. Using a map can they use compass points to describe where these features are on a map?</li> <li>• Chn describe their local area in detail, using appropriate geographical vocabulary. Then compare their local area with specific areas in North America, considering how both physical and human</li> <li>• Chn could create their own maps or print maps of area studied in North America and use four-figure grid reference – math link</li> </ul>
<p>5</p>	<p style="text-align: center;"><b>Oceania</b></p> <p style="text-align: center;"><b>Make reasoned judgements:</b> Be able to describe the key areas</p> <p>Q – What is Oceania famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/oceania-facts.html">https://www.kids-world-travel-guide.com/oceania-facts.html</a></p>	<p style="text-align: center;"><b>Oceania</b></p> <p style="text-align: center;"><b>Evaluate / Critique</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth/Digimaps) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Ideas</p>

		<p><a href="https://12ee0b5a-abb3-9812-7a54-6dc8dc507f17.filesusr.com/ugd/5cd6ef_1de019a18ef14f999db692e313ac75bd.pdf">https://12ee0b5a-abb3-9812-7a54-6dc8dc507f17.filesusr.com/ugd/5cd6ef_1de019a18ef14f999db692e313ac75bd.pdf</a></p> <p><a href="https://www.3dgeography.co.uk/australian-geography">https://www.3dgeography.co.uk/australian-geography</a></p> <ul style="list-style-type: none"> <li>• Locate the cities of Australia and use eight compass points to find the different areas.</li> <li>• Focus on the Great Barrier Reef, create a fact file.</li> <li>• Is the reef in danger? Explore the challenges faced due to climate change etc.</li> </ul>
6	<p style="text-align: center;"><b>South America</b></p> <p style="text-align: center;"><b>Hypothesise:</b> why is the continent significant</p> <p>Q – What is South America famous for?</p> <p><a href="https://www.kids-world-travel-guide.com/south-america-facts.html">https://www.kids-world-travel-guide.com/south-america-facts.html</a></p>	<p style="text-align: center;"><b>South America</b></p> <p style="text-align: center;"><b>Hypothesise</b></p> <p>Describe and understand key aspects of: Physical geography including coasts, rivers and the <b>water cycle including transpiration</b>; climate zones, biomes and vegetation belts.</p> <p>Distribution of natural resources perhaps focussing on water.</p> <p><b>Ideas</b></p> <p><a href="http://cdn.theweekjunior.co.uk/The_Week_Junior_All_about_water.pdf?_ga=2.179990567.2077561829.1592478553-294622086.1592478553">http://cdn.theweekjunior.co.uk/The_Week_Junior_All_about_water.pdf?_ga=2.179990567.2077561829.1592478553-294622086.1592478553</a></p> <ul style="list-style-type: none"> <li>• Where does our water come from?</li> <li>• Does everyone have access to clean water? Why/Why not? Focus on water in South America</li> </ul> <p><a href="https://www.worldwatercouncil.org/fileadmin/wwc/News/WWC_News/water_problems_22.03.04.pdf">https://www.worldwatercouncil.org/fileadmin/wwc/News/WWC_News/water_problems_22.03.04.pdf</a></p> <ul style="list-style-type: none"> <li>• What will happen if we don't conserve water? Can chn suggest ways to help people conserve water?</li> </ul>

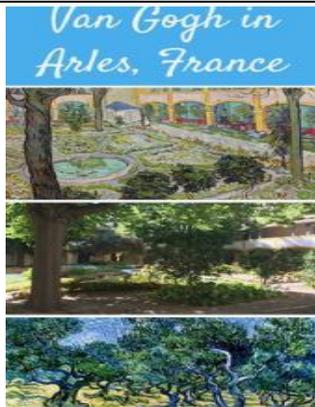
Year	RE	PSHE
R	<p>To explore Buddhism.</p>	<p><b>Termly word is SAFETY</b></p> <p><b>L7.</b> How can the internet and devices be used safely to find things out and to communicate with others?</p> <p><b>L10.</b> What is money, what is its purpose, what different forms money comes in</p> <p><b>L14.</b> Discover how and what other strengths are</p>
1	<p style="text-align: center;"><b>Judaism</b></p> <p><b>Key Question: What makes some places sacred?</b></p> <ul style="list-style-type: none"> <li>• Which places are special and why?</li> <li>• Why do people pray?</li> <li>• What are sacred building used for?</li> </ul> <p>Ideas: Talk about what things and places are special to them and why; do they have things that are holy and sacred? Find out how the Jewish place of worship is used and why going is important to them. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship (e.g. ark, Ner Tamid, Torah scroll, tzitzit, kippah, tallit)</p>	<p><b>Termly word is INDUSTRY</b></p> <p><b>L8.</b> What is the role of the internet in everyday life?</p> <p><b>L11.</b> Investigate what money is used for, how it is spent and saved</p> <p><b>L15.</b> Investigate how jobs help people earn money</p>
2	<p style="text-align: center;"><b>Islam</b></p> <p><b>Key Question: What does it mean to belong to a faith community?</b></p> <ul style="list-style-type: none"> <li>• Where do we belong?</li> <li>• What does it mean to be a Muslim in Britain today?</li> </ul> <p>Ideas: Talk about groups to which the children belong, what they enjoy about them and why they are important. Find out some symbols of 'belonging' used in Islam. Talk to a Muslim and find out what is good about being in a community and what kinds of things they do. Compare welcoming ceremonies</p>	<p><b>Termly word is COMMUNITY</b></p> <p><b>L9.</b> To talk about how the information online is true</p> <p><b>L12.</b> What is the difference between needs and wants? Sometimes people may not always be able to have the things that they want</p> <p><b>L13.</b> Find out why money needs to be looked after and what the different ways are of doing this</p> <p><b>L16.</b> Investigate what jobs people they know do and jobs within the community</p> <p><b>L17.</b> List the different strengths and interests that someone might need to do different jobs</p>

	<p>from different religions e.g. bat bat (Jewish), baptism, Aqiqah (Muslim)</p>	
<p>3</p>	<p style="text-align: right;"><b>Judaism</b></p> <p><b>Key Question: Why do people pray?</b></p> <ul style="list-style-type: none"> <li>• How does prayer make people feel?</li> <li>• If God is everywhere, why go to a place of worship?</li> </ul> <p>Ideas: Read the Lord's Prayer and think about the meanings of the words. Ask questions about answered and unanswered prayer and find out some answers to these questions. Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspires, close to God or challenged? How? Learn that religions pray in many different way.</p>	<p style="text-align: center;"><b>Termly word is VALUES</b></p> <p><b>L11.</b> Recognise how social media can be used in a positive and negative way <b>L17.</b> Find out about the different way's items are paid for and the choices people have about this <b>L18.</b> To recognise that people have different attitudes towards saving and spending money, what influences their decisions and what makes something value for money <b>L25.</b> Recognise positive things about themselves and their achievements. Set targets to achieve personal outcomes.</p>
<p>4</p>	<p style="text-align: right;"><b>Islam</b></p> <p><b>Key Question: What can we learn from religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>• Is the difference between right and wrong always clear?</li> <li>• If religions say that God inspires their rules for living, where to Humanists look for guidance?</li> </ul> <p>Ideas: Talk about how pupils learn the difference between right and wrong. Explore teachings which act as guidance for Muslims. What difference would it make if everyone kept these guides for living? Explore the lives of some inspirational religious individual. Consider how their religious faith inspired and guided them in their lives.</p>	<p style="text-align: center;"><b>Termly word is PRIORITIES</b></p> <p><b>L12.</b> Assess the reliability of sources online and how to make safe and reliable choices from the search results <b>L19.</b> Investigate hoe peoples spending can affect others and the environment ie fair trade, buying single use plastics and giving to charity <b>L20.</b> Discuss why people make spending decisions based on priorities, needs, and wants <b>L26.</b> Find out about different jobs/careers people have and explore how many they could have in a lifetime <b>L27.</b> Investigate stereo types in the workplace and that aspirations should not limit them</p>

<p>5</p>	<p style="text-align: center;"><b>Judaism</b></p> <p><b><u>Key Question: If God is everywhere, why go to a place of worship?</u></b></p> <ul style="list-style-type: none"> <li>• Why do people pray?</li> <li>• What makes some places sacred?</li> </ul> <p>Ideas: Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. Find out the key features of places of worship. Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</p>	<p style="text-align: center;"><b>Termly word is INFLUENCE</b></p> <p><b>L13.</b> Find out some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> Discuss how information is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L21.</b> List the different ways to keep track of money</p> <p><b>L22.</b> Think about the risks associated with money, e.g money can be won, lost, stolen. How to keep money safe</p> <p><b>L28.</b> What might influence people's decisions about a job or career ie personal interests, connections to trades or businesses, strengths, and qualities</p> <p><b>L29.</b> Explore why some jobs are paid more than others and what factors influence this, gender, race, age ect</p>
<p>6</p>	<p style="text-align: center;"><b>Islam</b></p> <p><b><u>Key Questions: Is it better to express your religion in arts and architecture or in charity and generosity?</u></b></p> <ul style="list-style-type: none"> <li>• How can people express the spiritual through the arts?</li> <li>• What would a world be without charity or generosity?</li> </ul> <p>Ideas: Work in small group and present to the class an example of the most impressive religious art or architecture. Notice, list and explain the similarities and differences between Christian and Muslim sacred buildings. Compare Christians and Muslim ideas about art. Consider why Muslims think giving away money is important, and what difference this makes to the giver and the receiver.</p>	<p style="text-align: center;"><b>Termly word id ASPIRATIONS</b></p> <p><b>L15.</b> Recognise what is appropriate to share and not share on social media. What are the rules surrounding distribution of images?</p> <p><b>L16.</b> Find out how text and images can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p><b>L23.</b> What are the risks when gambling and impact on health and wellbeing and future aspirations?</p> <p><b>L24.</b> Investigate the ways money can impact on people's feelings and emotions</p> <p><b>L30.</b> List some of the skills needed for future careers eg, teamwork, negotiation, teamwork</p> <p><b>L31.</b> What job you might you like to have when you are older</p> <p><b>L32.</b> Recognise a variety of different routes into careers ie apprenticeships, collage, university</p>

Year	Art and Design	Design and Technology
R	<p style="text-align: center;"><b>Topic: The Olympics</b></p> <ul style="list-style-type: none"> <li>• <b>Cut, make and paint the Olympic Rings.</b></li> </ul> <p><b>Skill: To</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p style="text-align: center;"><b>Topic: The Olympics</b></p> <ul style="list-style-type: none"> <li>• Make an Olympic torch</li> <li>• Make gingerbread men to link to text.</li> <li>• Mo Farah link- Create a medal- cardboard, jar lids</li> </ul> <p>Skill: To handle equipment and tools effectively and safely.</p>
1	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></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;"><b>Evaluating and Developing work (ONGOING)</b></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><b>Focus:</b></p>  <p><b>Printing to Cherry Blossom Scrolls- Make marks in print with a variety of different objects including natural and made objects. Carry out different printing techniques including monoprint, block, relief and resist printing. Build a repeating pattern.</b></p> <p><b>Or, Kites- Children's day May 5<sup>th</sup>- Koinbori. Or Washi Dolls, Pandas, Dragons.</b></p>	<p style="text-align: center;"><b>Food Festival- Make a sweet and savoury dish to sell</b></p> <p style="text-align: center;"><b>Make</b></p> <p>Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><b>Focus: Asia</b></p> <p><b><u>An alternative idea instead of cooking:</u></b></p> <p><b>Tennis- Naomi Osaka</b></p> <p><b>Focus: Design, make and evaluate a tennis racket.</b></p> <p><b>Design:</b> To use their knowledge of existing products and their own experience to help generate their ideas.</p> <p><b>Make: To</b> cut, shape, score and join materials with some accuracy.</p> <p><b>Evaluate:</b> To explain positives and things to improve for existing products.</p>

		 <p>An additional creative task?</p>
<p><b>2</b></p>	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></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.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures</p> <p style="text-align: center;"><b>Evaluating and Developing work (ONGOING)</b></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><b>Focus: Vincent Van Gough- Pick a landmark in Europe and paint it in the style of Vincent Van Gough.</b></p>	<p style="text-align: center;"><b>Food Festival- Make a sweet and savoury dish to sell</b></p> <p style="text-align: center;"><b>Make</b></p> <p>Select and use appropriate fruit and vegetables, processes and tools. Use basic food handling, hygienic practices and personal hygiene. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><b>Focus: Europe</b></p> <p><b><u>An alternative idea instead of cooking:</u></b>  <b>Focus: design, make and evaluate a moving picture which includes a bike. (They could use the picture they paint in Art as their background?)</b>  <b>Design:</b> To plan and test ideas using templates and mock-ups;  <b>Make/ Technical Knowledge:</b> To explore and create products using mechanisms, such as levers, sliders and wheels.  <b>Evaluate:</b> To start to understand that the iterative process sometimes involves repeating different stages of the process.      Question: Were there any stages you had to repeat? If so, can you explain why?      Cycling</p>



3

**Exploring and Developing ideas  
(ONGOING)**

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  
Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Evaluating and Developing work  
(ONGOING)**

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

**Focus: Printing- Print using a variety of materials, objects, and techniques including layering.**

**To explore pattern and shape, creating designs for printing.**

**Colour- contrasting and complementary colours.**

**Focus: Africa**

**Food Festival- Make a sweet and savoury dish to sell  
Make**

Demonstrate hygienic food preparation and storage.  
Understand and apply the basic principles of a healthy and varied diet.  
Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.  
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**An alternative idea instead of cooking:**

**Wilma Rudolph- Sprinting**

**Focus: To design, make and evaluate a pair of trainers.**

**Design:**

To use annotated sketches and cross-sectional drawings to develop and communicate their ideas.  
To explore different initial ideas before coming up with a final design  
To explain their choice of materials and components including function and aesthetics.

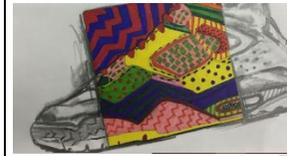
**Make:**

To use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components  
To measure and mark out to the nearest cm and millimetre  
To cut, shape and score materials with some degree of accuracy;

**Evaluate:**



To explore what materials/ingredients products are made from and suggest reasons for this



Or Hockey



4

#### Exploring and Developing ideas (ONGOING)

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

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

#### Evaluating and Developing work (ONGOING)

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

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

Annotate work in sketchbook.

**Focus: Clay- Mount Rushmore**

**Use and apply a range of clay techniques.**



#### Food Festival- Make a sweet and savoury dish to sell

##### Make

Demonstrate hygienic food preparation and storage.

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

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

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

**Focus: North America**

**An alternative idea instead of cooking:**

**Usain Bolt**

**Focus: Create a running track and a model of Usain Bolt. Ask the children to explore ways they could move Usain bolt around the running track. A picture below shows a car being moved around by a magnet.**

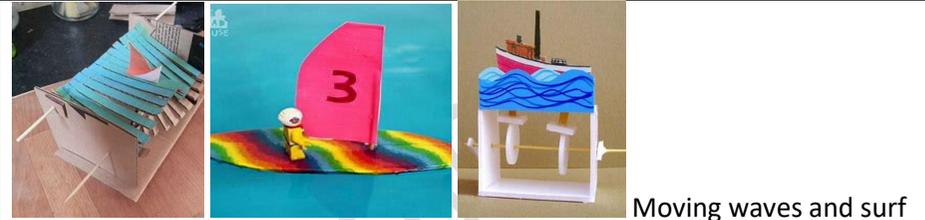
**Design:**

To explain how particular parts of their products work.

**Make:**

To use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures

		<p>To use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;  <b>Evaluate: To</b> consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product.</p>  <p>An example.</p>
5	<p style="text-align: center;"><b>Exploring and Developing ideas (ONGOING)</b></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;"><b>Evaluating and Developing work (ONGOING)</b></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><b>Focus: Aboriginal Art</b>  <b>Organise their work in terms of pattern, repetition or random printing styles.</b></p> 	<p style="text-align: center;"><b>Food Festival- Make a sweet and savoury dish to sell</b></p> <p style="text-align: center;"><b>Make</b></p> <p>Demonstrate hygienic food preparation and storage.          Understand and apply the basic principles of a healthy and varied diet.          Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.          Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>Focus: Oceania</b></p> <p><b><u>An alternative idea instead of cooking:</u></b>  <b>Stephanie Gilmore Surfer</b>  <b>Focus: To explore mechanisms to create a mechanical 'surfing' toy. (See pictures of ideas below)</b>  <b>Design: To</b> explain their choice of materials and components including function and aesthetics.  <b>Make: To</b> use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;  <b>Evaluate:</b> explain and evaluate how effective mechanical systems such as levers and linkages create movement;</p>



board.

Moving waves and surf

6

**Exploring and Developing ideas  
(ONGOING)**

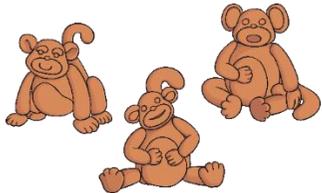
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  
Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

**Evaluating and Developing work  
(ONGOING)**

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

**Focus: Clay- Make a monkey out of clay**

**To use and apply a range of clay techniques and tools to make a model.**



**Artist: Frida Kahlo- Self Portrait with Monkeys**

**Food Festival- Make a sweet and savoury dish to sell**

**Make**

Demonstrate hygienic food preparation and storage.  
Understand and apply the basic principles of a healthy and varied diet.  
Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques.  
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**Focus: South America**

**An alternative idea instead of cooking:**

Neymar- football

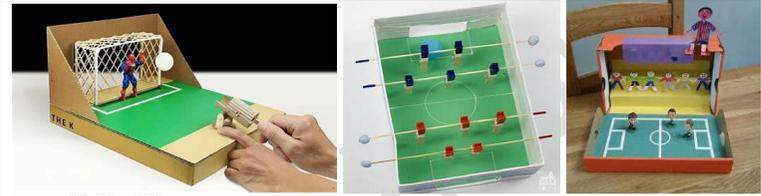
**Focus: Design, make an evaluate a 'football' themed game. (see pictures below)**

**Design: To** use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas

**Make:**

To use a full range of materials and components, including construction materials and kits, textiles, and mechanical components  
To cut a range of materials with precision and accuracy  
To shape and score materials with precision and accuracy  
To assemble, join and combine materials and components with accuracy;

**Evaluate: To** critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make;



**Cardboard Box  
Football or Soccer Themed  
Foosball Table**



The Canterbury Primary School

Year	Music	Computing
R	<p><b><u>Focus: Listening: Pupils to listen to music from Asia and be involved in group discussions.</u></b></p> <p><b><u>SF:</u></b> I can listen to music from Asia and answer questions about what I am hearing.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to music from Asia</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from Asia</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Pupils to play along to recorded music using different types of percussion</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from Asia</li> <li>• Laptops for research</li> <li>• Percussion</li> </ul>	<p>Despite computing not being explicitly mentioned within the <a href="#">Early Years Foundation Stage (EYFS) statutory framework</a>, which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. The main area within the EYFS statutory framework related to computing is the <b>Understanding the world - Technology strand</b>, although each area of the framework enables practitioners to effectively prepare children for studying the computing curriculum.</p> <p>The <a href="#">Development Matters</a> (pg. 2) document states of best practice in early years is creative, active, exploratory, playful and encourages critical thinking, thus the activities below have been included to meet these criteria where feasible. Tasks are outlined for each area of the EYFS framework, although many other opportunities exist to use technology with younger children; particularly when linked to a topic studied within class.</p> <p><b>Useful websites:</b>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  <a href="https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources">https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-computing-primary-teaching-resources</a>  <a href="https://community.computingatschool.org.uk/resources/landing">https://community.computingatschool.org.uk/resources/landing</a></p>
1	<p><b><u>Focus: Listening: Pupils to listen to music from Asia and be involved in group discussions.</u></b></p> <p><b><u>SF:</u></b> I can listen to music from Asia and answer questions about what I am hearing.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to music from Asia</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> </ul>	<p style="text-align: center;"><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• I know that not everyone is who they say they are on the Internet.</li> </ul> <p>Book Chicken Clicking  <a href="#">Hectors World</a></p> <ul style="list-style-type: none"> <li>• I know how to report an incident.</li> </ul> <p style="text-align: center;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can change font type, size and colour.</li> <li>• I can use bold, italics and underline my work.</li> <li>• I can choose a suitable background for the font colour I am using.</li> </ul> <p><a href="#">Word/Powerpoint</a></p>

	<ul style="list-style-type: none"> <li>• Research music/ the instruments from Asia</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Pupils to play along to recorded music using different types of percussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from Asia</li> <li>• Laptops for research</li> <li>• Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise some of the icons used in computing. <a href="#">Icon Do This</a></li> </ul> <p style="text-align: center;">Computer Science</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I know that an algorithm is needed for a computer program to run.</li> <li>• I can sequence the steps in the correct order to solve a real -life problem. (Plant a seed, brush your teeth etc)</li> </ul> <p style="text-align: center;"><a href="#">Code Studio</a></p>
2	<p><b>Focus: Listening: Pupils to listen to Folk music from Europe and be involved in group discussions.</b></p> <p><b>SF:</b> I can listen to Folk music from Europe and answer questions about what I am hearing.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen to Folk music from Europe</li> <li>• Research Folk music – what it is, which instruments are used etc.</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from Europe</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Pupils to play along to recorded music using different types of percussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for Folk music examples from Europe</li> <li>• Laptops for research</li> <li>• Percussion</li> </ul>	<p style="text-align: center;">Digital Literacy</p> <ul style="list-style-type: none"> <li>• I know that there are different ways to communicate with people. (E.g. email, video conference, blog, instant message, text...).</li> <li>• I can decide which the best form of communication to use is and who will be able to see it.</li> </ul> <p style="text-align: center;">Information Technology</p> <ul style="list-style-type: none"> <li>• I know that information is stored in Bytes, Kilobytes, Megabytes and Gigabytes. <a href="#">How is data stored on a computer</a></li> </ul> <p style="text-align: center;">Computer Science</p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I can write an algorithm. <a href="https://code.org/hourofcode/overview">https://code.org/hourofcode/overview</a></li> </ul>

<p><b>3</b> <u><b>Focus: Listening &amp; Performing: Pupils to listen to music from Africa and be involved in group discussions. Pupils to learn rhythms on the Djembe.</b></u></p> <p><b>SF:</b> I can listen to music from Africa and answer questions about what I am hearing. I will take part in playing the Djembe.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen to music from the different parts of Africa</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from Africa – focus on West Africa</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Play rhythm-based games/ copying patterns using the Djembes</li> <li>• Compose their own rhythms on the Djembe.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from Africa</li> <li>• Laptops for research</li> <li>• Djembes</li> </ul>	<p><b>Digital Literacy- E-safety</b></p> <p>On-Line Safety Use elements of Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> <li>• I know that some websites can be harmful and show unpleasant things.</li> <li>• I know that I must only open messages online that are safe.</li> <li>• I can evaluate if a website is appropriate for me to use.</li> <li>• I can evaluate if the message I receive is genuine or may be unsafe to open.</li> <li>• I can explain why I should ask a trusted adult before downloading files and games from the Internet.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can create a database.</li> <li>• I can make changes to a database to change inaccurate information.</li> </ul> <p>Excel</p> <p><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I can create an algorithm using variables. (create a game on Scratch)</li> </ul>
<p><b>4</b> <u><b>Focus: Listening: Pupils to listen to music from North America and be involved in group discussions.</b></u></p> <p><b>SF:</b> I can listen to music from North America and answer questions about what I am hearing.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen to music from North America</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from North America</li> <li>• Research some facts about the most popular bands, past and present</li> </ul>	<p><b>Digital Literacy-E-safety</b></p> <p>On-Line Safety Use elements of Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> <li>• I know that some websites can be harmful and show unpleasant things.</li> <li>• I know that I must only open messages online that are safe.</li> <li>• I can evaluate if a website is appropriate for me to use.</li> <li>• I can evaluate if the message I receive is genuine or may be unsafe to open.</li> <li>• I can explain why I should ask a trusted adult before downloading files and games from the Internet.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can use a range of different paint tools to create a piece of 3D art work.</li> </ul> <p>3D design</p>

	<ul style="list-style-type: none"> <li>• Play along to chosen pieces on various percussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from North America</li> <li>• Laptops for research</li> </ul>	<p style="text-align: right;"><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <p>I can create a program that controls more than one thing. (two or more sprites in Scratch or similar software or App)</p>
5	<p><b>Focus: Listening: Pupils to listen to music from Oceania and be involved in group discussions.</b></p> <p><b>SF:</b> I can listen to music from Oceania and answer questions about what I am hearing.</p> <p><b>Content/ Ideas:</b></p> <ul style="list-style-type: none"> <li>• Listen to music from Oceania</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from Oceania</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Play along to chosen pieces on various percussion</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from Oceania</li> <li>• Laptops for research</li> </ul>	<p style="text-align: right;"><b>Digital Literacy</b></p> <p>On-Line Safety Use elements of Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> <li>• I can explain the dangers of spending too long online or playing a game. <a href="#">Hooked</a></li> <li>• I can explain about the potential dangers or problems with gaming.</li> <li>• Carry out an audit of how much time you dedicate to different things during the day.</li> </ul> <p><a href="#">Balancing time online</a> <a href="#">Game On</a>    <a href="#">Only A Game</a></p> <p style="text-align: right;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I know how information is stored as data.</li> <li>• I know what data is.</li> <li>• I know what information is.</li> </ul> <p style="text-align: right;"><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I know what a web browser (Google, Safari) is for [i.e. software on the computer to help access information on the Internet].</li> <li>• I can list or match up the logos to some of the web browsers that we may use to search the World Wide Web.</li> </ul>

<p><b>6</b> <b><u>Focus: Listening: Pupils to listen to music from South America and be involved in group discussions.</u></b></p> <p><b><u>SF:</u></b> I can listen to music from South America and answer questions about what I am hearing.</p> <p><b><u>Content/ Ideas:</u></b></p> <ul style="list-style-type: none"> <li>• Listen to music from South America</li> <li>• Pupils to answer questions eg. What instruments can they hear, what they like or dislike about it and why, how is it different to music they hear in the charts, how does it make them feel? Etc.</li> <li>• Research music/ the instruments from South America</li> <li>• Research some facts about the most popular bands, past and present</li> <li>• Play along to chosen pieces on various percussion</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• CD's, YouTube for music examples from South America</li> <li>• Laptops for research</li> </ul>	<p style="text-align: right;"><b>Digital Literacy</b></p> <p>On-Line Safety Use elements of Google Internet Legends Scheme of Work</p> <ul style="list-style-type: none"> <li>• Carry out an audit of how much time you dedicate to different things during the day.</li> </ul> <p style="text-align: center;"><a href="#">Balancing time online</a></p> <ul style="list-style-type: none"> <li>• I can explain the things I need to consider when creating online content such as a blog (e.g. who sees it, who can comment on it, who moderates it...).</li> <li>• I know what a blog is for.</li> <li>• I know what a wiki is for.</li> </ul> <p style="text-align: right;"><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>• I can create my own video using green screen techniques. (sports broadcast: use DoInk)</li> </ul> <p style="text-align: right;"><b>Computer Science</b></p> <p><a href="https://code.org/">https://code.org/</a></p> <p><a href="https://www.codeforlife.education/">https://www.codeforlife.education/</a></p> <ul style="list-style-type: none"> <li>• I can create an algorithm with variables. (Create a game, quiz)</li> </ul> <p>I can write a program to control something attached to a computer. (Micro Bit, motor, sensor etc)</p>
--	--

Year	PE Term 6
R	<p data-bbox="174 196 309 220"><b>Multi-skills</b></p> <p data-bbox="174 268 481 292"><b><u>Coordination and control</u></b></p> <p data-bbox="174 304 2029 368">Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment,</p> <p data-bbox="174 411 421 435"><b><u>Suggested activities:</u></b></p> <p data-bbox="174 448 2172 544"><b>Sticky Bits</b> - Children explore balancing with a range of equipment (bean bags, quoits) on different parts of their bodies- hand/s, knee, shoulder, head, back, tummy, foot. When their balance or grip is good children can try moving around the room, still balancing their equipment. How many steps can they make? Play 'gears' with the children, who can balance their equipment the longest? Can they stop and start whilst balancing their equipment?</p> <p data-bbox="174 592 2172 759"><b>Ball Familiarization-</b> Every child should collect a ball. Sit on the floor. Can you: roll the ball down your legs, back up again. Repeat, on the way back up, roll it up to your chin and down. Roll it around your legs, behind your back, under your legs. Roll it up your arm, across your shoulders. Stand up. Can you: roll the ball up and down your legs, roll it round your middle/tummy &amp; back, over your shoulder, the other way round. Moving- Go for a walk with your ball. Carry it on your shoulder, hips, head, back. Get with a partner- one ball between two. Pass the ball to each other so it doesn't drop to the ground. Can you: pass it high, low, standing back to back: over your heads, from side to side, under your legs. How many can you do in 30 seconds?</p> <p data-bbox="174 842 414 866"><b><u>Sending and aiming</u></b></p> <p data-bbox="174 879 965 903">Rolling a ball, controlling their bodies, copy and observe, estimate.</p> <p data-bbox="174 951 421 975"><b><u>Suggested activities:</u></b></p> <p data-bbox="174 987 2150 1083"><b>On the move--</b> one tennis ball/small ball per child. Revise ball familiarization (see lesson 5). Demonstrate how to roll a ball (see notes opposite). Ask children to watch and discuss good technique. Children roll their ball into space, follow and collect. Allow children to explore, stopping to give teaching points or using a child to demonstrate good technique.</p> <p data-bbox="174 1131 2172 1195"><b>Target Roll-</b> see Top Start card-set up targets around the room- could be as a carousel of activities. The children roll their ball and aim to: 1) hit a target- either a cone/s, big ball, low level on wall or skittles, 2) go between a goal- e.g. two cones/ bean bags, 3) aim into a hoop, 4) roll along a line.</p> <p data-bbox="174 1278 286 1302"><b><u>Bouncing</u></b></p> <p data-bbox="174 1315 1702 1378">Bouncing a ball, stationary and on the move, estimating, predicting, control and coordination, using a range of small equipment/ Bouncing a ball, bouncing on the move, working with a partner, spatial awareness.</p> <p data-bbox="174 1422 421 1445"><b><u>Suggested activities:</u></b></p>

**How high-** Experiment with different heights of the bounce. What do you need to do to make the ball go higher? How about lower? Discuss.

**Follow the leader-** Teacher could take the lead. Children bounce their balls at the same height as the leader e.g. taking it high or low, bouncing whilst sitting or kneeling. Change slowly or quickly. This encourages children to look up and be aware.

### **Throwing**

Underarm throwing, target throwing, control and coordination

### **Suggested activities:**

**Target Throwing-**set up targets around the room- could be as a carousel of activities. The children throw their ball/beanbag and aim to: 1) hit a target- either a cone/s, big ball, low level on wall or skittles, 2) aim into a hoop/s set one behind the other 3) throw and aim into buckets or boxes.

## **1 *Multi-skills***

### **Acquiring and developing skills**

To move fluently, change directions and speed easily and develop some special awareness.

### **Selecting and applying skills**

To use different movements, speed and pathways. To recognise space in games and use it to their advantage.

### **Knowledge and understanding**

To describe change to their bodies when they exercise.

### **Evaluating and improving**

To watch others, describe what they see and copy.

### **Suggested activities:**

**REACTION GAMES** :Children lie on the floor in a space and on command they have to get to their feet as quickly as possible. Play this game from different starting positions eg. lying on their front, back, sitting. Extend this activity by getting children to stand up and run 10 metres.

**RAT & RABBIT REACTION GAMES:** Children stand with a partner back to back. Have two lines of children standing back to back. One row are the rats, the other rabbits. Use cones or lines to mark the zone both sides of the two rows. On command "rats" all children who are rats run towards their marker/line and their partner rabbit must turn and chase, trying to catch them before they reach the end of the zone. Children return to the starting position. Repeat several times calling either rat or rabbit.

**Relay games:** Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.

2 **Multi-skills**

**Acquiring and developing skills**

To move fluently, change directions and speed confidently and easily and develop special awareness.

**Selecting and applying skills**

To use a variety of movements, speed and pathways. To recognise space in games and use it to their advantage.

**Knowledge and understanding**

To describe change to their bodies when they exercise.

**Evaluating and improving**

To watch others, describe what they see and copy. To explain the improvements that can be made.

**Suggested activities:**

**REACTION GAMES** :Children lie on the floor in a space and on command they have to get to their feet as quickly as possible. Play this game from different starting positions eg. lying on their front, back, sitting. Extend this activity by getting children to stand up and run 10 metres.

**RAT & RABBIT REACTION GAMES:** Children stand with a partner back to back. Have two lines of children standing back to back. One row are the rats, the other rabbits. Use cones or lines to mark the zone both sides of the two rows. On command "rats" all children who are rats run towards their marker/line and their partner rabbit must turn and chase, trying to catch them before they reach the end of the zone. Children return to the starting position. Repeat several times calling either rat or rabbit.

**Relay games:** Set up simple relay games, which involve carrying a ball. Set up teams of 4 or 6 children. Child 1 runs through the course carrying the ball and returns to hand the ball to Child 2. A simple course might involve moving through a slalom of cones and keeping hold of the ball whilst climbing through a hoop.

3 **Swimming**

**Rounders**

**Acquiring and developing skills**

To understand the basic rules of rounders. To learn how to use the space during the game.

**Selecting and applying skills**

To be able to throw and hit the ball with some accuracy.

**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 discuss the game and make some points of improvement.

**Suggested activities:**

<https://www.twinkl.co.uk/resource/t2-mov-92-twinkl-move-year-3-striking-and-fielding-lesson-4-fantastic-fielding-lesson-pack>

4

### **Gymnastics**

#### **Acquiring and developing skills**

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

#### **Selecting and applying skills**

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

#### **Knowledge and understanding**

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

#### **Evaluating and improving**

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

#### **Suggested activities:**

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

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

### **Rounders**

#### **Acquiring and developing skills**

To learn how to use the space effectively during the game. To understand how to coordinate and control their bodies. To understand the rules of rounders.

#### **Selecting and applying skills**

To be able to hit the ball with some accuracy. To throw the ball with some accuracy.

#### **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>

5

***Athletics***

**Acquiring and developing skills**

To develop the consistency of their actions. To use some techniques accurately.

**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>

***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 **Tennis**

**Handball**

**Acquiring and developing skills**

To explore a variety of activities that require co-ordination, control and accuracy. To use these skills confidently in a game situation.

**Selecting and applying skills, tactics and compositional ideas**

To apply control, co-ordination and accuracy when passing the ball during the game To take part in competitive games with a strong understanding of tactics and composition. To apply knowledge of skills for attacking. To aim accurately in order to get to the opponent. To use running, throwing and catching confidently.

**Knowledge and understanding of fitness and health**

To recognise how their body feels when still and exercising and describe the effect exercise has on the body before and after.

**Evaluating and improving performance**

To compare and comment on skills to support creation of new games.

**Suggested activities:**

[https://striver-challenge.com/wp-content/uploads/2016/02/Handball\\_UKS2.pdf](https://striver-challenge.com/wp-content/uploads/2016/02/Handball_UKS2.pdf)