



Laira Green

Primary School

Be Kind, Be Determined, Be Proud

Laira Green Primary School Curriculum Map

Our Intent – What We Want for Our Children

At Laira Green Primary School, we are proud to be part of a lively, multicultural inner-city community. Our children are growing up in a fast-changing world, and it's our job to help them build the knowledge, skills and confidence they need to succeed- both now and in the future. Our mission is simple and clear:

To create an inspired community of learners who are equipped with the skills, experience and confidence they need for a happy and successful future.

We are a fully inclusive school where every child is valued. Through our curriculum and wide range of extra-curricular activities, we encourage children to embrace differences and treat everyone with respect. We aim for all pupils- including those with special educational needs to become independent, articulate and confident young people who are ready for the next stage of their lives.

When we design our curriculum, we think carefully about three key elements:

1. **What children need to learn** – Subject leaders plan this thoroughly, using the Early Years Framework, the National Curriculum, and their own expert knowledge.
2. **How we teach it** – Teachers use high-quality resources and carefully chosen activities to deliver engaging lessons.
3. **How children experience it** – Skilled teachers bring learning to life in exciting and meaningful ways, making sure it's relevant and memorable for the children.

We also enrich our curriculum with school-funded trips and experiences that help children build their understanding of the wider world, boost their confidence and expand their cultural knowledge

Our Implementation – How We Make Learning Happen

Our curriculum is broad, ambitious and exciting. It follows the Early Years and National Curriculum frameworks, but goes far beyond them- offering hands-on experiences, high-quality teaching and many opportunities to learn outside the classroom.

- **High expectations for every child** – We believe every child can succeed and we plan carefully to meet each child's needs, whatever their starting point.
 - **Carefully planned learning** – Lessons are well-structured, inclusive and adapted so that all children can access the curriculum and feel challenged.
 - **Building on what children already know** – We revisit key learning regularly and help children make links between new ideas and what they already understand.
 - **Connecting learning across subjects** – While we teach subjects separately, we also make meaningful links between them, helping children see the bigger picture.
 - **Local links** – Wherever possible, we link learning to our local area, making the most of Plymouth's rich history, culture and natural surroundings- including the sea, Dartmoor and our city's port.
- **Language, Reading and Communication at the Core**
 - **Language matters** – From the very start, we focus on oracy (speaking and listening) and vocabulary. We want all our children to feel confident expressing their ideas and explaining their thinking.
 - **Reading is central** – We promote reading for both learning and pleasure. Our beautiful, well-stocked library is a central part of school life, offering a wide range of high-quality books for every interest and level. Each class also has their own class library which reflects the children's interests.
 - **Vocabulary and display** – We build vocabulary throughout lessons and celebrate learning in classroom displays and shared spaces.
- **Supporting the Whole Child**

At Laira Green Primary, we believe in supporting every part of a child's development- not just their academic progress.

 - We teach **personal, social and emotional development** through dedicated lessons, assemblies, special visitors and day-to-day interactions.
 - We promote a **healthy, active lifestyle** for both pupils and their families.
 - Staff work closely with families and outside agencies to make sure every child feels safe, supported and cared for.
 - We model positive behaviour and strong relationships across the school.

Our Impact – What This Means for Our Children

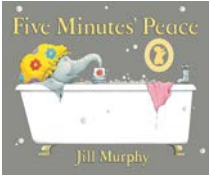
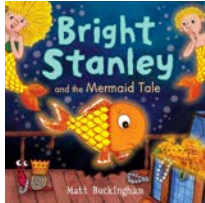
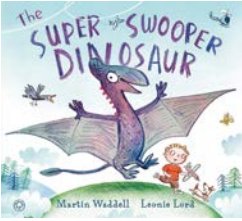
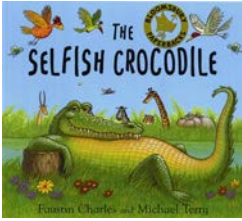
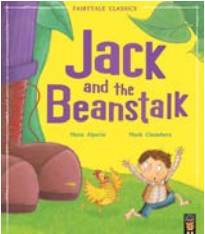
- **Make excellent progress** by learning what we set out for them to learn.
- **Talk confidently about what they know**, how they've learned it and what they've enjoyed.
- **Read fluently and with enthusiasm**, developing a true love of reading.
- **Discover interests and passions** through our extra-curricular activities and enrichment opportunities.
- **Become confident, curious and responsible citizens**, ready for the next stage in their education and beyond.

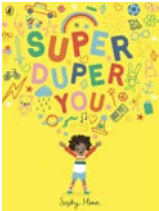
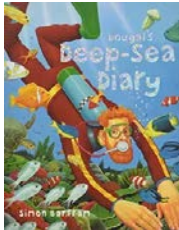
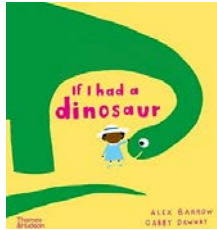
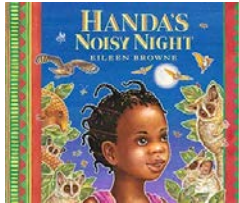
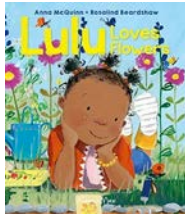
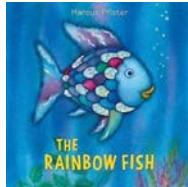
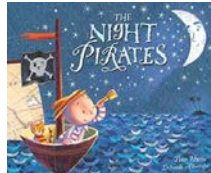
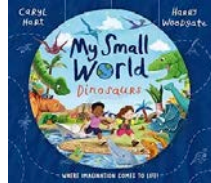
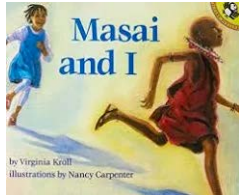
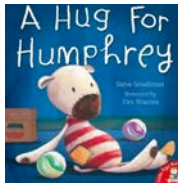
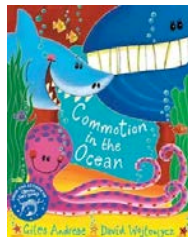
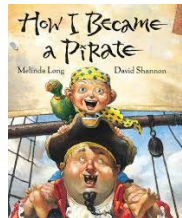
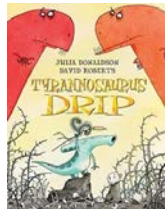
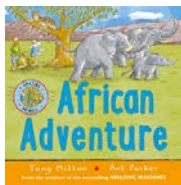
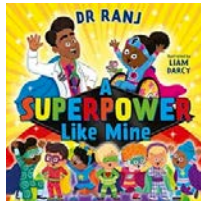
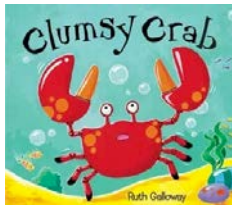
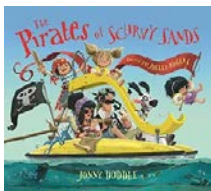
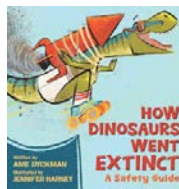
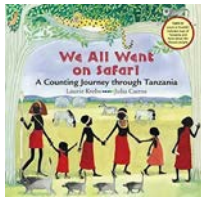
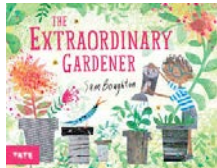
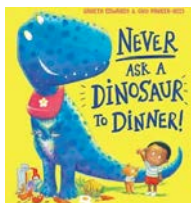
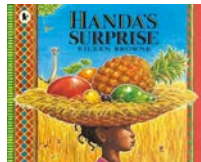
At Laira Green Primary, we aim to give every child the tools they need for a happy, successful life. We are proud of the well-rounded, enthusiastic learners we help to grow, and we look forward to seeing them thrive in the future.

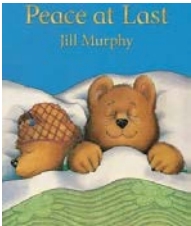
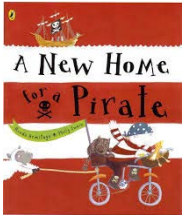
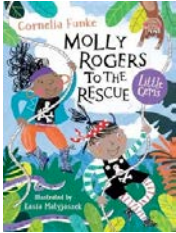
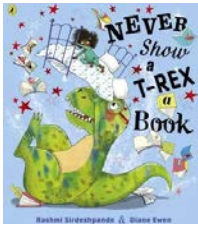
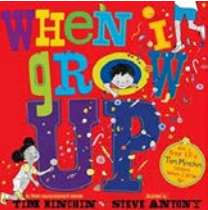
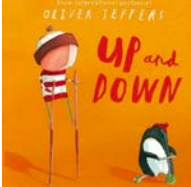
Preschool						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A Theme	 I Am Special We'll talk about the things you love, your favourite games, your pets, your hugs! What makes you special? Let's find out. We're all unique, and that's what it's about! We'll meet new friends and learn their names, learn who likes puzzles, books, or games! So much learning we're going to do All because we're learning YOU!	 Autumn Adventures The air is cool, the leaves turn bright, Autumn's colors are quite a sight! Squirrels are busy, birds take flight, As daytime fades and comes the night. We'll learn about the animals, big and small, How they change with autumn's call. Foxes, owls, and bears, oh my! Let's see what happens as the days go by! So come along, it's time to play, Autumn's wonders are here today!	 Helping Hands Wow, there are helpers, kind and so great, who help us each day, and make us feel safe! Doctors, nurses, and officers too, firefighters and more, all looking out for you! We'll learn what they do to keep us all well, to keep us safe, happy, and healthy as well! We'll dress up like heroes and play pretend, saying 'thank you' to helpers, again and again.	 On the Move Cars and buses, trucks and trains, Racing quickly down the lanes. Boats that float on lakes and seas, Planes that soar above the trees. Bikes that pedal fast and free, Taking us where we want to be. We'll have fun as things zoom and glide, Moving fast then slow, a fun-filled ride! Come join the fun, let's start to run. Our transport learning's just begun	 Wriggly World Tiny creatures, small and bright, buzzing, crawling- what a sight! Spiders weaving webs so fine, worms that wiggle in a line. We'll search the garden, earth and trees and discover bugs beneath the leaves. Through stories, songs and lots of play, we'll uncover nature's wondrous way. Come join the fun, let's all explore, minibeasts and so much more!	 Farmyard Fun The sun is bright, the sky is blue, On the farm, there's lots to do! Chickens cluck, cows moo loud, sheep and pigs are in a crowd. We'll learn about animals, big and small, how they live on the farm, one and all! Horses trot, and ducks will play, so come along and join the fun, On the farm, there's so much to be done!
Cycle A Focus Nursery Rhymes	Head, Shoulders, Knees and Toes If You're Happy and You Know It Five Current Buns The Finger Family I'm a Little Teapot I finger one thumb keep moving	Autumn Leaves are Falling Down Five Little Pumpkins Rain, Rain, Go Away Wind the Bobbin Up I hear thunder Dingle Dangle Scarecrow	Miss Polly Had a Dolly The Wheels on the Bus London Bridge is Falling Down This is the Way We (Brush Our Teeth) Dr Foster Ring a Ring of Roses	The Wheels on the Bus Row, Row, Row Your Boat Down at the Station I'm a Little Airplane A Sailer went to Sea The Big Ship Sails	Incy Wincy Spider Ladybird, Ladybird A Worm at the Bottom of the Garden Little Miss Muffet Insects all Around The Ants go Marching	Old MacDonald Had a Farm Baa Baa Black Sheep Five Little Ducks Dingle Dangle Scarecrow Farmer in the Dell Horsie, Horsie

Cycle B Theme	 Me and My World! This term we'll learn all about me, How special and unique we all can be. We'll share our smiles, our likes and more. Discovering things to love and explore. We'll talk about our families too, And all the people who care for you. We'll make new friends and learn to share, Showing kindness everywhere. Together we'll laugh, learn, sing and play, Growing in confidence every day!	 Shadows, Stars, and Sleepy Paws Step into our winter world where cozy secrets hide. We'll bundle up in warm winter coats and explore the world outside! We'll crunch the fallen autumn leaves and find where creatures sleep, Then use our bright, flashing torches where the shadows grow so deep. We'll gaze up at the silver moon and count the twinkling stars, To discover magic in the dark that is completely ours!	 Pets and Vets We'll learn about our animal friends and how to care each day, Exploring what they eat and where they love to sleep and play! With role play in our pet shop, we will count and buy and sell, Then grab our tools to be the vets who help to make them well. We'll share great songs and stories, and discover hero guides Like clever dogs who help us out and walk right by our sides!	 Little Astronauts! Put on your spacesuits and get ready to fly, As our little astronauts blast to the sky! We'll count down to zero and rocket through space, To visit the moon- what a magical place. We'll look at the planets and count shining stars, While building big rockets and driving moon cars!	 Little Gardeners, Healthy Eaters Grab your small trowels and let's dig the ground, To look at the seeds and the worms we have found! We'll water our plants and we'll watch them grow high, Reaching their leaves right up to the sky. We'll harvest crisp vegetables, crunchy and sweet, And measure and chop a delicious, fresh treat!	 Oh I Do Like to Be Beside the Seaside! Pack up your buckets and grab your bright spade. Let's see the grand castles that we can have made! We'll search through the sandbanks for pebbles and shells, And listen to waves and the soft ice-cream bells. We'll count rolling boats as they sail past the shore, And splash in the water to look and explore!
	Tommy Thumb Clap, Clap Hands The Hokey cokey This Is the Way We Wash Our Hands One, Two Buckle my Shoe Teddy Bear, Teddy Bear	The North Wind Doth Blow Wee Willie Winkie Hey Diddle Diddle Jack Be Nimble Here We Go Round the Mulberry Bush I Have a Little Shadow	Little Peter Rabbit Pussycat, Pussycat, Where Have You Been? See the Little Bunnies Sleeping Old Mother Hubbard I Had a Little Turtle Two Little Dicky Birds	Zoom, Zoom, Zoom Five Little Men in a Flying Saucer Five Little Astronauts Five Little Stars We're Going on a Rocket Ship Twinkle Twinkle Little Star	One Potato, Two Potato Five Little Peas Oats, Peas, Beans and Barley Grow Plant a Little Seed Dig, Dig, Dig the Soil Oranges and Lemons	Row, Row, Row Your Boat A Sailor Went to Sea Five Little Fish The Waves in the Sea Sea Gull song Five Little Shells
Foundations to Phonics	Children follow Little Wandle Foundations for Phonics. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.					
	Round and Round the Garden Hey Diddle Diddle 1,2,3,4,5 Once I caught a fish alive The Grand Old Duke of York Twinkle Twinkle Little Star Mary, Mary Quite Contrary	s,a,t,p,i,n,m	d,g,o,c,k,e	u,r,h,b,f,l	j,v,w,y,z,qu,ch	ck,x,sh,th,ng,nk
Number Time	Children revisit the six NCETM mathematical concepts throughout the year, enabling them to build secure foundations in early mathematics before moving into Reception. Learning is adapted to meet the developmental needs of all children aged 2–4 years, ensuring every child can make progress through exploration, repetition and meaningful mathematical talk.					
	Exploring Numbers 1–3 Numbers tell us how many objects there are.	Exploring Numbers 4 and 5 Numbers can be represented in different ways using objects, images and actions.	Exploring Numbers 6 and 7 Numbers continue beyond 5 and represent larger groups.	Exploring Numbers 8 and 9 Eight and Nine represent larger quantities.	Number Ten and Mathematical Thinking Numbers can be counted, ordered and compared up to 10.	Becoming Mathematicians Counting and numbers are useful in everyday situations.

	Small groups of objects can be counted carefully using one number name for each object. The last number counted tells us the total amount. Groups can have more, fewer or the same number of objects. The numbers 1, 2 and 3 represent different quantities.	Four and Five are made up of smaller groups. Numbers can be combined to make a larger number. Quantities can be counted accurately up to 5. Patterns can repeat and follow a predictable sequence. Mathematical patterns can be copied, continued and created.	Six and Seven can be represented using different objects and arrangements. Groups can be compared to identify which has more or fewer objects. Adding one more creates the next number. Taking one away makes a quantity smaller. Objects can be compared using mathematical language such as taller, shorter, longer and smaller.	Numbers can be built by combining smaller groups. Patterns can be recognised, repeated and described. Shapes have different properties and can be named and compared. Shapes can be combined to make new shapes and pictures. Position can be described using mathematical language such as in, on, under, next to and behind.	Numerals represent specific quantities. Ten can be made from smaller groups of numbers. Numbers can be combined and separated in different ways. Objects can be compared by size, weight and capacity. Mathematical thinking helps us solve problems and investigate idea	Numbers can be used to compare, estimate and solve problems. Objects can be sorted and grouped using different features. Patterns and shapes can be found and explored in the environment. Measures help us describe and compare objects. Mathematical language helps us explain our thinking.
P.E.	Introduction to P.E. I can use different travelling actions whilst following a path To develop moving safely and stopping with control To use equipment safely and responsibly I can work with others co-operatively and play as a group I can use different travelling actions whilst following a path I can follow, copy and lead a partner	Introduction to P.E. To move around safely in space To follow instructions and stop safely To stop safely and develop control when using equipment To follow instructions and play safely as a group To follow a path and take turns To work co-operatively with a partner and take turns	Balls I can roll a ball to a target I can stop a rolling ball I can throw with accuracy I can bounce and catch a ball I can dribble a ball with my feet I can develop kicking a bal	Dance I can explore different body parts and how they move I can explore different body parts and how they move with repeated action I can express and communicate ideas through movement exploring directions and levels I can create movements and adapt and perform simple dance patterns I can copy and repeat actions showing confidence and imagination I can move with control and coordination, linking, copying and repeating actions	Gymnastics I can copy and create shapes with my body I can create shapes whilst on apparatus I can develop balancing and taking weight on different body parts I can develop jumping and landing safely I can develop rocking and rolling I can copy and create short sequences by linking actions together	Games I can work safely and develop running and stopping I can develop throwing and learn how to keep score I can play games showing an understanding of the different roles within it I can follow instructions and move safely when playing tagging games I can work co-operatively and learn to take turns I can work with others to play team games
Adult Directed Learning	Each week, children take part in a small group adult-directed learning session that is carefully planned in response to their current interests and fascinations. These sessions provide meaningful opportunities for direct teaching, while ensuring learning remains relevant, engaging, and rooted in what matters most to the children. The primary focus of these sessions is to develop vocabulary, language skills, and oracy, supporting children to become confident communicators who can express their thoughts, ideas, and understanding effectively. Staff model rich and varied language, encouraging children to listen,respond, and use new words in context. These sessions are also designed to: • Build on children's prior knowledge and experiences • Deepen understanding of key concepts across all areas of learning • Encourage children to explore and access different areas of provision • Support school readiness through structured, purposeful and quality interactions Over time, children are exposed to a wide range of planned activities that cover all aspects of the Early Years Foundation Stage, including Communication and Language, Personal, Social and Emotional Development, Literacy, Mathematics, and Understanding the World. These adult-led sessions complement child-initiated play, providing a balanced and responsive curriculum that supports each child's progress and development. Through this approach, we ensure that every child is nurtured to grow in confidence, develop essential communication skills, and build a strong foundation for future learning.					

Reception						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	 Marvellous Me! Do you know just how super you are? You can do amazing things and finding out what makes you and your new class friends special will help you to understand the similarities and differences between you and how this makes you so amazing. In this topic you will learn all about you, your new friends and you will get to bring your families to school for a morning to see what a super learner you are!	 Underwater Explorers! Have you ever wondered who or what lives in the ocean? Do you know which sea creature is the biggest or how hard a turtle's shell is? There is a whole other world waiting to be explored and, in this topic, you will learn about the different creatures that live there... become an underwater explorer and all of your questions will be answered.	 Ahoy M' Hearties Have you ever wanted to become a pirate? Do you know who the most famous pirate of all was? Have you ever made a pirate ship that can float or follow a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure!	 Dinosaur Detectives! Have you ever thought about how we know that dinosaurs existed? What did dinosaurs look like? Do you know what a palaeontologist does? Millions of years ago, dinosaurs roamed the earth! Nobody has ever seen a real dinosaur, but we can find out a lot about them, including what they looked like, what they ate, and how big and tall they were. We're going to journey back in time to the land of the dinosaurs!	 African Adventure! Do you know where Kenya is? What would it be like to live there? Is it hot or cold? In this amazing country you will come across creatures such as leopards, cheetahs and elephants? How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about this country and the people and animals that live there.	 Let's Get Growing! Do you know how a butterfly began its life? Have you ever wondered how a sunflower got to be so tall? Do you look the same now as when you were born? In our wonderful world lots of changes happen to the plants, the creatures and to you. We will take a close look at how things change as you get ready for Year One.
	 Five Minutes' Peace Jill Murphy	 Bright Stanley and the Mermaid Tale Matt Buckingham	 Pirates Love Underpants Claire Freedman	 The Super Swooper Dinosaur Martin Waddell	 The Selfish Crocodile Faustin Charles and Mike Terry	 Jack and the Beanstalk Mara Alperin and Mark Chambers
Phonics	Children in Reception follow the Little Wandle Letters and Sounds Revised program. More information can be found here .					
Handwriting	Practising Patterns Week 1: Horizontal lines, Vertical lines, Wavy lines, Circles Week 2: Up curves, Down curves, Mixed height curves, Letter C Week 3: Spirals, Crosses, Turrets, Diagonals Week 4: Zig-zags, Sideways V, Letter X, Triangles Curly Letter Family Week 5: c, a, d Week 6: Assess and review week	Curly Letter Family Week 1: g, o, q Week 2: e, s, f Long Letter Family Week 3: l, i, t Week 4: j, u, y Unit 4: Bouncy Letter Family Week 5: m, n, r Week 6: Assess and review week	Bouncy Letter Family Week 1: b, p, h Zig-zag Letter Family Week 2: v, w, x Week 3: z, k Capital Letters Week 4: Cc, Aa, Dd Week 5: Gg, Oo, Qq Week 6: Assess and Review Week	Capital Letters Week 1: Ee, Ss, Ff Week 2: Ll, Ii, Tt Week 3: Jj, Uu, Yy Week 4: Mn, Nn, Rr Week 5: Bb, Pp, Hh Week 6: Assess and Review Week	Capital letters Week 1: Vv, Ww, Xx Week 2: Zz, Kk Digraphs and Trigraphs Week 3: ff, ll, ss Week 4: zz, ck, qu Week 5: ch, sh, th Week 6: Assess and Review Week	Digraphs and Trigraphs Week 1: ng, nk, ai Week 2: ee, igh, oa Week 3: oo, ar, or Week 4: ur, ow, oi Week 5: ear, air, er Week 6: Assess and Review

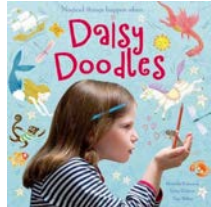
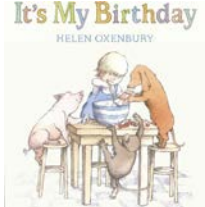
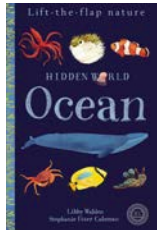
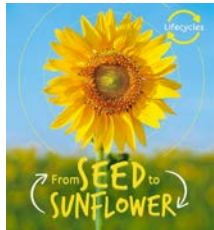
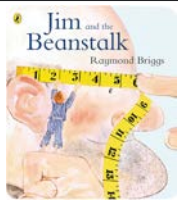
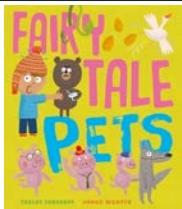
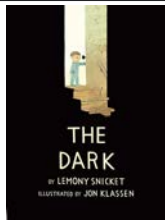
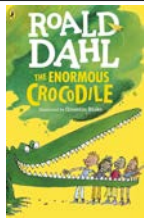
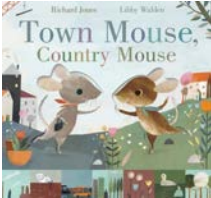
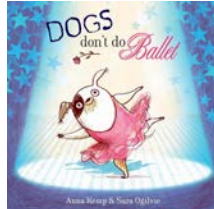
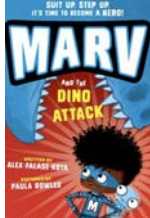
	Friendship and Bullying		Foundations for Wellbeing		NSPCC: Talk PANTS & Dental Health	
PSHE	Learning outcome 1: Children will be able to work and play cooperatively with peers Learning outcome 2: Children will be able to demonstrate the skills to form friendships with peers Learning outcome 3: Children will be able to demonstrate how to find fair or satisfying solutions to conflict		Learning Outcome 1: Children will learn about feelings. Learning Outcome 2 & 3: Children will learn about distractions. Learning Outcome 4: Children will learn about ways to feel better when feeling worried. Learning Outcome 5: Learn about feeling calm and feeling tense.		Learning Outcome 1: Children will be introduced to the Talk PANTS rules and how they can be used to keep us safe. Learning Outcome 2: Children will learn how to look after teeth and practise good oral hygiene habits.	
Curriculum Learning	Each week, in addition to daily Phonics and Maths lessons, children take part in guided sessions which build upon the knowledge and skills that they have been developing through their independent and directed learning. These guided sessions are taught through the use of a range of texts, which not only expose children to a rich and varied vocabulary, but also helps to develop a love for reading and a widening awareness of authors and genres.					
Texts to support Curriculum Learning	 Super Duper You by Sophy Henn	 Dougal's Deep-Sea Diary by Simon Bartram	 Pirates Go to School by Corinne Demas	 If I had a dinosaur by Gabby Dawney	 Handa's Noisy Night by Eileen Browne	 Lulu Loves Flowers by Anna McQuinn
	 Amazing by Steve Anthony	 The Rainbow Fish by Marcus Pfister	 The Night Pirates by Peter Harris	 My Small World Dinosaur Caryl Hart	 Masai and I By Virginia Kroll and Nancy Carpenter	 The Wall and the Wild Christina by Dendy and Katie Rewse
	 A Hug for Humphrey by Steve Smallman	 Commotion In The Ocean by Giles Andreae and David Wojtowycz	 How I Became A Pirate by Melinda Long	 Tyrannosaurus Drip by Julia Donaldson	 African Adventure by Tony Mitton	 Tad by Benji Davies
	 A super power like mine By Dr Ranj	 Clumsy Crab by Ruth Galloway	 The Pirates of Scurvy Sands by Jonny Duddle	 How Dinosaurs Went Extinct by Ame Dyckman	 We All Went on Safari by Laurie Krebs	 The Extraordinary Gardener by Sam Broughton
	 Lost and Found by Anna Walker			 NEVER ASK A DINOSAUR TO DINNER! by Emma Carroll	 Handa's Surprise by Eileen Browne	

	Lost and Found by Oliver Jeffers  Peace at Last by Jill Murphy	 Smiley Shark by Ruth Galloway  The Ocean Gardener by Clara Anganuzzi	 A New Home for a Pirate by Ronda Armitage  Molly Rogers to the rescue Cornelia Funke	Never Ask a Dinosaur to Dinner by Gareth Edwards  Never Show a T-Rex a Book by Rashmi Sirdeshpande	by Eileen Browne  Lila and the Secret of Rain by David Conway	 When I Grow Up by Tim Minchin  Up and Down by Oliver Jeffers
Curriculum Learning	Looking closely at our features: individual characteristics (PSHE & Science) Special events in our liveshow did you celebrate? (History & RE) What I can do?: Looking at individual special skills (PSHE & RE) Self- portraits in the style of Andy Warhol (Art) Friendships: thinking about our new friends and what makes them a friend. (PSHE & RE) Senses: Children use their senses to feel, smell, look at and listen to a range of objects. (PSHE & Science)	Diver: What equipment do divers need? What did the diver tell us? Who took all of the under the sea pictures and videos? (Computing) Who or what lives under the sea? An introduction into the plants and animals under the sea. Children create underwater scenes. (Art and Science) Exploring the ocean: Program the Bee-bots to travel around the ocean to see what we can find. (Computing) Crabs: How do they eat? What do they eat? Where they live (shallow or deep.) Children make their own moving sea creature. (DT) Sharks: Looking at different species. What do sharks eat? What are their features? Where do they come from? (Science)	What is a pirate? History of pirates Famous pirates Pirate phases Making pirate flags. (DT and History) How to be a pirate: What do you need to be a pirate? Reading words and writing lists. (PHSE) Map making: plotting treasure on a map and using techniques to make their maps look old. (Geography & Art) How to make a pirate hat Writing/sequencing instructions to make a hat fit for a pirate. (DT) Pirate Ships: Floating and sinking. Which materials are good for a pirate ship? (Science) Design a Pirate Ship: Using construction to design and build a suitable ship for a pirate. (DT)	Dinosaur eggs- Children write and order instructions 'how to care for an egg' (Science & PSHE) Looking at fossils children create their own fossils- discovering Mary Anning (History & Art) Dinosaur Scenes: Children learn about the habitats and different types of dinosaurs (Science and History) Fossil Art Children use different materials to create fossil inspired artwork (Art) Design a Dinosaur Children design their own dinosaur - labelling different physical attributes and characteristics (Science) Dinosaur Facts Children Children create fact files about dinosaurs (History, Science)	Where is Barnaby Bear? Looking closely at Kenya and comparing it to Britain, how did he travel there? What is the weather? Learning some Kenyan words. (Geography. R.E. & MFL) Identity: Comparing school uniforms / flags. Children make their own flags using different media. (PSHE, Geography & Art) African Animals: looking at the features of different African animals Writing animal fact files. (Science & Geography) Who is who? Looking carefully at the colours/patterns on African animals- identifying and recreating them. (Art & Geography) Fruit tasting: children taste exotic fruits and use their senses to describe them.. (PSHE, Geography) Making Music Listening to African music and making our own	Planting a seed. Writing a list of things needed to grow a seed. Children plant a seed. (Science & History) The lifecycle of a frog sequencing/ making zigzag books- relating to our class tadpoles.. (Science & History) Baby it is you: do you still look the same as when you were a baby? (History & Science) Reflections: Looking back over their Reception year Writing about achievements. (History & PSHE) Aspirations: thinking about Year One: how will it change? What will we want to learn/improve? (PSHE)

		Fact File: Children use books to produce fact files about different species (Science)			instruments and dances. (Music)	
Maths	Cardinality and Counting <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i> Assessment Counting: saying number words in sequence Counting: tagging each object with one number word Counting: knowing the last number counted gives the total so far Subitising: recognising small quantities without Conservation: knowing that the number does not change if things are rearranged	Comparison <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i> More than / less than Identifying groups with the same number of things Comparing numbers and reasoning Knowing the 'one more than/one less than' relationship between counting numbers Collecting and comparing data Problem Solving	Composition <i>Understanding that one number can be composed from two or more smaller numbers</i> Part-whole: identifying smaller numbers within a number Inverse operations A number can be partitioned into different pairs of numbers A number can be partitioned into more than two numbers Number bonds: knowing which pairs make a given number Revisit, review and extend	Shape and Space <i>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</i> Developing spatial vocabulary Identifying similarities between shapes Properties of shape Relationships between shapes Revisit, review and extend Revisit, review and extend	Pattern <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i> Continuing and copying a simple pattern Creating simple patterns and spotting an error in a simple pattern Identifying the unit of repeat in a pattern Continuing a pattern which ends mid unit Pattern in number including odds and evens Revisit, review and extend	Measures <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i> Recognising attributes Comparing amounts of continuous quantities Estimating and predicting Comparing indirectly Recognising the relationship between the size and number of units Use units to compare things
P.E.	Fundamental Skills I can balance whilst stationary and on the move I can run and stop I can change direction I can jump and land I can hop and land with control I can explore different ways to travel	Fundamental Skills I can develop balancing I can develop running and stopping I can develop changing direction I can develop jumping I can develop hopping I can explore different ways to travel using equipment	Balls I can develop rolling and tracking a ball I can develop accuracy when throwing to a target I can develop throwing and catching with a partner I can develop dribbling a ball with my feet I can develop kicking a ball to a target	Dance I can repeat and explore actions in response to a theme I can explore and remember actions considering level, shape and direction I can explore movement using a prop with control and co-ordination I can move with control and co-ordination, expressing ideas through movement I can remember and repeat actions moving in time with the music	Gymnastics I can create short sequences using shapes, balances and travelling actions I can develop balancing and safely using apparatus I can develop jumping and landing safely from a height I can develop rocking and rolling I can explore travelling around, over and through apparatus. I can create sequences using apparatus	Games I can practise keeping score when throwing and catching I can follow instructions and move safely when playing tagging games. I can learn to play against a partner I can develop co-ordination and play by the rules. I can explore striking a ball and keeping score To work co-operatively as a team.

				I can explore actions in response to a theme and begin to use counts		
Music	Journeys I can respond appropriately to written symbols and begin to write rhythms. I can respond appropriately to written symbols incorporating silent beats. I can respond appropriately to written symbols incorporating rests. I can add sound effects to enhance a song. I can talk about music in an abstract way which shows imagination and thought. I can create a piece of music in response to a given theme.	Deep Blue Sea I can sing alone and with others with an awareness of pitch. I can move to music and respond appropriately to different sounds. I can explore different sounds made by instruments and describe them. I can begin to develop pulse and rhythm. I can respond appropriately to written symbols.	Whatever The Weather I can recognise changes in pitch. I can copy simple rhythm patterns on an instrument and match rhythm to words. I can listen to music and respond by talking and mark making. I can work as a group to make music. I can respond to music with movement and match instruments to sounds. I can explore and create music based on a theme.	Circus I can explore movement and sound effects for the circus. I can sing, move and play to the pulse. I can describe music and respond through movement. I can perform simple rhythms. I can improvise on instruments in a small group. I can perform using the skills I have learnt.	Space I can anticipate and talk about changes in the music including changes in tempo and dynamics. I can compose a short piece of music based on a theme. I can explore pitch and written music. I can sing melodies and respond to written music. I can explore listening, moving and playing to the beat. I can respond to music expressing my thoughts and feelings.	Minibeasts I can listen to music and respond by talking, moving and mark making. I can develop the singing voice and create simple actions to accompany a song. I can play percussion instruments to accompany a song. I can respond appropriately to written symbols and create simple rhythms. I can make comparisons about music. I can create music based on a theme.
Independent Learning	Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across the taught curriculum. For example, children will continue to develop their understanding of science, through opportunities to observe and record the life cycles of butterflies as well as living creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to BeeBots, an Alexa, iPads and computers, introducing them to the foundations of computing. They explore art and design & technology through a well-resourced creative area; here the children learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their imaginative play as well as creating pictures, drawings and stories about the events that have happened in their lives.					
Key Concepts PSHE	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our School Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others , for example in Term 1 when they look closely at their own and each other's families. They learn about determination, resilience, perseverance and collaboration through our Growth MindSet behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.					
Key Concepts Science	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'Marvellous Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. In term 3 they become pirates and explore the science of floating and sinking as they make boats with different materials, introducing simple tests . In Term 4, children gather data when learning about different types of sea creatures in their 'Underwater Explorers' topic and the children will ask questions when a Marine Biologist visits them. In Term 5 the children become Zoologists as they classify different animals as part of their 'African Adventure' topic. Finally, in Term 6 the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies.					
Key Concepts History	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Marvellous Me' topic, they remember special events such as their birthdays and other family events. In Term 4 as part of their 'Dinosaur Detectives' topic, they learn about significant figures in history such as Mary Anning and handle fossils from long ago. Throughout Term 6, children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time .					

Key Concepts Geography	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the local woods and Paignton Zoo, they begin to understand that there are other countries in the world, developing an early concept of biodiversity . For example, during their 'African Adventure' topic, pupils learn about Kenya, its weather, native animals and produce. They begin to develop other geographical skills such as mapping and fieldwork , during their 'Ahoy M' Hearties' topic where they create their own maps to locate treasure and conduct surveys to establish the most popular pirate name. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world,
Key Concepts R.E	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions , articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Marvellous Me' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In Term 5, during their 'African Adventure' topic, they learn about the lives of people in Ghana and make comparisons to their own lives and way of living. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities .
Key Concepts Music	Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic . They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern, in Term 4 children learn dance as part of their P.E. lessons and in Term 5, as part of their 'African Adventure' topic children listen to and recreate African music. In addition to this, children in Reception have the opportunity to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during their weekly music sessions. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.
Key Concepts Art	Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with a variety of materials, tools and techniques . They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Marvellous Me' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they create dinosaur scenes. In Term 5 as they look closely at animal patterns, they learn about the importance of thick and thin paint brushes to create an effect. In Terms 1 and 6, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy.
Key Concepts Design and Technology	Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 3 the children design and build a ship for a pirate and are encouraged to articulate a rationale for their designs. In Term 2 during their 'Underwater Explorers' topic the children will create their own moving animals such as crabs, selecting the tools they need to join their components together and in Term 6, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Let's Get Growing' topic. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.
Key Concepts Computing	Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Alexa, Bee-Bots and iPads. However, it is in Term 2 where their developing knowledge of computing is brought to life especially through their topic 'Underwater Explorers'. Here children will learn about early programming and algorithms as they program Bee-Bots around the ocean bed and understand the purposes of diving equipment such as torches and air tanks. They will begin to think logically about the equipment needed to become a real life diver, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at their school or when they Skype their counterparts in local schools across the world. The planned experiences and opportunities that the children encounter provide them with firm foundations to build upon their knowledge and develop digital literacy for future learning.
Trips and Visitors	In Term 2, children in our Reception classes will have the opportunity to visit The National Marine Aquarium , where they will explore a variety of sea creatures to support and enhance their learning about marine life. In Term 6, the children will visit Totnes Rare Breeds Farm to deepen their understanding of animals and their young. This visit will help them explore the similarities and differences between adult animals and their offspring.

Year 1						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 1	 Knock Knock! Open the Door! by Michaela Morgan I can write my own 'knock knock' sequence	 Oi Frog! by Kes Gray I can write silly sentences based on 'Oi Frog'	 Don't Spill the Milk! by Stephen Davies and Christopher Corr I can tell the story of a journey with a twist at the end	 Daisy Doodles by Michelle Robinson and Irene Dickson I can write a simple fantasy story	 It's My Birthday by Helen Oxenbury I can write my own story with a similar structure	 The Three Little Pigs by Mara Alperin and Ag Jatkowska I can retell the story of the three little pigs
	 Hidden World - Ocean by Libby Walder and Stephanie Fizer I can write a series of sentences about a similar topic	 Snow in the Garden by Shirley Hughes I can write a set of instructions linked to winter	 My Day at the Zoo by Jay Dale I can write a recount about a school trip or event	 Stella and the Seagull by Georgina Stevens and Izzy Burton I can write a letter asking an organisation for help	 Seed to Sunflower by Camilla de la Bédoyère I can produce a poster about the life cycle of a plant	 Tell Me a Dragon by Jackie Morris I can write my own dragon poem
English - Whole Class Reading Year 1	 Jim and the Beanstalk Raymond Briggs	 Fairy Tale Pets Tracey Corderoy	 Chocolate Cake Michael Rosen	 The Dark Lemony Snicket	 The Enormous Crocodile Roald Dahl	 The Owl Who Was Afraid of the Dark Jill Tomlinson
	 The Clockwork Dragon Jonathan Emmett	 Winter's Child Angela McAllister	 Town Mouse, Country Mouse Richard Jones & Libby Walden	 Dogs don't do Ballet! Anna Kemp & Sara Ogilvie	 Marv and the Dino Attack Alex False-Koya	

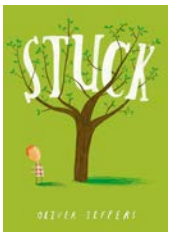
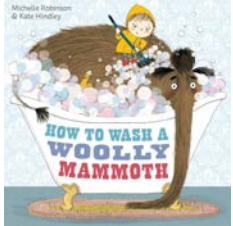
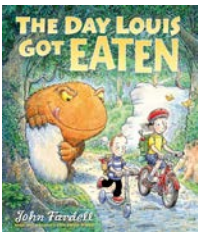
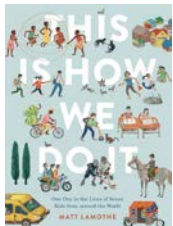
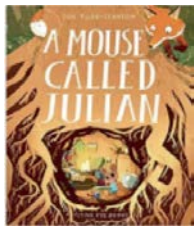
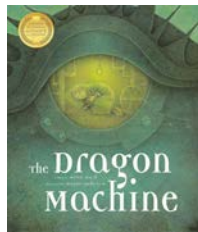
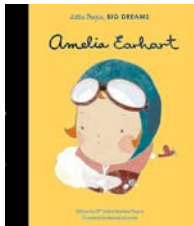
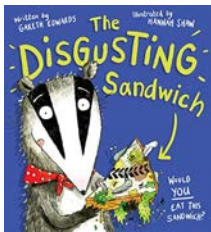
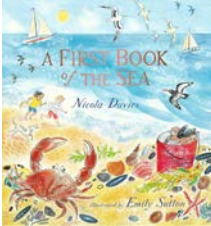
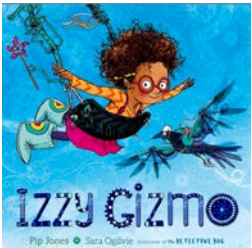
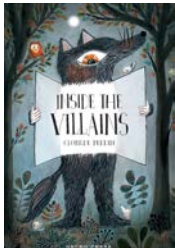
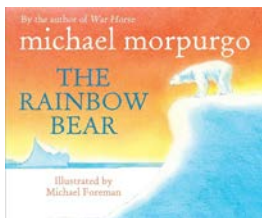
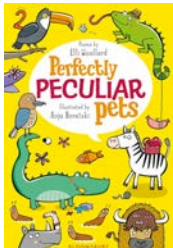
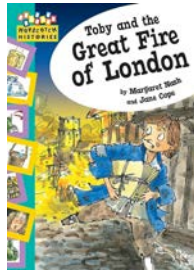
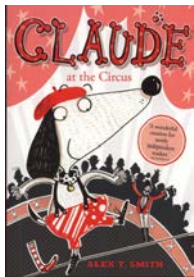
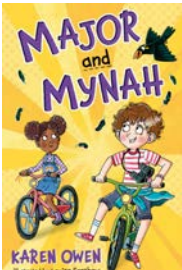
Reading Objectives Year 1	• Listen to a wide range of challenging stories, poems and non-fiction • Discuss these and make links to own experiences drawing on what they know • Become familiar with and retell key stories, fairy stories and traditional tales • Join in with predictable phrases • Recite some poems/rhymes by heart • Discuss meanings of new words/vocab provided • Self-check to make sure text makes sense • Discuss significance of titles/events • Predict and infer based on what they know and the text • Take turns to explain their understanding • Retrieve and record information from non-fiction • Take turns in high-quality discussions about what they have heard/read					
Writing Objectives Year 1	• Write sentences by saying out loud what they are going to write about. • Write sentences by composing them orally before writing them • Re-read what he/she has written to check that it makes sense. • Discuss what he/she has written with the teacher or other pupils • Leave spaces between words • Use 'and' to join words and clauses • Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I • Sequence sentences to form short narratives • Become familiar with and retell key stories, fairy stories and traditional tales • Recognise and join in predictable phrases and use these in their writing • Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing • Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts) • Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. • Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.					
Handwriting Year 1	Lower Case Letters Week 1: c, a, d, g, o, q Week 2: e, s, f, l, i, t Week 3: j, u, y, m, n, r Week 4: b, p, h, v, w, x Week 5: z, k Week 6: Assess and review week	Applying Capital Letters Week 1: A, B, C, D Week 2: E, F, J, H Week 3: I, J, K, L Week 4: M, N, O, P Week 5: Q, R, S, T Week 6: U, V, W, X, Y, Z	Forming Digits Week 1: Numbers 0–5 Week 2: Numbers 6–9 Digraphs and Trigraphs Week 3: ll, ff, ss, zz, qu, ck, ch, sh Week 4: th, ng, nk, ai, ee, igh, oa, oo Week 5: ar, or, ur, ow, oi, ear, air, er Week 6: Assess and review week	Focus Words Week 1: and, go, his, be, her, full, he, into Week 2: push, pull, she, put, the, me, is, as Week 3: we, to, all, are, by, my, I, was Week 4: they, said, you, come, do, have, here, like Week 5: love, little, has, one, some, there, so, today Week 6: Assess and review week	Words with Phase 5 GPCS Week 1: ay, a-e, ea, e Week 2: ie, i-e, o, o-e Week 3: ue, ew, u-e, aw Week 4: ea, ir, ou, oy Week 5: i, a, ow, u Week 6: ph, wh, ie, g	Days of the Week Week 1: Monday, Tuesday, Wednesday, Thursday Week 2: Friday, Saturday, Sunday Sentences with focus words Week 3: Focus words: again, ask, because, could, eye, beautiful, friend, call Week 4: Focus words: laugh, our, people, house, school, should, their, water Week 5 and week 6: Assess and review weeks
Phonics Year 1	Children in Year 1 follow the Little Wandle Letters and Sounds Revised program. More information can be found here.					

Maths Year 1	Place Value I can 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. I can count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. I can compare numbers using <, > and = signs. I can read and write numbers from 1 to 20 in numerals and words.	Addition & Subtraction I can read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. I can represent and use number bonds and related subtraction facts within 20. I can add and subtract 1-digit and 2-digit numbers to 20, including zero. Geometry I recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Place Value I can count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. I can count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. I can read and write numbers from 1 to 20 in numerals and words. Given a number, I can identify 1 more and 1 less. Addition & Subtraction I can add and subtract 1-digit and 2-digit numbers to 20, including zero.	Length & Height I can compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. Mass & Volume I can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time.	Multiplication & Division I can count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. I can solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions I can recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Position & Direction I can describe position, direction and movement, including whole, half, quarter and three-quarter turns. I use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. I can practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...). Money I recognise and know the value of different denominations of coins and notes. Time I can sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). I recognise and use language relating to dates, including days of the week, weeks, months and years. I can compare, describe and solve practical problems for time. I can measure and begin to record time (hours, minutes, seconds). I can tell the time to the hour and half past the hour and draw the hands on a clockface to show these times.

History and Geography Year 1	Prehistoric Animals I can ask simple questions that I would like answered about prehistoric animals. I can understand how fossils give us information about dinosaurs and the past. I can find out about a prehistoric animal using different sources of information. I can understand where dinosaurs lived. I can understand the different events that may have made the dinosaurs become extinct. I can place key events in the order in which they happened.	Marvellous Mapping I can give and follow directions. I can draw a simple map. I can draw an aerial map. I can understand the route I take to school. I can begin to recognise map symbols. I can use a simple map	The Ancient Egyptians I can think of questions I would like answered about life in Ancient Egypt. I can understand why the River Nile was important to Ancient Egyptians. I can compare life in Ancient Egypt with life today. I can understand how writing was used in Ancient Egypt. I can understand who Tutankhamun was and how we know about him. I can recall key facts from our History learning about Ancient Egypt.	Plymouth: Our City I can describe what I see on the way to school. I can understand what Plymouth is like. I can explain different types of housing in Plymouth. I can use geographical vocabulary to talk about rivers. I can suggest ways that we can improve the local area.	Significant Sports Stars I can understand what the Olympics are. I can understand some of the similarities and differences between the ancient and modern Olympics. I can name different sports from the ancient Olympics, know some of the sports from the ancient Olympics and can think about how some of these sports are in the modern Olympics. I know who Jesse Owens was and why he is important. I know who Ellie Simmonds is and why she is important. I understand how sport has changed in the past 80 years since Jesse Owens was competing. I can identify items from the past and the present. I can recall key facts from our History learning about Significant Sports Stars.	Wondrous Weather I can observe the weather where we live. I can use observations to identify wind speed and direction. I can use observation to describe the weather and measure rainfall. I can understand the dangers of extreme weather. I can understand what weather forecasts show.
Computing Year1	Technology Around Us I can recognise how I use technology in my home and at school (Computers) I know to tell an adult if I see anything worrying online (E-Safety)		Moving a Robot I can recognise how I use technology in my home and at school (Computers) I can predict the behaviour of a programmed toy (Coding) I can explain that an algorithm is a step by step set of instructions (Coding) I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)		Digital Writing I can recognise how I use technology in my home and at school (Computers) I can use a program to create a simple document (Using Computers)	

Art and Design Design & Technology Year 1	Drawing: Exploring Line and Shape I can explore control and pressure to make different types of lines. I can practise drawing different lines using music as a stimulus. I can connect lines to create shapes. I can explore lines and shapes in pictures for portrait drawing. I can use control and pressure skills to add colour to a drawing.	Structures: Stable Structures I can explore stability by balancing. I can explore wide or narrow bases by building towers. I can test a structure's stability with weight added in different places. I can design a stable structure that meets the needs of a user. I can use a variety of cutting and joining techniques to make a stable structure.	Painting and Mixed Media: Colour Splash I can investigate how to mix secondary colours. I can apply knowledge of colour mixing when painting. I can explore colour when printing. I can experiment with paint mixing to make a range of secondary colours. I can apply my painting skills when working in the style of an artist.	Textiles: Simple Stitches I can explore how fabrics are made and used. I can thread a needle and make stitches. I can sketch a design for a piece of bunting. I can stitch a design for a piece of bunting. I can finish a design of stitches and evaluate my work.	Sculpture and 3D: Paper Play I can roll paper to make 3D structures. I can shape paper to make a 3D drawing. I can apply paper-shaping skills to make an imaginative sculpture. I can work collaboratively to plan and create a sculpture. I can apply painting skills when working in 3D.	Cooking and Nutrition: Smoothies I can identify fruits by finding seeds. I can describe where fruits and vegetables grow. I can practise food preparation skills. I can select ingredients for a recipe. I can apply food preparation skills to a recipe. I can evaluate a smoothie against a design brief.
		Senses I can find the pulse and follow simple instructions when performing. I can sing and play exploring pulse and tempo. I can explore dynamics and the length of notes. I can explore how sounds can be changed. I can explore pulse and rhythm. I can perform as a class ensemble.		Dinosaurs I can move to the pulse thinking about dynamics. I can compose a piece of music with different sounds. I can explore and understand how pitch can change. I can gain an understanding of tempo. I can follow a graphic score. I can compose and perform music using a graphic score.		Carnival of the Animals I can identify how music can represent different moods or characters. I can identify changes in the music representing the mood or character of a piece. I can create a soundscape showing an awareness of tempo. I can recognise changes in pitch and play a repeating rhythm. I can understand pitch and play different notes on an instrument. I can use and identify musical elements to convey different animals.
	Making friends: playing and learning together I can learn about the importance of ground rules in PSHE.	Mental health and wellbeing I can learn about feelings. I can learn about distraction.	Celebrating me, you and our families I can learn that everyone is unique and has special qualities	Safety at home I can learn about ways to keep safe at home. I can learn about things that go into bodies and onto skin	Being healthy I can learn how to keep safe in the sun. I can learn about the things that will help us to fall asleep	Showing kindness to ourselves and others I can identify different feelings and think about other people's feelings.
	P.S.H.E Year 1					

	I can learn to work and play with others. I can learn how friendships are made. I can learn that falling out and making up are normal in friendships and how to seek help if a friendship is causing unhappiness. I can learn about kind behaviour and what to do if they witness unkind behaviour. I can learn what it means to ask for permission.	I can learn how to pay attention to pleasant feelings. I can learn about helpful and unhelpful thoughts. I can learn about different ways of reacting.	I can learn that everyone is equal, regardless of their similarities and differences. I can learn what makes a family. I can learn about different types of families.	and how they can make people feel. I can learn about medicines, and the people who help someone to stay healthy. I can learn about keeping safe around medicines and other household products.	and get a good night's sleep. I can learn about food and drink that can help keep people healthy. I can learn about looking after our teeth. I can learn about the importance of personal hygiene routines. I can learn how to make simple decisions about food and drink.	I can learn about kindness and how it can make people feel. I can learn about different things that help people feel good (self-care). I can learn how the 5 Ways to wellbeing can help us stay healthy.
Religious Education Year 1	Who do Christians say made the world? I know the key events of The Creation Story from Genesis. I recognise that Creation is the beginning of the big story of the Bible. I can compare versions of the creation story. I know some Christians believe different things about the creation story. I can say what the Creation story tells Christians about God, creation and the world. I can give an example of what Christians do to say thank you to God (Harvest). I know at Harvest Christians say thank you to God for their food.	Why does Christmas matter to Christians? I can explain who Christians believe Jesus is. I can explain what incarnation means and why it is important. I can retell the nativity story(the story of Jesus' birth). I can think about where Jesus was born and why it might have been surprising. I can explain what advent is and why it is important to Christians. I know why waiting for Christmas might be important to Christians. I can explain why Christians are thankful at Christmas and discuss what I am thankful for. I can share my understanding and knowledge of Christmas	Who is Jewish and how do they live? I know what a mezuzah is. I can begin to know what some of the words inside a mezuzah mean and what they remind Jewish people about. I can say which day of the creation story is being remembered on Shabbat. I can say one thing that Jewish people do (or don't do) on Shabbat and how this relates to the creation story. I can recognise how the Shema teaches Jews about responding to God. I can give examples of how some Jewish people may remember God (Mezuzah on the door).	What do Christians believe God is like? I know that Christians think of God as a father. I know what a parable is. I can look at different versions of the same parable. I can explain how the parable of the prodigal son shows that God is loving and forgivingI can retell the main events of the prodigal son. I can give examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. I can think about how Christians might pray to God. I know other stories in the bible which show that God is loving and forgiving.	What does it mean to belong to a faith community? I know that people can belong to different communities including faith groups. I can recognise symbols of belonging for Christians, Muslims and Jews. I can give an example of how a person might show they are Christian or Muslim. I know how Christians, Muslims and Jewish people show that they belong. I can say what different worldviews say about loving people. I can say what happens to a baby born to a Christian or Muslim family. I can identify some similarities and differences between the ceremonies.	How should we care for others and the world and why does it matter? I know what makes me special. I can give an example from the Bible that shows that people are special to God. I can explain how Psalm 8 shows Jewish and Christian people are important to God. I can give an example of the Jewish key belief that leads to Tzedakah. I can give an example of how Jewish people show they care at Sukkot. I can give a good reason why non religious and religious people care for others. I can say one thing that Genesis tells Christians and

Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 2	 Stuck by Oliver Jeffers I can write a cumulative story based on the 'Stuck' pattern  How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley I can write a set of instructions to care for a creature	 Little Red Riding Hood by Nosy Crow and Ed Byran I can write my own version of a reimagined fairy tale  Baboon on the Moon (JL Christmas advert) I can write a story based on 'Baboon on the Moon'	 The Day Louis Got Eaten by John Fardell I can write my own story following the pattern of the text  This Is How We Do It by Matt Lamothe I can write an information text about the life of a child	 A Mouse Called Julian by Joe Todd-Stanton I can write a similar narrative using new characters and setting  The Book of Cars and Trucks by Neil Clark I can create an information page about a topic	 The Dragon Machine by Helen Ward and Wayne Anderson I can write a short, sequential biography of a famous person  Amelia Earhart (Little People Big Dreams) by Isabel Sanchez Vegara I can write a new story based on the pattern of the text	 The Disgusting Sandwich by Gareth Edwards I can write a cumulative and descriptive story  The First Book of the Sea by Nicola Davies and Emily Sutton I can write a poem linked to the sea
English - Whole Class Reading Year 2	 Izzy Gizmo Pip Jones  Night Flight Katie Cottle	 Inside the Villains Clotilde Perrin  The Rainbow Bear Michael Morpurgo	 Perfectly Peculiar Pets Elli Woollard	 Toby and the Great Fire of London Margaret Nash  Claude at the Circus Alex T. Smith	 Flat Stanley Jeff Brown	 Major and Mynah Karen Owen

Reading Objectives Year 2	• Discuss sequence of events in books • Read a wider range of fairy stories, traditional tales and recognise simple recurring language • Discuss and clarify meaning of new words/phrases • Continue to learn/present poems by heart • Self-check to make sure text makes sense • Make predictions and inferences • Ask and answer questions • Participate in discussions about texts, explaining their understanding • Retrieve and record information from non-fiction • Take turns in high-quality discussions about what they have heard/read					
Writing Objectives Year 2	• Plan/say aloud what they are going to write, sentence by sentence • Write down key ideas/words/vocabulary • Evaluate own writing with teacher/other pupils • Re-read for sense and verb tense consistency • Proof-read for errors in spelling, grammar and punctuation • Use commas in lists • Use apostrophes for the contracted form • Use apostrophes for singular possession • Use sentences with different forms: statements, commands, questions and exclamations • Use expanded noun phrases • Use present/past tense including progressive • Use subordination (when, if, that, because) • Use coordination (or, and, but) • Use some features of Standard English • Draw on a wide range of stories, poems, plays and information books and understand their features • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Recognise simple, recurring language and discuss favourite words and phrases • Understand the structure of non-fiction books • Write for different purposes including narratives (real and fictional), real events and poetry • Structure and sequence ideas orally and (where appropriate) through drama and role-play • Recognise and use simple recurring literary language in stories and poems • Discuss and clarify meanings of new words, making links to known vocabulary • Use drama and role-play to identify with and explore characters • Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs • Use the possessive apostrophe (singular) • Add suffixes -ment, -ness, -ful, -less, -ly • Spell common exception words, contractions and homophones					
Spelling Year 2	Phase 5 phonics review: ai/ee/igh/oa oo/air/ur/ow or/zh/ch/sh j/s/u/e/i/o/u/oo ie/y/ea/a	Bridge to Spelling: Thinking about spelling Double letters Words ending in 'k' or 'ck'? and 'ch' or 'tch' Adding suffixes 'es', 's' and 'ing'	Little Wandle Spelling: 'kn' and 'gn' for /n/, and 'wr' for /r/ dropping the 'e' when adding the suffixes -ed, -ing, -er, -est and -y words ending in 'ge' or 'dge' /j/ spelled as 'j' or 'g'	Little Wandle Spelling: How 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make swapping the 'y' for an 'i' when adding the suffix -es the spelling 'ey' for the sound /ee/ words end -le, -al, -il or -e	Little Wandle Spelling: 'c' making the sound /s/ spelling the sound /zh/ adding the suffixes -ment, -ness, -ful -less and -ly to a root word Showing missing letters in a word	Little Wandle Spelling: longer words with the spelling 'ti' for /sh/ possessive apostrophe (singular possession) swap, drop or double (-ing, -er, -est, -y, -ed)

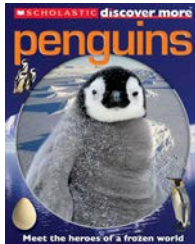
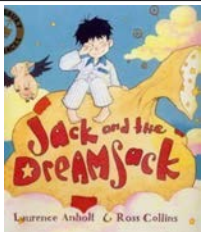
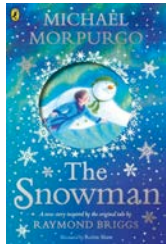
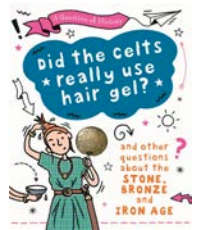
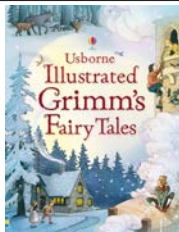
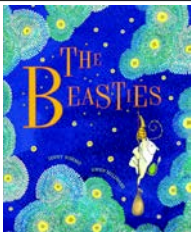
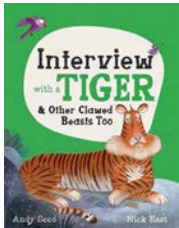
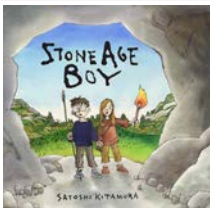
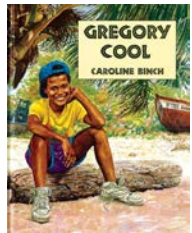
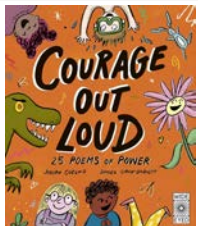
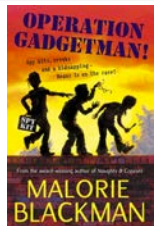
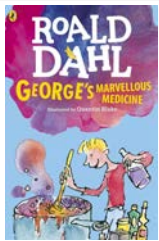
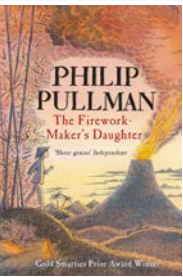
		'y' to 'i' when adding '-ed', drop the 'e' when adding '-ing'				
Maths Year 2	Place Value I can read and write numbers to at least 100 in numerals and in words. I identify, represent and estimate numbers using different representations, including the number line. I can count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward. I recognise the place value of each digit in a 2-digit number (tens, ones). I can compare and order numbers from 0 up to 100; use <, > and = signs.	Addition & Subtraction I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers. Shape I can identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. I can compare and sort common 2-D and 3-D shapes and everyday objects. I identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. I identify 2-D shapes on the surface of 3-D shapes.	Money I recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Multiplication & Division I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. I recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	Length & Height Mass, Capacity & Temperature I 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. I can compare and order lengths, mass, volume/capacity and record the results using >, < and =. I can 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. I compare and order lengths, mass, volume/capacity and record the results using >, < and =.	Fractions I recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. I can write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. Time I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times. I know the number of minutes in an hour and the number of hours in a day	Statistics I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables. I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I ask and answer questions about totalling and comparing categorical data. I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Position & Direction I use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
Science Year 2	Substantive Knowledge					
	Animals' Needs for Survival I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Humans I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects made from some materials can be	Plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living Things and Their Habitats I can identify that most living things live in habitats to which they are suited and describe how different habitats provide	Living Things and Their Habitats (continued) I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Plants (Bulbs and Seeds) I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Growing Up	Plants (Bulbs and Seeds) I can observe and describe how seeds and bulbs grow into mature plants. Growing Up I can notice that animals, including humans, have offspring which grow into adults.

		changed by squashing, bending, twisting and stretching. Sustainability I can explain how plastic is helpful and harmful. I can generate ideas about how we can reduce our plastic waste in school.	for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including microhabitats.	I can identify and name a variety of plants and animals in their habitats, including microhabitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. I can explore and compare the differences between things that are living, dead, and things that have never been alive. Plants (Light and Dark) I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	I can notice that animals, including humans, have offspring which grow into adults.	Wildlife I can explain why it is important to care for our wildlife. I can generate ideas for how we can look after our wildlife.
	Disciplinary Knowledge					
	- I can ask simple questions and recognise that they can be answered in different ways.  - I can make simple predictions based on a question.  - I can identify what I will change and keep the same. - I can observe closely, using simple equipment.  - I can perform simple tests using standard units when appropriate.  - I can gather and record data to help in answering questions.  - I can identify and classify. - I can talk about what I have found out and how I have found it out.  - I can use my observations and ideas to suggest answers to questions. 					

History and Geography Year 2	Victorians in Britain I can ask questions that I would like answered about the Victorians. I can compare the lives of Victorians with my own life now. I can understand how we know about Victorian life. I can learn about the life of Florence Nightingale. I can compare the life of Mary Seacole with that of Florence Nightingale. I can recall facts from our History learning about the Victorians.	World Fact-File I can name and locate the UK and its four capital cities. I can identify the Human and Physical Features of a place. I can name and locate the world's seven continents and five oceans. I can understand key features of the continents of the world. I can share a fact about oceans of the world. I can understand the location of hot and cold areas of the world in relation to the Equator and North and South Pole.	The Great Fire of London I can think of questions I would like answered about the Great Fire of London. I can order the key events of the Great Fire of London. I understand how we know about the Great Fire of London. I understand how London was rebuilt after the Great Fire. I can compare aspects of life in 1666 with life in the present day. I can describe the key events of the Great Fire of London.	Captivating China I can locate China on a world map. I can compare Plymouth to Kunming in China. I can find out about the export industry in Plymouth. I can compare school life in China and the UK. I can understand the different types of farming in China	World War II I understand how World War II began. I can understand what happened during the Battle of Britain and can order the events of the Battle. I can understand what happened in the Blitz and how people used shelters to protect themselves. I can consider what it was like to be a child during the war. I can think about how World War II changed national life in Britain. I can understand what VE Day is and why it is still remembered today.	The Journey of Food I can explain where some foods come from. I can explain the journey of food. I can locate where different foods are produced on a world map. I can explain why farming is important. I can explain how reducing food waste helps our planet. I can research where different foods originate
Computing Year 2	Information Technology Around Us I know I need to keep my personal information private (e-Safety) I can recognise how others use technology outside of school (Computers)		Digital Photography I can use different software programs and discuss the benefits of their usage (Using Computers) I can find, open, edit and save files I am working on (Using Computers)		Programming Quizzes I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding) I can create a simple program to perform a task (Coding) I can create and debug simple programs (Coding) I can find and fix simple bugs in programs (Coding) I can understand that programs run by following clear instructions (Coding)	
Art and Design Design & Technology Year 2	Drawing: Understanding Tone and Texture I can explore drawing techniques using a range of materials. I can explore and describe texture through touch and	Structures: A Chair For A Bear I can evaluate existing structures. I can explore how shape affects the strength of a tower.	Painting and mixed media: Life in Colour I can develop knowledge of colour mixing. I know how texture can be created with paint.	Mechanisms: Levers I can describe how seesaws are a simple lever. I can build and test a simple lever.	Sculpture and 3D: Clay Houses I can use my hands as a tool to shape clay. I can shape a pinch pot and join clay shapes as decoration.	Mechanisms: Levers I can describe how seesaws are a simple lever. I can build and test a simple lever.

	rubblings. I can develop tonal shading skills using control and pressure. I can develop an initial sketch for an observational drawing. I can use tone and texture to create an observational drawing.	I can explore how thickness affects the strength of materials. I can make a strong and stable chair for a user. I can evaluate and improve a structure.	I can use paint to explore texture and pattern. I can compose a collage, choosing and arranging materials for effect. I can evaluate and improve artwork.	I can describe scissors as a mechanism with two levers. I can make mechanisms with two levers. I can design levers for everyday uses.	I can use impressing and joining techniques to decorate a clay tile. I can use drawing to plan the features of a 3D model. I can make a 3D clay tile from a drawn design.	I can describe scissors as a mechanism with two levers. I can make mechanisms with two levers. I can design levers for everyday uses.
Music Year 2		Folksongs I can identify the pulse, playing on beat 1 to accompany singing. I can embed pulse and explore key features of folk songs. I can understand how texture can be created when singing in a round. I can use texture and dynamics in a class performance. I can understand the difference between pulse and rhythm. I can read and respond to notated rhythm patterns.		Great Fire of London I can explore dynamics through listening and performing. I can explore dynamics through composition and performance. I can perform with a steady pulse with a partner. I can identify beat groupings. I can create and perform rhythms using notations. I can perform a rhythm using notation as part of a whole class ensemble.		Four Seasons I can identify contrasts in dynamics, tempo and beat groupings. I can listen, sing and perform with an awareness of dynamics. I can create music with changes for effect. I can perform as a class ensemble with an awareness of pulse and pitch. I can create and perform rhythm patterns and melodies. I can create, perform and notate a melody independently within a group performance.
Physical Education Year 2	Fundamentals I can explore how the body moves when running at different speeds. I can develop changing direction and dodging. I can develop balance, stability and landing safely. I can explore and develop jumping, hopping and skipping actions. I can develop co-ordination and combine jumps.	Fitness I can learn how to run for longer periods of time. I can develop jumping in a long rope using timing. I can develop co-ordination in individual skipping. I can develop stamina and change of direction. I can explore exercises to develop strength.	Gymnastics I can perform gymnastic shapes and link them together. I can use shapes to create balances. I can link travelling actions and balances using apparatus. I can demonstrate different shapes, take off and landing when performing jumps. I can develop rolling and sequence building.	Dance I can remember, repeat and link actions to tell the story of my dance. I can develop an understanding of dynamics and how they can show an idea. I can count in beats of 8 to help you stay in time with the music. I can copy, remember and repeat actions using facial	Target Games I can consider how much power to apply when aiming at a target. I can understand how to score using overarm and underarm throwing. I can develop striking to a target. I can develop hitting a moving target. I can select and apply the appropriate skill to the target game.	Net and Wall I can use the ready position to defend space on court. I can develop returning a ball with hands. I can play against a partner. I can develop racket skills and use them to return a ball. I can develop returning a ball using a racket. I can play against an opponent using a racket.

	I can develop combination jumping and skipping in an individual rope.	I can develop agility, balance and coordination.	I can create a sequence using apparatus.	expressions to show different characters. I can explore pathways and levels. I can remember and rehearse our circus dance showing expression and character.	I can show an improvement in my personal best.	
P.S.H.E Year 2	Mental health and wellbeing I can learn about thoughts and feelings and how noticing them can be helpful. I can learn about different kinds of distraction. I can learn about different ways of changing thoughts and feelings. I can learn to manage unhelpful thoughts. I can learn about managing reactions and responses. I can learn about different kinds of change and how change can affect people.	Keeping safe online I can understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. I can understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help. I can understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help. I can learn that there are age-ratings that can help us make choices about what to watch. I can understand how people can make good viewing choices that are right for a person's age and what to do if someone watches something that makes them feel worried or upset.	Me, my body and staying safe I can discuss the special people in our lives and how we care for one another. I can learn about how we change as we grow. I can name different parts of the body. I can begin to learn about the Talk PANTS rules and how they keep children safe. I can continue to learn the Talk PANTS rules and how they keep children safe.	Money and work I can see how everyone has different strengths and interests. I can learn about different jobs and work that people do. I can learn about money and where it comes from. I can learn about spending and saving.	Safety outside the home I can learn how to keep safe when crossing the road. I can learn about rail safety. I can learn how to care for the environment and why this is important. I can learn about some of the jobs people do to protect the environment.	Looking back and moving on I can learn about thoughts and feelings and how noticing them can be helpful. I can learn about different kinds of distraction. I can learn about different ways of changing thoughts and feelings. I can learn to manage unhelpful thoughts. I can learn about managing reactions and responses. I can learn how to manage feelings about moving to a new class.

Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 3	 Lord of the Forest by Caroline Pitcher and Jackie Morris I can write another story based on the patterns in the text.  Penguins by Penelope Arlon and Tory Gordon-Harris I can write an information text about a group of animal	 Jack and the Dreamsack by Laurence Anholt I can write a 'fantasy story' following the pattern of the text  The Snowman by Michael Morpurgo I can write a section of the film as a narrative for a book	 Meerkat Mail by Emily Gravett I can create mail from an animal's adventure  A Question of History by Tim Cooke I can create questions and and a spread of information to answer them	 Grimm Fairy Tales by Ruth Brocklehurst and Gillian Doherty I can retell stories orally and write an alternative ending  Dare to Care: Pet Dragon by Mark Robertson and Sally Symes I can create a page of advice for looking after a creature or object	 The Beasties by Jenny Nimmo I can tell my own story with a similar theme  Interview with a Tiger by Andy Seed and Nick East I can write an interview with a chosen character or object.	 Chalk by Bill Thomson I can create a book using a similar plot  A River by Marc Martin I can write about a journey using poetic language
English - Whole Class Reading Year 3	 Stone Age Boy Satoshi Kitamura  Gregory Cool Caroline Binch	 The Proudest Blue Ibtihaj Muhammad & S.K. Ali  The Iron Man Ted Hughes	 Courage Out Loud Joseph Coelho	 Operation Gadget Man Malorie Blackman	 George's Marvellous Medicine Road Dahl	 The Firework Maker's daughter Philip Pullman

Reading Objectives Year 3	• Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories • Retell some stories orally • Read books that are structured in different ways • Use dictionaries to check meanings • Identify themes and conventions • Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest • Ask questions to improve understanding of text • Infer characters' feelings, thoughts and motives and justify using evidence • Predict what might happen from details stated and implied • Identify main ideas across paragraphs and summarise these • Take turns in high-quality discussions about what they have heard/read • Retrieve and record information from non-fiction					
Writing Objectives Year 3	• Draw on examples of writing (structure, vocabulary and grammar) when planning their own work • Discuss and record ideas • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Assess own and others' writing, suggesting improvements • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Use wider range of subordinating conjunctions (before, after, while, when, if, because, although) • Use present perfect verb tense (I have seen) • Express time, place and cause using conjunctions (when, before, after, while, because) • Express time, place and cause using adverbs (then, next, soon, therefore) • Express time, place and cause using prepositions (before, after, during, in, because of) • Punctuate direct speech with inverted commas • Use the forms a or an according to whether the next word begins with a consonant or a vowel • Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books • Retell stories orally • Recognise themes eg good over evil, use of magical devices • Be exposed to books that are structured in different ways • Identify how language, structure, vocabulary, grammar and presentation contribute to meaning • Organise paragraphs around a theme • Build cohesion within a paragraph • Write for a range of purposes • Link ideas across paragraphs using adverbials of time, place and number or by varying tense • Locate information using contents, index and glossaries • Use simple organisational devices eg headings, sub-headings • Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing) • Create characters, setting and plot • Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses • Discuss words and features of texts that capture the reader's interest • Use a wider range of prefixes and suffixes • Use possessive apostrophe for plurals					
Spelling Year 3	Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound	Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-'	Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh'	Words ending in 'al' Words ending in 'le' Words ending in	Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in	Words ending in '-sion' Challenge Words Revision words

	Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Challenge Words	Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge Words	Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge Words	'-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic' Words ending in '-ly'; exceptions Challenge Words	'-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge Words	Revision words Revision words Revision words
Maths Year 3	Place Value I can identify, represent and estimate numbers using different representations. I recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). I can count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. I can read and write numbers up to 1,000 in numerals and words. Addition & Subtraction I can add and subtract numbers mentally, including: • a 3-digit number and ones • a 3-digit number and tens • a 3-digit number and hundreds. I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Multiplication & Division 1 I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. I can show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot (Y2). I can count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward (Y2). I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (Y2).	Multiplication & Division 2 I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Length & Perimeter I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). I can measure the perimeter of simple 2-D shapes.	Fractions A I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. I can compare and order unit fractions, and fractions with the same denominators. I recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. I recognise and show, using diagrams, equivalent fractions with small denominators. Mass & Capacity I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	Fractions B I can add and subtract fractions with the same denominator within one whole. I recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Money I can add and subtract amounts of money to give change, using both £ and p in practical contexts.	Time I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Shape I recognise angles as a property of shape or a description of a turn. I can identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. I can measure the perimeter of simple 2-D shapes I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). I identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Statistics

	I can estimate the answer to a calculation and use inverse operations to check answers.					I can interpret and present data using bar charts, pictograms and tables. I can solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.
Science Year 3	Substantive Knowledge					
	Animals including Humans (Skeletons, Movement, Nutrition and Diet) I can identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Food Waste I know what food waste means and understand the impact of food waste on the planet. I can discuss ways to reduce food waste in our school. Rocks I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I recognise that soils are made from rock and organic matter. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Fossils I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. Soils I recognise that soils are made from rock and organic matter.	Light I recognise that we need light in order to see things and that dark is the absence of light. I notice that light is reflected from surfaces. I recognise that light from the Sun can be dangerous and that there are ways to protect my eyes. I recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the sizes of shadows change.	Plants I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. I can investigate the way in which water is transported within plants. I can explain the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.	Forces and Magnets I can compare how things move on different surfaces. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. Plants I can explain the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. Biodiversity I understand that biodiversity can affect the range of different

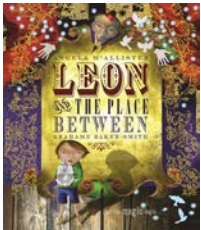
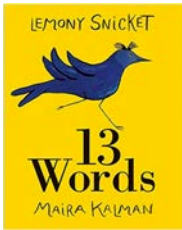
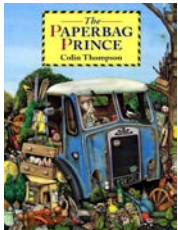
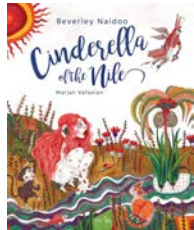
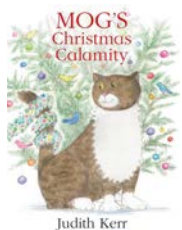
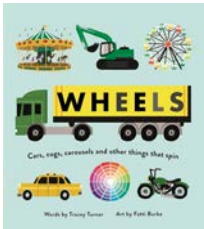
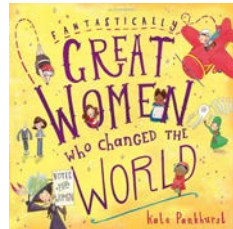
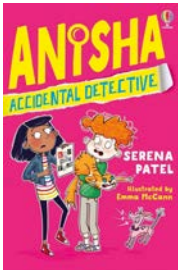
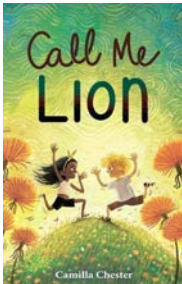
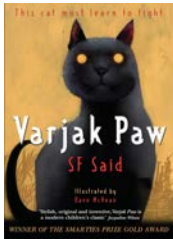
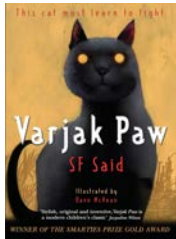
						plants or animals that live within a habitat. I can identify positive actions humans can take to increase biodiversity within our local area.
	Disciplinary Knowledge					
	- I can ask questions and understand there are different enquiry types I could use to answer them.  - I can make relevant predictions.  - I can identify what I will change, observe and keep the same. - I can set up simple practical enquiries with support. - I can begin to use scientific equipment to make observations.  - I can carry out tests and simple experiments and take measurements using standard units.  - I can gather and record data in different ways to help answer questions.  - I can record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. - I can report on findings from enquiries, including oral and written explanations.  - I can make simple conclusions.  - I can use results, findings or observations to answer questions. - I can suggest questions for further investigation. 					
History and Geography Year 3	Prehistoric Britain How do we know about the Stone Age? What animals lived during the Ice Age? What were the different periods during the Stone Age? What was life like in a Stone Age settlement? How did the Bronze Age change how humans lived? Who were the Celts and what was life like for them?	Marvellous Meteorology Where is Earth's water? Why does it rain? How can wild weather affect the UK? What are the reasons for the seasons? How does the weather affect people's lives? Why is the world's weather changing?	The Shang Dynasty How do we know about the Shang Dynasty? How did the Shang Dynasty begin? What was life like for people in the Shang Dynasty? What did the Shang people believe? Who was Fu Hao? How did the Shang Dynasty end?	Mountains, Volcanoes and Earthquakes What is the Earth made of? What are fold mountains? How are volcanoes formed? What happens when a volcano erupts? How does an earthquake occur? What happens when an earthquake occurs?	Ancient Greece How was Ancient Greece organised? What was the Golden Age of Greece? What did the Greeks believe? Where did the Olympic Games begin? Who won the Peloponnesian War? Why was Alexander so great?	Villages Towns and Cities Where are the world's people? What is a settlement? How are towns and villages different places to live? What is it like to live in a town or village? How are settlements shaped? What makes up a city

Computing Year 3	Connecting Computers I know what input and output devices are and how they are used (Computers) I can use a range of input and output devices efficiently (Computers) I understand that computer networks allow data to be transferred and shared (Networks) I understand that the internet is a large network that enables computers to share information (Networks) I can make choices on which program is best for a given task (Using Computers)		Events and Actions in Programs I know what input and output devices are and how they are used (Computers) I can use a range of input and output devices efficiently (Computers) I can make choices on which program is best for a given task (Using Computers) I can produce a simple program that completes a given task (Coding)		Stop-Frame Animation I can make choices on which program is best for a given task (Using Computers) I know I need to keep my password and personal information secure (ESafety) I can recognise acceptable and unacceptable behaviour online (E-Safety) I know what input and output devices are and how they are used (Computers) I can use a range of input and output devices efficiently (Computers)	
Art and Design Design & Technology Year 3	Painting and Mixed Media: Prehistoric Painting I can apply an understanding of prehistoric human-made art. I can understand and use scale to enlarge drawings in a different medium. I can explore how natural products produce pigments to make different colours. I can select and apply a range of painting techniques. I can apply painting skills when creating a collaborative artwork	Digital World: Wearable Technology I can research and evaluate existing products. I can develop design criteria. I can use code to program and control a product. I can develop and communicate ideas. I can develop ideas through computer-aided-design. I can improve a design based on feedback.	Drawing: Developing Drawing Skills I can recognise how artists use shape in drawing. I can develop shading skills and use them to blend tones. I can use careful observation for adding detail to drawings. I can use line, shape and tone in an imaginative drawing. I can explore digital media techniques to develop drawings.	Structures: Product Packaging I can evaluate how 3D shapes are used in product packaging. I can design nets for 3D product packaging. I can review and improve net designs for packaging. I can make and reinforce 3D structures to package a healthy snack. I can use a design brief to finalise and evaluate packaging.	Craft & Design: Ancient Egyptian Scrolls I can investigate the style, pattern and characteristics of Ancient Egyptian art. I can apply design skills inspired by the style of an ancient civilisation. I can apply understanding of ancient techniques to construct a new material. I can apply drawing and painting skills in the style of an ancient civilisation.	Cooking and Nutrition: Eating Seasonally I can explain why food comes from different places around the world. I can explain the benefits of seasonal food. I can develop cutting and peeling skills. I can evaluate seasonal ingredients. I can make a seasonal tart following a recipe and I can evaluate my dish.
Music Year 3		Stone Age I can read, perform and write 1 beat and half beat notes. I can read and perform rhythms in time with the pulse. I can read, perform and write rhythm notation using half beat,		In The Garden I can read and perform notation and understand the difference between pulse and rhythm. I can read, write and perform rhythmic notation.	Glockenspiel I can create and control sounds following direction. I can find and perform three notes: C, D and E. I can understand and perform semibreves, minims and	Glockenspiel I can interpret notation independently. I can interpret notation independently including paired quavers. I can consider performance

		1 beat, 2 beat and 4 beat notes. I can notate and perform rhythms including a rest. I can compose and perform rhythm notation as an ensemble. I can perform as an ensemble and provide feedback to others.		I can compose and notate a rhythm using 1, 2 and half beat notes. I can explore pitch using graphic and western notation. I can compose, notate and perform a melody. I can perform a solo as part of a class ensemble.	crotchets in a piece. I can follow western notation to perform a piece of music using three pitches. I can create and perform our own piece of music inspired by 'Take 3'. I can perform with consideration of dynamics.	qualities for each piece. I can recognise and perform from different forms of notation. I can sing and perform within an ensemble with awareness of pulse. I can perform with an awareness of audience and occasion.
P.S.H.E Year 3	Me, my friends and belonging I can learn about the importance of ground rules in PSHE lessons. I know that everyone is different and everyone is special. I can learn why friendship is important and what makes a good friend. I can learn how to maintain friendships and solve disagreements and conflicts with peers. I can learn about belonging to a group or community and the positive impact of belonging. I can explore the importance of Kindness.	Mental health and wellbeing I can learn about noticing thoughts, feelings and emotions, and how emotions vary in strength. I can learn about different kinds of distraction and some ways they can be managed. I can learn about helpful patterns of thoughts and emotions. I can learn how to recognise and manage worry. I can learn how feeling calm can help us to manage our responses.	Building healthy habits I can learn about why healthier eating and drinking is Important. I can learn how to manage influences when choosing what to eat or drink. I can learn how to plan and prepare a healthy meal. I can learn how to maintain dental health.	Making choices online I can learn how to create and manage passwords. I can learn how to protect personal information and devices. I can learn how to identify and manage suspicious contact. I can learn about the reasons for age ratings. I can learn how to make appropriate viewing choices.	Keeping safe out and about I can learn how to manage risk in relation to sun exposure. I can learn how to recognise and manage risk in relation to railways. I can learn about keeping safe near canals and rivers. I can learn about the risk of flooding.	Looking out for each other I can learn what to do if someone has an allergic reaction. I can learn what to do if someone has been stung or bitten, and has an allergic reaction. I can learn what to do in an emergency situation and how to call the emergency services for help.
Religious Education Year 3	What is it like for someone to follow God? I know you can get different information about Bible stories from different texts/sources. I understand how the Bible is organised and I can find books, chapters and verses.	What is the Trinity and why is it important to Christians? I understand what the Trinity is and I know why it is important to Christians. I know what happened in Jesus' baptism.	How do festivals and worship show what matters to a Muslim? I can recognise and give simple definitions of some key words in Islam. I can say what the words Islam and Muslim have to do with peace.	How do festivals and family life show what matters to Jewish people? I can describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat.	What do Christians learn from the creation story? I understand where creation fits in the Bible's 'big story' and I can read and discuss the Christian creation story. I can read and discuss the Christian creation story. I can think about what was 'good' in the creation story.	How and why do people try to make the world a better place? I can think about what is good and what is bad in the world. I can connect ideas about the Golden Rule from different religions and beliefs.

	I can think about the story of Noah and what kind of person he was. I can make links between the story of Noah, Adam and Eve and how Christians live today, and the idea of a covenant. I can make clear links between the story of Noah and what it must be like to follow God (caring for the world) I can make simple links between promises in the story of Noah and promises that Christians make at a wedding. I know the covenant God made with Abram. I can think about how Abram might have felt. I can reflect on how following God may not always be easy for Christians,	I can describe how Christians show their beliefs about God the Trinity in baptism. I can make links between the story of Jesus' baptism and Christian baptisms today. I know why baptism may be important to Christians. I can show what Christians believe God is like through art. I can think about how and why water is used as a symbol in Christianity. I can recognise similarities and differences between infant baptism and believer's baptism. I can think about what might affect a Christian's decision about baptism. I can describe how Christians show their beliefs about God in sung worship. I can express my own ideas about what Christians believe God is like.	I can give an example of what it means for a Muslim to submit to God. I can think about what the opening chapter of the Quran means. I can explain the word tawhid. I can suggest why prayer is important to Muslims. I can describe some ways that Muslims show respect for God at the mosque. I know why a mosque is important to Muslims. I can talk about how the mosque helps a Muslim to worship God. I can describe how and why Muslims fast at Ramadan. I can say what Muslims might do at the end of Ramadan. I can say what Eid is and know how it is celebrated.	I can say what shabbat may look like in the UK today. I can explain the meaning of food eaten during Rosh Hashanah. I can explain how some Jewish people celebrate Rosh Hashanah differently. I can explain some ways the story of Jonah shows Jewish beliefs about sin and forgiveness. I can talk about how Rosh Hashanah and Yom Kippur link to forgiveness and repentance. I know the story of Pesach/Passover in Exodus. I know what the Exodus story means to Jews today. I know how Jews show their beliefs through worship in festivals - Pesach, both at home and in wider communities.	I can suggest ideas about what might be important in the creation story for Christians living today. I can describe what Christians might do to look after the world God created. I can tell the Christian creation story and I know what happened afterwards I know what Christians mean by 'The Fall'. I can talk about how Christians may learn from the Creation story and The Fall. I can think about what I could do to make the world 'very good'.	I can identify ways in which following the Golden Rule can make a difference in different communities. I can suggest ways in which Jewish people try to make the world a better place. I can make links between some teachings of Jesus (including his sacrifice) and the ways inspirational Christians have tried to follow him. I can identify some examples of how and why Muslims try to make the world a better place. I can express my own ideas about the ideas of generosity and charity I can make simple links between teachings about how to live and ways in which people try to make the world a better place. I can suggest some guidelines for life that non-religious people might use.
Physical Education Year 3	Fundamentals I can develop balance and understand the importance of this skill. I can demonstrate good technique when running at different speeds. I can develop agility using a change of speed and direction. I can develop technique and control when jumping, hopping and landing.	Tag Rugby I can develop throwing, catching and running with the ball. I can develop an understanding of how to defend using tagging rules. begin to use the 'forward pass' and 'offside' rule. I can develop movement skills to dodge a defender. I can track an opponent and begin to defend as a team.	Gymnastics I can create interesting point and patch balances. I can develop stepping into shape jumps with control. I can develop the straight, barrel, and forward roll. I can transition smoothly into and out of balances. I can create a sequence with matching and contrasting actions and shapes.	Dance I can create actions in response to a stimulus and move in unison with a partner. I can create actions to move in contact with a partner or interact with a partner. I can select and link appropriate actions and dynamics to show our dance idea. I can remember, repeat and create actions to represent an idea.	Tennis I can develop racket and ball control. I can explore returning the ball using a forehand. I can rally using a forehand. I can develop the two handed backhand. I can learn how to score. I can develop playing against an opponent.	Athletics I can develop the sprinting technique and improve on your personal best. I can develop changeover techniques in relay events. I can develop jumping techniques in a range of approaches and take off positions. I can develop throwing for distance and accuracy. I can develop throwing for distance in a pull throw.

	I can develop skipping with a rope. I can apply fundamental skills to a variety of challenges.	I can apply the rules and skills you have learnt and play in a tag rugby tournament.	I can create a partner sequence using the skills I have learnt and including a hoop.	I can share ideas of actions and dynamics to create a dance that shows a location. I can use choreographing ideas to develop our dance.	I can work collaboratively with a partner and compete against others.	I can develop officiating and performing skills.
French Year 3	J'apprends Français (I am Learning French) I can find France on a map and be able to recall at least 1 Francophone country. I can use key greetings. I can ask and answer the question 'How are you?' in French. I can ask and answer the question 'What is your name?' in French. I can count to 10 in French. I can read, write, say and recognise 10 colours in French.	Les animaux (Animals) I can recognise and recall up to 10 animals in French. I can spell some animals in French with their correct determiners/ indefinite articles. I understand that there are more determiners/ articles in French than in English. I can use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	Les instruments (Musical Instruments) I can recognise, recall and spell up to 10 instruments in French I can spell some instruments in French with the correct definite article/determiner. I understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. I can say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play).	Les fruits (Fruits) I can recognise and recall up to 10 fruits in French. I can spell some fruit nouns with their plural article/determiner. I can ask somebody in French if they like a particular fruit. I can say what fruits I like and dislike using 'j'aime' and 'je n'aime pas' (I do not like) with the fruit nouns.	Les glaces (Ice Creams) I can name and recognise up to 10 ice-cream flavours in French. I can ask for an ice cream using 'je voudrais. I can say what flavour ice cream I would like. I can say whether I would like my ice cream in a cone or pot. I can say 'please' and 'thank you' in French.	Je peux... (I Am Able...) I can recognise, recall and spell 10 action verbs in French. I can use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).
Phonics	'ch' 'on' 'ou' 'oi' 'silent s and t' 'guttural r'	'ch' 'on' 'ou' 'oi' 'silent d' 'Nasal sounds: on, un, in and an'	'ch' 'on' 'ou' 'oi' 'silent s' 'guttural r' 'Nasal sounds: on, un, in and an'	'ch' 'on' 'ou' 'oi' 'guttural r' 'silent s and liason s-z'	'ch' 'on' 'guttural r' 'silent s and t'	'ch' 'on' 'ou' 'oi' 'silent letter x' 'Nasal sounds: on, un, in and an'
Listening	Listen attentively to spoken language and show understanding by joining in and responding. Recognise familiar words and short phrases covered in the units taught.					
Speaking	Communicate with others using simple words and short phrases covered in the units.					
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.					
Writing	Write familiar words & short phrases using a model or vocabulary list. e.g.: 'I play the piano'. 'I like apples'.					
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs e.g: 'I like...' 'I play...' 'I am called...'					
Trips and Visitors	In Term 1, the children in Year 3 will be learning about the Stone Age. The children will visit Kent's Cavern in Torquay - a prehistoric cave and home of ancient humans - to help them to learn about this interesting period of time. As part of Year 3's Geography learning in Term 2, the children will complete various fieldwork activities in Horrabridge and Tavistock. This will include completing surveys, which compare the amount of traffic, number of shops and cleanliness of each area. In Term 4, the children in Year 3 will welcome a Jewish visitor into the classroom to help them to understand more about Jewish festivals and family life, enabling them to consider how important these are for Jewish people. Year 3 will learn about Ancient Greece in Term 5. A visitor will visit the children in Year 3 to demonstrate how Ancient Greece was organised, enabling the children to better understand what life was like at this time.					

Year 4						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 4	 Leon and the Place Between by Angela McAllister and Grahame Baker-Smith I can write my own fantasy story	 13 Words by Lemony Snicket and Maria Kalman I can create my own story based on 13 random words	 The Paperbag Prince by Colin Thompson I can write a story showing a character's improvement over time	 The Most Wonderful Thing in the World by Vivian French and Angela Barrett I can write a traditional story in a similar style	 Cinderella of the Nile by Beverly Naidoo I can write my own version of the Cinderella story in a new setting	 I Don't Believe it Archie! by Andrew Norriss I can create a new chapter of with a strange adventure
	 Everest by Sangma Francis and Lisk Feng I can write a report about a place I have studied	 Mog's Christmas Calamity (Sainsburys' advert) I can write the story of Mog's Calamity (from the film)	 Wheels - cars, cogs, carousels and other things that spin by Tracey Turner and Fatti Burke I can write an information text about an object that has changed over time	 Fantastically Great Women who changed the World by Kate Pankhurst I can write a biography of a famous person	 Persuasive letter: RSPB I can write a persuasive letter	 Beachcomber by George Mackay I can write a poem about found objects
English - Whole Class Reading Year 4	 Anisha, Accidental Detective Serena Patel	 Call me Lion Camilla Chester	 Welcome to my crazy life Joshua Seigal	 Varjak Paw S. F. Said	 Varjak Paw S. F. Said	 Kensuke's Kingdom Michael Morpurgo

			 The Journey Francesca Sanna			
Reading Objectives Year 4	• Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories • Retell some stories orally • Read books that are structured in different ways • Use dictionaries to check meanings • Identify themes and conventions • Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest • Ask questions to improve understanding of text • Infer characters' feelings, thoughts and motives and justify using evidence • Make reasoned predictions of what might happen clearly derived from details both stated and implied • Identify main ideas across paragraphs and summarise these • Retrieve and record information from non-fiction • Take turns in high-quality discussions about what they have heard/read					
Writing Objectives Year 4	• Draw on examples of writing (structure, vocabulary and grammar) when planning their own work • Discuss and record ideas • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Assess own and others' writing, suggesting improvements • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Choose nouns/pronouns accurately for clarity and cohesion • Use fronted adverbials (adverbs, phrases and subordinate clauses) • Use commas after fronted adverbials • Use apostrophe for plural possession • Punctuate direct speech with inverted commas • Know the difference between Standard/non-Standard English • Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books • Retell stories orally • Recognise themes eg good over evil, use of magical devices • Be exposed to books that are structured in different ways • Identify how language, structure, vocabulary, grammar and presentation contribute to meaning • Organise paragraphs around a theme • Build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number or by varying tense • Locate information using contents, index and glossaries • Use simple organisational devices eg headings, sub-headings • Broaden range of figurative language to include metaphors, personification and repetition • Begin to interweave character, setting, plot and dialogue • Use a wider range of prefixes and suffixes • Use possessive apostrophe for plurals					

Spelling Year 4	Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'lr-' Words with the prefix 'sub-' meaning 'below' or further divided Words with the prefix 'inter-' meaning 'between' or 'among' Challenge Words	Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Challenge Words	Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' Challenge Words	Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge Words	Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' meaning 'two'	Challenge Words Words that are plurals with possessive apostrophes Revision words Revision words Revision words
	Place Value I can read and write numbers up to 1,000 in numerals and words. I identify, represent and estimate numbers using different representations. I recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). I can count in multiples of 6, 7, 9, 25 and 1,000. I recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones). I can find 1,000 more or less than a given number. I can order and compare numbers beyond 1,000. I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the	Addition & Subtraction I can add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. I can estimate and use inverse operations to check answers to a calculation. Area I can find the area of rectilinear shapes by counting squares. Multiplication & Division A I recall multiplication and division facts for multiplication tables up to 12 × 12. I recognise and use factor pairs and commutativity in mental calculations.	Multiplication & Division B I recognise and use factor pairs and commutativity in mental calculations. I recall multiplication and division facts for multiplication tables up to 12 × 12. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.	Fractions I recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. I recognise and show, using diagrams, families of common equivalent fractions. I can add and subtract fractions with the same denominator. I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Year 3). I recognise and show, using diagrams, families of common equivalent fractions. Decimals A I recognise and write decimal equivalents of any number of tenths or hundredths. I can find the effect of dividing a 1- or 2-digit number by 10 and	Decimals B I recognise and write decimal equivalents of any number of tenths or hundredths. I can solve simple measure and money problems involving fractions and decimals to 2 decimal places. I can compare numbers with the same number of decimal places up to 2 decimal places. I can round decimals with 1 decimal place to the nearest whole number. I recognise and write decimal equivalents to / 4, 1/2 and ¼. Money I can estimate, compare and calculate different measures, including money in pounds and pence. Time I can solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.	Shape I recognise angles as a property of shape or a description of a turn. I can identify acute and obtuse angles and compare and order angles up to two right angles by size. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. I can identify lines of symmetry in 2-D shapes presented in different orientations. I can complete a simple symmetric figure with respect to a specific line of symmetry. Statistics I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

	concept of zero and place value. I can round any number to the nearest 10, 100 or 1,000.	I can count in multiples of 6, 7, 9, 25 and 1,000. I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	Length & Perimeter I can convert between different units of measure [for example, kilometre to metre; hour to minute]. I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	100, identifying the value of the digits in the answer as ones, tenths and hundredths. I can compare numbers with the same number of decimal places up to 2 decimal places.	I can read, write and convert time between analogue and digital 12- and 24-hour clocks.	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Position & Direction I can describe positions on a 2-D grid as coordinates in the first quadrant. I can plot specified points and draw sides to complete a given polygon. I can describe movements between positions as translations of a given unit to the left/right and up/down.
Science Year 4	Substantive Knowledge					
	Group and Classify Living Things I recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in our local and wider environment. I recognise that environments can change and that this can sometimes pose dangers to living things. Data Collection I understand how seasonal changes influence plant and animal life. I can work scientifically to analyse the data I have collected.	States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Sound I can identify how sounds are made, associating some of them with something vibrating. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can find patterns between the pitch of a sound and features of the object that produced it. I recognise that sounds get fainter as the distance from the sound source increases. I recognise that vibrations from sounds travel through a medium to the ear. Data Collection I understand how seasonal changes influence plant and animal life. I can work scientifically to analyse the data I have collected.	Electricity I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I recognise some common conductors and insulators, and associate metals with being good conductors. I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Energy	Data Collection I understand how seasonal changes influence plant and animal life. I can work scientifically to analyse the data I have collected. I can use the data I have collected to draw conclusions. Habitats and Deforestation I can investigate the plants and animals within our locality, and discuss how biodiverse these local habitats are. I can explore and create classification keys to sort and classify both plants and animals based upon their physical characteristics. I can explore the human impacts on plant and animal habitats. I can look at the effects of	The Digestive System (continued) I can identify the different types of teeth in humans and their simple functions. I can describe the simple functions of the basic parts of the digestive system in humans. Food Chains I can construct and interpret a variety of food chains, identifying producers, predators and prey.

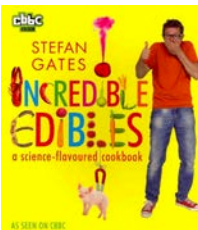
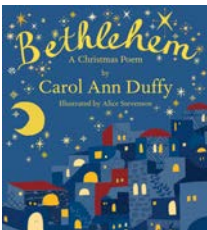
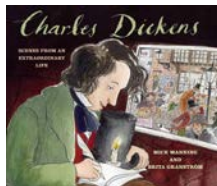
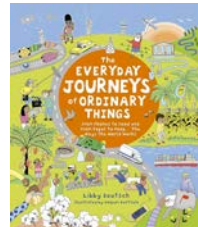
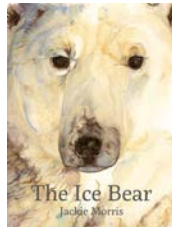
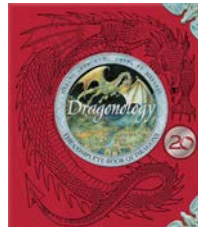
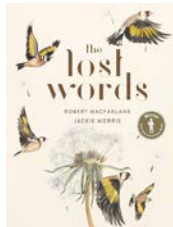
			I can name the different ways in which electricity is generated and the way it is used in our daily lives. I can explore ways we can reduce our energy usage.	deforestation both locally and globally. I can determine the impacts of deforestation on habitats. The Digestive System I can describe the simple functions of the basic parts of the digestive system in humans.	
Disciplinary Knowledge					
- I can ask relevant questions and use different types of scientific enquiry to answer them.  - I can make predictions based on simple scientific knowledge.  - I can identify what they will change, observe or measure and keep the same. - I can set up simple practical enquiries, comparative and fair tests. - I can make systematic and careful observations.  - I can take accurate measurements using standard units, using a range of equipment.  - I can gather, record and classify data in a variety of ways to help in answering questions. - I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  - I can use straightforward scientific evidence to answer questions or to support my findings.  - I can use results to draw simple conclusions. - I can begin to identify differences, similarities or changes related to simple ideas or processes. - I can begin to make predictions for new values, suggest improvements and raise further questions. 					

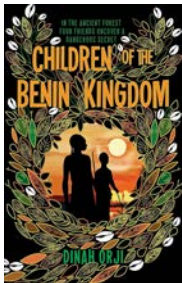
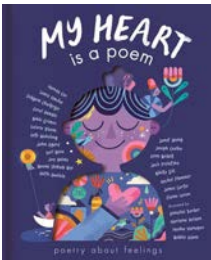
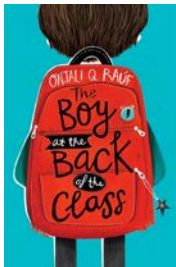
History and Geography Year 4	Roman Britain How did the Roman Empire become so powerful? How did the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? How did the Roman Empire fall?	Human Migration What is migration? How does migration affect people and places? What is economic migration? What is a refugee?	The Anglo-Saxons Who were the Anglo-Saxons? How do we know about the Anglo-Saxons? What was life like for Anglo-Saxons? What did Anglo-Saxons believe? How was Anglo-Saxon Britain ruled? Who was Alfred the Great?	Our Earth - Our Sustainer What are natural resources? Where are the world's natural resources? What resources does Chile have? What natural resources does the South West have? How can overusing natural resources cause problems? How can we preserve the world's natural resources?	The Vikings Why did the Vikings invade Britain? What happened at Lindisfarne in 793? What was life like in Viking Britain? What did the Vikings believe? Why did some Vikings travel further than Britain? What happened to the Anglo-Saxons and Vikings?	Remarkable Rivers Where are the world's rivers? How do rivers shape the land? What landforms can a river create? How does the depth of a river affect its flow? Why are rivers important to people? What happens when a river floods?
Computing Year 4	The Internet I understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks) I can use different software programs and different types of hardware (Using Computers) I understand that what I say or post on the internet might be copied, shared and stored by others (e-Safety) I know what to do if I see anything worrying online (e-Safety) I understand how search engines order their search results (Net Searching)		Audio Production I can use more complicated input devices (Computers) I can use different software programs and different types of hardware (Using Computers) I understand how search engines order their search results (Net Searching) I understand that what I say or post on the internet might be copied, shared and stored by others (e-Safety) I know what to do if I see anything worrying online (e-Safety)		Repetition in Games I can use a range of programs to complete a task (Using Computers) I can use different software programs and different types of hardware (Using Computers) I can use other programs as I code (Coding) I can break programs up into smaller parts (Coding) I can use logical thinking to identify and solve potential bugs during coding (Coding)	
Art and Design Design & Technology Year 4	Drawing: Exploring Tone, Texture and Proportion I can draw using tone to create a 3D effect. I can explore how combining lines and mark making can show texture and tone in drawings.	Structures: Helmets I can explore shell structures and design my own. I can make the shell of a helmet. I can assess how a helmet	Painting and Mixed Media: Light and Dark I understand how to darken or lighten a colour when mixing paint. I can use tints and shades to give a three-dimensional effect when painting. I can explore how paint can	Mechanical Systems: Making A Slingshot Car I can build a car chassis. I can build a prototype of a sustainable slingshot chassis. I can build a prototype of a durable slingshot chassis.	Sculpture and 3D: Mega Materials I can develop ideas for 3D work through drawing and visualisation in 2D. I can use more complex techniques to shape materials. I can explore how shapes can be formed and joined in wire.	Electrical Systems: Exploring Electrical Products I can investigate the function of electrical products. I can build an electrical circuit with a bulb and toggle switch. I can build an electrical circuit

	I understand proportion by observing how it is used in artwork. I understand what is an effective composition in art. I can apply an understanding of texture, tone and proportion in a drawing.	structure needs to be strengthened. I can strengthen a helmet shell structure. I can evaluate the effectiveness of strengthening the helmet.	create very different effects. I can consider proportion and composition when planning a still life painting. I can apply knowledge of colour mixing and painting techniques to create a finished piece.	I can design a mechanised toy car.	I can consider the effect of how sculpture is displayed. I can choose and join a variety of materials to make sculptures.	with a push switch. I can research a design problem by surveying a target audience. I can communicate a design idea using a cross-sectional diagram.
Music Year 4		Greek Myths I can sing, dance and play with an awareness of the pulse. I can improvise and perform simple melodies, maintaining a strong sense of pulse. I can explore, select and combine sounds as a class. I can explore, select and combine sounds as a group. I can rehearse and refine compositions for a final performance. I can evaluate my own music and music from another era.		Castles I can perform as an ensemble, maintaining a rhythmic pattern. I can compose a rhythmic performance as a group ensemble. I can compose and perform a rhythm for a musical theatre performance. I can learn the feudal song and perform as a class ensemble. I can build performance skills through vocal and instrumental improvisation. I can play and sing an improvisation within a class performance.	Glockenspiel I can improvise using pitch and dynamics. I can improvise using the pentatonic scale. I can read staff notation to perform a melody and drone. I can perform and improvise as an ensemble. I can perform as part of an ensemble. I can perform as an ensemble in multiple parts from notation.	Glockenspiel I can maintain my part individually within an ensemble. I can accompany a song by playing chords in an ensemble. I can understand harmony by performing a duet with a partner. I can rehearse and perform my part in a small group ensemble. I can compose pentatonic melodies. I can perform with awareness of the audience and setting.
P.S.H.E Year 4	Mental health and wellbeing I can learn how describing emotions and their intensity can help to manage them. I can learn about internal and external distractions and how they can be managed. I can learn about different ways of thinking and how this	Exploring ways to manage risk I can learn about keeping safe around fireworks, bonfires and sparklers. I can learn how to assess and manage risk at home. I can learn how to take responsibility for personal safety around roads. I can learn about risk in	Forming respectful relationships I can personal identity and how people express their identity. I can learn about the value of friendships. I can learn about the challenges that friendships can face. I can learn how to respond to	Money matters and news literacy I can learn about the role money plays in people's lives. I can learn that decisions can be made about spending money based on budget, value and needs. I can discuss news stories and how they can make people feel.	Embedding healthy habits and learning first aid I can talk about how to stay safe in the sun and why sun protection is important. I can develop my self-confidence to become a confident mover. I can develop my understanding of inclusivity in order to be a good team	Families and growing together I can learn about family relationships. I can learn about different family structures. I can learn about change in families. I can learn about committed relationships, including marriage and civil partnership.

	impacts wellbeing. I can learn strategies that can help manage worries and positively impact emotions and behaviour. I can learn strategies that can help someone manage their responses. I can learn about the impact of different life changes, and strategies for dealing with grief.	everyday situations. I can learn about the safe use of medicines and household products. I can learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.	bullying and hurtful behaviour. I can learn about belonging to a group or community and the positive impact of belonging. I can recognise kind and unkind behaviours.	I can use strategies to identify fake and real news stories. I can question images presented in news stories.	player. I can develop a positive mindset to become an effective goal setter. I can learn how to help someone with a head injury. I can learn how to help someone who is having difficulty breathing due to asthma.	I can learn about different types of families and how they can change. I can learn about rights children have if parents separate and the type of support they might need.
Religious Education Year 4	What kind of world did Jesus want? I know that Jesus called the disciples to follow him and become fishers of men (people) I can think about how the disciples may have felt when they were first called to follow Jesus. I understand that vicars are also fishers of men (people). I can give examples of qualities that Christian church leaders/evangelists need and how they follow Jesus today. I understand how Jesus' actions towards the leper teaches Christians to show love to everyone. I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching and try to make the world a better place	What do Hindus believe that God is like? I can talk about Hindu ideas of God/Brahman as ultimate reality. I can talk about Hindu ideas of God being everywhere and in everything. I can talk about aspects of Brahman represented by at least four deities. I can explain why there are images of many deities, even though Hindus have only one supreme God. I can explain how Ganesh helps me understand more about Brahman in Hinduism I know what Hindus think Brahman – the divine – is like.	Why do Christians call the day Jesus died 'Good Friday'? I can order Creation, Fall, Incarnation and Gospel within the timeline of the Bible's 'big story'. I understand where salvation fits in the Bible's 'big story'. I can recall the events of Holy week. I can think about how Mary may have felt during Holy week. I can think about how people close to Jesus felt during Easter week and how I would feel. I know why Christians call the day Jesus died 'Good Friday'. I know why the Easter story is important to Christians. I can describe how Christians mark the Easter events in their church communities. I can think about what is the most important part of Easter to Christians.	What does it mean to be a Hindu in Britain today? (Part 2) I know about Hindu Dharma and where Hindus worship. I can describe how Hindus show their faith both at home and in their community. I know how and why Hindus perform puja. I can identify the terms dharma, Sanatan dharma and Hinduism and say what they mean. I can think about why Diwali is important to Hindus. I know and can explain the story of Ramayana. I can think about why Diwali is important to Hindus. I can talk about how and why Hindus celebrate Diwali. I can describe some ways that Hindus show their faith within their communities today. I can think about what is most important about Diwali to Hindus.	For Christians, when Jesus left, what was the impact of Pentecost? I can think about how the disciples felt from Jesus' death until Pentecost. I can research Pentecost and make suggestions about what the description of Pentecost in Acts 2 might mean. I can think about how different artists have depicted Pentecost and give my opinions. I can explain what Christians believe about the Holy Spirit as a gift and how it helps them every day. I can think about the impact of Pentecost on Christians. I can make links between ideas about the Lord's Prayer and what people believe about following God today, giving good reasons for my ideas.	How and why do people mark the significant events of life? I know that we can see life as a journey and I can think about the journey of my life. I can think about several life ceremonies for different faiths. I can describe what happens in a Christian baptism and I can say what it means. I can describe what happens in ceremonies of commitment in Judaism, specifically when becoming an adult. I can offer suggestions about the meaning and importance of Hindu life ceremonies today. I can make links between ideas of love, commitment and promises in religious wedding ceremonies. I can identify some differences in how people celebrate commitment and I can suggest my thoughts about seeing life as a journey.

	I know what the Bible says about the importance of love The parable of the Good Samaritan) and I can express my own ideas about showing love in our world.		I know why Christians call the day that Jesus died 'Good Friday'.	I can think about what it is like being a Hindu in Britain today.		
Physical Education Year 4	Hockey I can develop sending and receiving the ball with accuracy and control. I can develop the attacking skill of dribbling. I can develop dribbling to beat a defender. I can use defending skills to delay an opponent and gain possession. I can apply attacking skills to move towards goal and find space. I can apply skills and knowledge to compete in a tournament.	Football I can develop the attacking skill of dribbling. I can develop changing direction and speed when dribbling. I can develop passing and begin to recognise when to use different skills. I can apply attacking skills to move towards a goal. I can use defending skills to delay an opponent and gain possession. I can apply skills and knowledge to compete in a tournament.	Gymnastics I can develop individual and partner balances. I can develop control in performing and landing rotation jumps. I can develop the straight, barrel, forward and straddle roll. I can link actions that flow using the rolls I have learnt. I can develop strength in inverted movements. I can create a great partner sequence to include the skills I have learnt and apparatus.	Dance I can copy and create actions in response to an idea and be able to adapt this using changes of space. I can choose actions which relate to the theme. I can develop a dance using matching and mirroring. I can learn and create dance moves in the theme of carnival. I can develop a carnival dance using formations, canon and unison. I can develop a dance phrase and perform as part of a class performance.	Swimming and OAA I can develop cooperation and teamwork skills. I can orientate a map and navigate around a grid. I can develop observational skills, listening to others and following instructions. I can develop trust whilst listening to others and following instructions. I am able to identify, draw and follow a simple map. I am able to orientate and navigate around a map and draw a route using directions.	Golf I can explore hitting technique and aiming towards a target. I can develop hitting accuracy. I can explore techniques for hitting over a short distance. I can explore techniques for hitting over a short distance. I can explore the techniques used for a short game. I can explore a technique for hitting over a long distance.
French Year 4	Je me présente (Presenting myself) I can use basic greetings in French. I can ask somebody how they are feeling and reply when asked. I can ask somebody their name in French and reply when asked. I can recall the numbers 1-10 and count from 11-20 in French. I can ask somebody how old they are in French and reply when asked.	Ma Famille (My Family) I can say the nouns and determiners of family members in French. I can continue to count in French, reaching 100. I can say the age of various family members. I understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. I understand the move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit:	En classe (In the Classroom) I can recognise and repeat from memory simple classroom objects and use their indefinite article/determiner. I can say what I have and do not have in my pencil case. I can recognise and respond to simple classroom commands and praise. I can replace an indefinite determiner (a) with a possessive adjective (my).	Au salon de the (At the tea room) I can remember and recall a variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. I can understand better how to change a singular noun to a plural form. I can perform a short role-play ordering what I would like to eat and drink.	Boucle D'Or Et Les Trois Ours (Goldilocks and the Three Bears) I can listen attentively to the story, and recognise, understand and remember some of the new language. I can increase my memory potential in French by using picture cards, word cards and phrase cards in French. I can increase my thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. I can attempt to spell in French.	Quel temps fait-il ? (What's the weather like?) I can repeat and recognise the vocabulary for weather. I can ask what the weather is like today. I can say what the weather is like today. I can create a French weather map. I can describe the weather in different regions of France using a weather map with symbols.

	I can ask somebody where they live in French and reply when asked. I can express my nationality in French and understand basic gender agreement rules.	s'appeler (to be called) and avoir (to have).				
Phonics	'in' 'i' 'ique' 'ille' 'silent s'	'in' 'i' 'ique' 'ille' 'silent s'	'in' 'i' 'ique' 'ille' 'silent s, x and z'	'in' 'i' 'ique' 'ille' 'silent s and t'	'in' 'i' 'ique' 'ille' 'silent s and t'	'in' 'i' 'ique' 'ille' 'silent letters d,s,t'
Listening	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.					
Speaking	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.					
Reading	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.					
Writing	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g.: My name, where I live and my age.					
Grammar	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives e.g.: 'In my pencil case I have...' or 'In my pencil case I do not have...'					
Trips and Visitors	As part of Year 4's Geography learning in Term 2, the children will visit The Barbican and The Hoe . Whilst there, Year 4 will interview members of the public to learn more about the reasons for internal migration in Plymouth. Year 4 will be learning about The Vikings in Term 5. A visitor will visit the children in Year 4 to help them to understand the reasons for the Vikings invading Britain and to demonstrate how this changed the life of those in Britain at that time. In Term 6, the children in Year 4 will visit Cothele House to complete some fieldwork. The children will be encouraged to draw and label an area of the river with erosion and deposition and then they will measure the river depth in three different places.					
Year 5						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 5	 The Book of Hopes by Katherine Rundell (editor) I can write a story using a range of devices to develop character, setting and plot 	 Kensuke's Kingdom by Michael Morpurgo I can write an alternative version using a range of descriptive devices 	 Paraphernalia by Sabrina Cutugno (film) I can use a range of devices to write the story of the film  Charles Dickens - Scenes for an Extraordinary Life by Mick Manning and Brita Granström	 Hansel and Gretel by Neil Gaiman I can write a fairy tale from the 'bare bones' 	 The Ice Bear by Jackie Morris I can write a story which demonstrates links between animals, humans and the earth  Dragonology	 A Word in Your Ear - Art by Tony Ross I can write a story with expanded detail and changes in pace  The Lost Words

	Incredible Edibles: a Science Flavoured Cookbook by Stefan Gates I can write an engaging text to instruct the reader	Bethlehem by Carol Ann Duffy I can write a poem describing a special place and event	I can present my own biography about a famous person in an interesting way	The Everyday Journeys of Ordinary Things by Libby Deutsch and Valpuri Kerttula I can write a sequential explanation of the journey of an everyday thing	by Dugald Steer, Helen Ward, et al. I can present my own information text about an imaginary creature	by Robert McFarlane and Jackie Morris I can write a poem about something from the natural world to contribute to a class book
English - Whole Class Reading Year 5	 How to Train Your Dragon Cressida Cowell	 The Children of the Benin Kingdom Dinah Orji	 My Heart is a Poem Mandy Coe	 Holes Louis Sachar	 The Boy at the Back of the Class Onjali Q. Rauf	
Reading Objectives Year 5	- Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories - Read books that are structured in different ways - Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures - Recommend books to peers and give reasons - Identify and discuss themes and conventions - Make comparisons within and across books - Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) - Discuss and explore meanings of words in context - Ask questions to improve understanding of text - Infer characters' feelings, thoughts and motives and justify using evidence - Summarise main ideas identifying key details - Identify how language, structure and presentation contribute to meaning - Evaluate authors' use of figurative language - Distinguish between fact and opinion - Retrieve, record and present information - Discuss books and courteously challenge others' opinions - Explain their understanding through discussions, formal presentations and debates					
Writing Objectives Year 5	- Use dictionaries to check the spelling and meaning of words - Identify audience and purpose when writing - Note and develop initial ideas drawing on reading - Select appropriate grammar and punctuation and understand how these can change/enhance meaning - Assess effectiveness of own and others' writing - Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness - Choose the appropriate register (formal/informal) - Use relative clauses with relative pronouns who, which, where, whose, that, when - Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc) - Build cohesion within a paragraph - Link ideas across paragraphs using adverbials of time, place and number or by varying tense - Indicate parenthesis using brackets, dashes and commas - Use commas to clarify meaning/avoid ambiguity - Use expanded noun phrases for accuracy					

	- Summarise and present familiar stories in their own words - Summarise main ideas from more than one paragraph using evidence - Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing - Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure - In fiction, consider how authors develop character and setting - Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures - Evaluate how authors use language and consider effect on the reader - Use a wide range of devices to build cohesion within and across paragraphs - Use further organisational and presentational devices to structure text - Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing - Select appropriate language and vocabulary to reflect their understanding of audience and purpose - Become familiar with the language of writing eg figurative language, imagery, style and effect - Develop characters, settings and atmosphere using language and vocabulary from reading/books - Integrate dialogue to advance action and convey character - Evaluate how authors use language and consider effect on the reader - Use dictionaries (and thesauruses) to check meaning of new words/language					
Spelling Year 5	Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Challenge words	Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Challenge words	Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in '-fer' Words with 'silent' first letters Words with 'silent' letters Challenge words	Words with 'ie' after 'c' where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency Challenge words	Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge words	Words with hyphens Challenge words Revision words Revision words Revision words Revision words
Maths Year 5	Place Value I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	Multiplication & Division A I identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Multiplication & Division B I can multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. I can divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. I can solve problems involving multiplication and division,	Decimals & Percentages I can read, write, order and compare numbers with up to 3 decimal places. I can read and write decimal numbers as fractions. I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. I can solve problems which require knowing percentage and decimal equivalents of 1/2	Shape I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. I can draw given angles, and measure them in degrees (°). I identify angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°). I use the properties of rectangles to deduce related	Negative Numbers I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Converting Units I can convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].

	I can solve number problems and practical problems involving the above. I can round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Addition & Subtraction I can add and subtract numbers mentally with increasingly large numbers. I can add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction). I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	I can establish whether a number up to 100 is prime and recall prime numbers up to 19 I recognise and use square numbers and cube numbers, and the notation for squared and cubed. I can solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. Fractions A I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number. I can compare and order fractions whose denominators are all multiples of the same number. I can add and subtract fractions with the same denominator, and denominators that are multiples of the same number.	including using their knowledge of factors and multiples, squares and cubes. Fractions B I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number (Year 4).	, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. I can read, write, order and compare numbers with up to 3 decimal places. I can solve problems involving numbers up to 3 decimal places. I can round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. I recognise the percent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction. Perimeter & Area I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. I can calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes. Statistics I can solve comparison, sum and difference problems using information presented in a line graph.	facts and find missing lengths and angles. I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles. I identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Position & Direction I 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. Decimals I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. I can solve problems involving numbers up to 3 decimal places. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.	I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. I can solve problems involving converting between units of time. Volume I can estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity.
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Science Year 5	Substantive Knowledge					
	Forces I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Space I can describe the movement of the Earth and other planets relative to the Sun in the Solar System. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. I can describe the movement of the Moon relative to the Earth. Global Warming I can understand what global warming means and can learn why it is happening. I can explore the impacts of global warming on living things.	Properties of Materials I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Animals including Humans I can describe the changes as humans develop to old age. Life Cycles I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Reproduction I can describe the life process of reproduction in some plants and animals. Reversible and Irreversible Changes I know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Reversible and Irreversible Changes (Continued) I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Plastic Pollution I can explore the causes of plastic pollution. I can identify ways to reduce the impact of plastic pollution in our local area. Reproduction I can describe the life process of reproduction in some plants and animals.
	Disciplinary Knowledge					
	- I can ask scientific questions and begin to understand which questions would be best suited to each enquiry type.  - I can make predictions based on scientific knowledge.  - I can plan different types of scientific enquiry with support. - I can identify the dependent, independent and controlled variables where appropriate. - I can use a range of scientific equipment to make systematic and careful observations.  - I can take accurate measurements using a range of scientific equipment.  - I can start to take repeat readings when appropriate. - I can gather, record and classify data with increasing complexity to help in answering questions.  - I can record data using scientific diagrams and labels, classification keys, tables, bar and line graphs.					

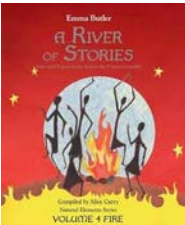
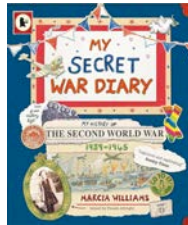
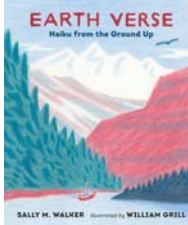
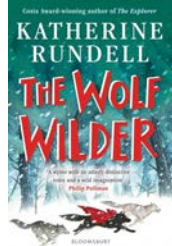
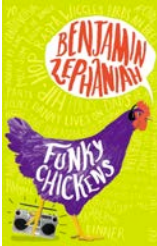
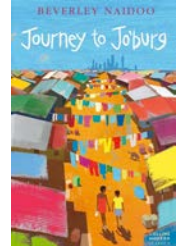
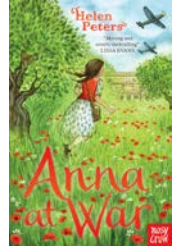
	- I can report and present findings from enquiries, including conclusions.  - I can begin to identify causal relationships in oral and written forms such as displays and other presentations. - I can use scientific evidence to answer questions.  - I can make conclusions based on scientific evidence and from my own testing and findings. - I can identify differences, similarities or changes related to simple ideas or processes. - I can make predictions for new values, suggest improvements and raise further questions. 					
History and Geography Year 5	The Benin Kingdom How did the Benin kingdom begin? What was life like for the Edo people in the Benin Kingdom? How were trade links established and what goods were traded? What led to the Civil war in the 1700s? What was the Transatlantic Slave Trade? Why did the British colonise Benin and what impact did this have?	Informal Settlements What is an informal settlement? Why do Informal Settlements develop? How are Rocinha and Dharavi similar and different? What challenges do people face living in Informal Settlements? How can life in the informal settlements be improved? How can crime be tackled in informal settlements ?	Medieval Monarchs In 1066, who were the contenders for the English throne? Why was the Battle of Hastings so important for the future of England? Who was the worst King: Richard I or John? In what ways was Edward I a 'great and terrible' King? Why did Henry VIII initiate the Reformation? Was Elizabeth I 'weak and feeble'?	Breathtaking Biomes What are the Earth's Biomes? What affects an ecosystem? What is the tundra? What is the taiga? What is the savanna? How are biomes being damaged?	Local History What are the Origins of Plymouth? Why was Plymouth important in Tudor Times? Why did The Mayflower voyage from Plymouth to the New World? What is the Strategic Importance of Plymouth? What makes Plymouth historically unique? What makes Plymouth 'A City of Voyage and Discovery'?	Energy and Sustainability What is sustainability? How has energy been produced? How can we produce energy sustainably? How is an area of Plymouth sustainable? What does the future hold?
Computing Year 5	Sharing Information I can use the internet to allow me to share data with another person (Networks) I understand how to choose online content for my age group (e-Safety) I can select appropriate software to use for a given task (Using Computers) I can use more advanced features when searching online (Net Searching)		Selection in Physical Computing I can select appropriate software to use for a given task (Using Computers) I can write increasingly complex programs (Coding) I can control external hardware from within my programs (Coding) I can use loops to repeat tasks within a program (Coding) I can use IF statements to alter the way my programs run (Coding)		Selection in Quizzes I can use the internet to allow me to share data with another person (Networks) I can select appropriate software to use for a given task (Using Computers) I can confidently use a range of software tools (Using Computers) I can write increasingly complex programs (Coding) I can use IF statements to alter the way my (Coding)	

	I can use a range of search tools to find exactly what I'm looking for (Net Searching)		I can explain how increasingly complex algorithms solve a given problem (Coding)		I can use loops to repeat tasks within a program (Coding)	
Art and Design Design & Technology Year 5	Craft & Design: Architecture I can apply observational drawing skills to interpret forms accurately. I can apply composition skills to develop a drawing into print. I can apply an understanding of architecture to design a building. I can extend design ideas through research and sketchbook use. I can explore and evaluate the intention of a design.	Electrical Systems: Wobble bots I can investigate motors by creating circuits. I can make a motorised product and test its function. I can apply knowledge of circuits to experiment with product design. I can design a motorised product for a specific purpose. I can make and evaluate the effectiveness of a motorised product.	Drawing: Depth, Emotion and Movement I can apply an understanding of expressive and gestural lines to capture movement. I understand how lines and marks can communicate emotion. I understand how artists use mark making and shading to create depth. I can apply an understanding of composition to plan a print. I can develop drawn ideas through printmaking.	Mechanical Systems: Gears and Pulleys I can create a working gear system and create its function. I can improve a working gear system and suggest some applications. I can create a working pulley system and explain its function. I can conduct market research to discover useful tasks an eco-gadget bike could perform. I can design and evaluate an eco-gadget bike using design criteria.	Painting and Mixed Media: Portraits I can explore how a drawing can be developed. I can combine materials for effect. I can identify the features of self-portraits. I can develop ideas towards an outcome by experimenting with materials and techniques. I can apply knowledge and skills to create a mixed media self-portrait.	Cooking and Nutrition: Developing A Recipe I understand how ingredients are reared and processed. I can make adaptations to design a recipe. I can evaluate nutritional content. I can follow and make an adapted recipe using food preparation skills.
Music Year 5		Glockenspiel I can create and control sounds following direction. I can find and perform three notes: C, D and E. I can understand and perform semibreves, minims and crotchets in a piece. I can follow western notation to perform a piece of music using three pitches. I can create and perform our own piece of music inspired by 'Take 3'. I can perform with consideration of dynamics.		Glockenspiel I can interpret notation independently. I can interpret notation independently including paired quavers. I can consider performance qualities for each piece. I can recognise and perform from different forms of notation. I can sing and perform within an ensemble with awareness of pulse. I can perform with an awareness of audience and occasion.	Glockenspiel I can improvise using pitch and dynamics. I can improvise using the pentatonic scale. I can read staff notation to perform a melody and drone. I can perform and improvise as an ensemble. I can perform as part of an ensemble. I can perform as an ensemble in multiple parts from notation.	Glockenspiel I can maintain my part individually within an ensemble. I can accompany a song by playing chords in an ensemble. I can understand harmony by performing a duet with a partner. I can rehearse and perform my part in a small group ensemble. I can compose pentatonic melodies. I can perform with awareness of the audience and setting.

P.S.H.E Year 5	Friendships, stereotypes and bullying I can learn about the benefits and importance of including others. I can learn about positive friendships and communicating respectfully. I can learn about the impact of bullying and how to seek support. I can learn how stereotypes can influence behaviours and attitudes towards different groups of people. I can how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views and how to resist and challenge these viewpoints.	Mental health and wellbeing I can learn about managing thoughts and emotions in everyday situations. I can learn about helpful and unhelpful distractions and strategies to manage them. I can learn about brain plasticity and how changing thinking habits can support wellbeing. I can learn how changing the way someone thinks about an event that can support wellbeing. I can learn about how managing reactivity can support wellbeing.	Positively engaging with our world I can consider the impact of news stories on feelings and emotions. I can identify fake news and its consequences. I can understand that online news is targeted to the reader. I can learn how connecting to nature, and using other strategies, can help our wellbeing. I can learn about actions that people can take to help look after the environment. I can learn about the importance of community and working together to look after nature and our local environment.	Respecting boundaries I can learn about giving and asking for permission (consent). I can learn about personal boundaries. I can learn about appropriate and inappropriate touch. I can learn about treating others respectfully, and how the PANTS rules can help us.	Safe connections online I can learn about navigating situations online and how to protect their information. I can learn about safely sharing online and who can help with any issues. I can learn about identifying and responding to pressure or manipulation online. I can learn about healthy, respectful relationships, including online. I can learn about socialising online more safely. I can learn about staying as safe as possible online, including the risk of online fraud. I can learn about different types of online fraud and the associated risks.	Me, my body and growing up I can learn about the physical changes that happen during puberty. I can learn about the biological changes that happen during puberty. I can learn about the importance of personal hygiene during puberty. I can learn about emotional changes during puberty. I can revisit the PANTS rules, and build confidence to seek help.
Religious Education Year 5	What does it mean if Christians believe God is holy and loving? I can think about words to describe God and know what words Christians may use to describe God. I can explain connections between biblical texts and Christian ideas of God, using theological terms. I can think about how ideas about God are expressed through art. I can make clear connections between Bible texts studied and what Christians believe about God; for example,	What does it mean to be a Muslim in Britain today? I can name two of the main branches of Islam. I can talk about how many Muslims there are in our region, the UK and the world. I can recall the Five Pillars and explain how the Five Pillars express ibadah for Muslims today. I can give evidence and examples to show how Muslims put their beliefs into practice in different ways– zakah.	Why is the Torah so important to Jewish people? I know where the British Jewish community lives. I know what the Sefer Torah is and how it is used and treated. I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). I know what the laws are surrounding food in the Jewish	Christians and how to live. What would Jesus do? I can make connections between Gospel texts and how Christians live their lives I can suggest meanings of Gospel texts studied, and compare with ways in which Christians interpret biblical texts. I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. (sermon on the mount)	Why do some people believe in God and some people not? I can look for patterns in our city, country and the world about beliefs in God. I know what atheist, agnostic and theist mean and weigh up the different views. I can think about how psychology can help us understand what people mean when they think about the idea of God. I can learn about God through theology.	How can believing in God bring freedom and justice? I can read the story of Exodus and think about what we may learn from it. I can map out the story of Exodus, adding Bible references. I can think about how the Exodus story may help Christians when life gets tough. I can think about the importance of the ten commandments and debate them in a group. I can think about how

	through how churches are designed. I can show how Christians put their beliefs into practice in worship. I know ideas and teachings show God as holy and loving and I know how this is reflected in the lives of Christians and in church buildings.	I can think about how charity is important to me. I can make clear connections between Muslim beliefs and worship (e.g. hajj) I can think about why Muslims go on a pilgrimage. I can think about what it means to be a Muslim in Britain today. I can give some suggestions about why Muslims and other people may think that commitment, generosity etc are important today	faith, making connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) I can think about how Jewish people are adapting festivals in the UK. I know what happens during worship at a synagogue. I can give evidence and examples of the differences between Orthodox and Progressive Jewish practice. I can explain why the Torah is so important to Jewish people.	I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives - caring for those in need. I can think about how Jesus' actions and teachings inspired others.	I can think about why some people believe in God and some do not, giving examples and reasons. I can explain what Humanists believe and do not believe. I can make clear connections between what people believe about God and the impact of this belief on how they live.	Christians try to bring freedom and justice into today's world. I can explain the Exodus story, its themes and its importance for Christians today. I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
Physical Education Year 5	Netball I can develop passing and moving to maintain possession. I can create and use space to support a teammate. I can change direction and speed to lose a defender. I can use defending skills to gain possession. I can develop accuracy in the shooting action under pressure. I can use and apply skills, principles and tactics to a game situation.	Fitness I can develop an awareness of what your body is able to do. I can develop speed and stamina. I can develop strength using my own body weight. I can develop co-ordination. I can develop agility. I can develop balancing with control.	Gymnastics I can perform symmetrical and asymmetrical balances. I can develop the straight, forward, straddle and backward roll. I can explore different travelling actions using both canon and synchronisation. I can perform progressions of inverted movements. I can explore matching and mirroring in sequence work. I can create a partner sequence using apparatus.	Dance I can create a dance using a random structure and perform the actions showing quality and control. I can understand how changing dynamics changes the appearance of the performance. I can understand and use relationships and space to change how a performance looks. I can copy and repeat movements in the style of rock 'n' roll. I can work with a partner to copy and repeat actions in time with the music. I can work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.	Golf I can develop techniques for hitting accurately over a short distance. I can develop techniques for hitting over a short distance. I can select and apply skills for a short game. I can develop the technique for a long game. I can select the appropriate shot for the situation. I can design a course and select the appropriate shot for the situation.	Athletics I can understand pace and apply different speeds over varying distances. I can develop fluency and coordination when running for speed. I can develop techniques in relay changeovers. I can build momentum and power in the triple jump. I can develop throwing with force for longer distances. I can develop throwing with greater control and technique.

French Year 5	La date (The Date)	As-tu un animal ? (Do you have a pet?)	Chez Moi (My Home)	Les vêtements (Clothes)	Les habitats (Habitats)	Les Jeux olympiques (The Olympics)
	I can repeat and recognise the months of the year in French. I can ask when somebody has a birthday and say when they have their birthday. I can say the date in French. I can create a French calendar. I can recognise key dates in the French calendar.	I can repeat, recognise and attempt to spell the nouns (including the correct article for each) for pets in French. I can tell somebody in French if they have or do not have a pet. I can ask somebody else in French if they have a pet. I can tell somebody in French the name of their pet. I can attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").	I can say whether I live in a house or an apartment and say where it is. I can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. I can tell somebody in French what rooms they have or do not have in their home. I can ask somebody in French what rooms they have in their home. I can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	I can repeat and recognise the vocabulary for a variety of clothes in French. I can use the appropriate genders and articles for these clothes. I can use the verb porter in French with increasing confidence. I can say what I wear in different weather/situations. I can describe clothes in terms of their colour and apply adjectival agreement. I can use the possessives with increased accuracy.	I can say and write the key elements that animals and plants need to survive in their habitat. I can name the most common types of habitats. I can use the verb 'pousser' (to grow) to express which plants grow in these habitats. I can use the verb 'habiter' (to live) to express which animals live in these habitats.	I can listen attentively to longer passages in French about the ancient and modern Olympic Games. I can look for cognates and highlight key words when learning how to decode longer texts in gist listening and reading in French. I can recall the nouns in French for 10 key sports in the current Olympic games with their articles/determiners. I can form positive and negative sentences using the verb faire (to do) in French. I recognise the concept of gendered nouns in French in regard to the male and female Olympians. I understand more about the adjectival agreement to describe myself in terms of character.
Phonics	'é' 'è' 'e' 'eau' 'eux' 'silent s and t' 'guttural r'	'é' 'è' 'e' 'eau' 'eux' 'silent s and t'	'é' 'è' 'e' 'eau' 'eux' 'silent s and t'	'é' 'è' 'e' 'eau' 'eux' 'silent letters s and t'	'é' 'è' 'e' 'eau' 'eux' 'silent ts and ent' 'guttural r'	'é' 'è' 'e' 'eau' 'eux' 'silent t and s' 'guttural r' 'nasal sounds on, un, in and an'
Listening	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.					
Speaking	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.					
Reading	Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.					
Writing	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives e.g.: my name, my age, where I live, a pet I have, a pet I don't have and my pet's name.					
Grammar	Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g.: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (e.g.: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g.: 'My blue coat'.					

Trips and Visitors	In Term 2, children in our Year 5 classes will have the exciting opportunity to welcome a Muslim speaker into their classrooms to support them to understand what it means to be a Muslim in Britain today. As part of Year 5's Geography learning in Term 4, the children will visit Efford Valley . Whilst there, Year 5 will record the temperature and draw a field sketch of the environment - trying to include plants, animals and any signs of human activity. Year 5 will complete a Local History study in Term 5. As part of this learning, Year 5 will visit The Box to participate in a short workshop to learn about Tudor Plymouth. The children in Year 5 will then walk to The Barbican , looking carefully for and making notes about Tudor buildings along the way. At the end of this walk, the children will visit the Mayflower Steps and the Mayflower Museum to consider the reasons for the Pilgrim's voyage across the Atlantic in 1620. In Term 6, the children in Year 5 will visit Central Park to complete some fieldwork. Whilst there, the children will be encouraged to complete various surveys to help them to evaluate how sustainable an area of Plymouth is.					
Year 6						
Curriculum Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English - Writing Year 6	 Flood by Alvaro Villa I can write the story for a wordless picture book  Animalium by Jenny Broom I can write a detailed explanation about an imagined creature using formal and technical language	 The Shadow Cage by Philippa Pearce I can create a short story with elements of suspense  Christmas Tales cards by John and Caitlin Matthews I can write a Christmas story specifically for a younger audience	 Straw into Gold by Hilary McKay I can retell a fairy tale in a new and imaginative way  Formal Nonfiction Study I can write a formal letter about segregated schools in America I can write an explanation text about light I can write a news article about the Civil Rights movement.	 Formal Nonfiction Study continued I can write a formal letter about segregated schools in America I can write an explanation text about light I can write a news article about the Civil Rights movement.  Beowulf by Kevin Crossley-Holland and Charles Keeping I can create my own 'overcoming a monster' story	 A River of Stories: Tales and Poems from across the Commonwealth I can create my own story based on the given style and linked to one of the elements	 My Secret War Diary by Flossie Albright by Marcia Williams I can create a sequence of diary entries related to a time in history  Earth Verse: Haiku from the Ground Up by Sally M. Walker and William Grill I can write haiku poetry about a natural event, using technical vocabulary
	English - Whole Class Reading Year 6	 Wolf Wilder Katherine Rundell	 Street Child Berlie Doherty	 Funky Chickens Benjamin Zephaniah	 Journey to Jo'Burg Beverley Naidoo	 Anna at War Helen Peters

Reading Objectives Year 6	• Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories • Read books that are structured in different ways • Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures • Recommend books to peers and give reasons • Identify and discuss themes and conventions • Make comparisons within and across books • Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) • Discuss and explore meanings of words in context • Ask questions to improve understanding of text • Infer characters' feelings, thoughts and motives and justify using evidence • Summarise main ideas identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' use of figurative language • Distinguish between fact and opinion • Retrieve, record and present information • Discuss books and courteously challenge others' opinions • Explain their understanding through discussions, formal presentations and debates
Writing Objectives Year 6	• Use dictionaries to check the meaning of words • Identify audience and purpose when writing • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • Note and develop initial ideas drawing on reading • Assess effectiveness of own and others' writing • Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness • Choose the appropriate register (formal/informal) • use active/passive voice for effect • Use perfect form to indicate time/cause • Use hyphens to avoid ambiguity • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. • Use colons to introduce a list and mark boundaries between clauses • Use semi-colons in a longer list and to mark boundaries between clauses • Punctuate bullet points consistently • Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis) • Identify formal/informal structures eg question tags, subjunctive form • Summarise and present familiar stories in their own words • Summarise main ideas from more than one paragraph using evidence • Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing • Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure • In fiction, consider how authors develop character and setting • Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures • Evaluate how authors use language and consider effect on the reader • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text • Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing • Select appropriate language and vocabulary to reflect their understanding of audience and purpose • Become familiar with the language of writing eg figurative language, imagery, style and effect • Develop characters, settings and atmosphere using language and vocabulary from reading/books • Integrate dialogue to advance action and convey character • Evaluate how authors use language and consider effect on the reader • Use dictionaries (and thesauruses) to check meaning of new words/language

Spelling Year 6	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Challenge Words Words with 'cial'/shul/ after a vowel Words with 'tial' Challenge Words	Challenge Words Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Challenge Words Words with the /f/ sound spelled 'ph' Challenge Words	Words with the suffix '-ably' Words with the suffix '-ible' Challenge Words Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Challenge Words	Challenge Words Words ending in '-er', '-or' and '-ar' Challenge Words Words beginning with 'acc-' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Challenge Words	Words with origins in other countries and languages Grammar Vocabulary 1 Grammar Vocabulary 2 Adding the prefix 'over-' Words with the suffix '-ful' Adjectives used to describe settings	Adjectives used to describe feelings Adjectives to describe characters Words that can be nouns and verbs Words with unstressed vowel sounds Adverbs synonymous with determination Mathematical Vocabulary
Maths Year 6	Place Value I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. I can solve number and practical problems that involve the above. I can round any whole number to a required degree of accuracy. Addition, Subtraction, Multiplication & Division I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I can solve problems involving addition, subtraction, multiplication and division. I use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	Fractions A I use common factors to simplify fractions; use common multiples to express fractions in the same denomination. I can compare and order fractions, including fractions > 1. I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I identify common factors, common multiples and prime numbers. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Fractions B I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams (Year 5). I can multiply simple pairs of proper fractions, writing the answer in its simplest form.	Ratio I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Algebra I use simple formulae. I can generate and describe linear number sequences. I can find pairs of numbers that satisfy an equation with two unknowns.	Fractions, Decimals & Percentages I use common factors to simplify fractions; use common multiples to express fractions in the same denomination. I associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. I recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can compare and order fractions, including fractions > 1. I solve problems involving the calculation of percentages and the use of percentages for comparison. Area, Perimeter & Volume I recognise that shapes with the same areas can have different perimeters and vice versa. I recognise when it is possible to use formulae for area and volume of shapes.	Shape I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I can draw given angles, and measure them in degrees ($^{\circ}$). I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. I can draw 2-D shapes using given dimensions and angles. I recognise, describe and build simple 3-D shapes, including making nets.	Themed Projects, Consolidation & Problem Solving I can take part in themed Maths projects reflecting my knowledge and skills. I can solve problems independently and collaboratively.

	I identify common factors, common multiples and prime numbers. I can multiply multi-digit numbers up to four digits by a 2-digit whole number using the formal written method of long multiplication. I can perform mental calculations, including with mixed operations and large numbers. I can divide numbers up to four digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. I use my knowledge of the order of operations to carry out calculations involving the four operations.	I can divide proper fractions by whole numbers. I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I associate a fraction with division and calculate decimal fraction equivalents. Converting Units I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. I use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.	I can enumerate possibilities of combinations of two variables. I can express missing number problems algebraically. Decimals I identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. I can solve problems which require answers to be rounded to specified degrees of accuracy. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. I can multiply 1-digit numbers with up to 2 decimal places by whole numbers. I use written division methods in cases where the answer has up to 2 decimal places. I can multiply 1-digit numbers with up to 2 decimal places by whole numbers. I use written division methods in cases where the answer has up to 2 decimal places. I can solve problems involving addition, subtraction, multiplication and division.	I can calculate the area of parallelograms and triangles. I can calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units. Statistics I interpret and construct pie charts and line graphs and use these to solve problems. I interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. I can calculate and interpret the mean as an average.	Position & Direction I can describe positions on the full coordinate grid (all four quadrants). I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	
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Science Year 6	Substantive Knowledge					
	Living Things and Their Habitats I can give reasons for classifying plants and animals based on specific characteristics I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	Electricity I can use recognised symbols when representing a simple circuit in a diagram. I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Renewable Energy I know about renewable energy and how it can be used to generate electricity. I can explore renewable and non-renewable energy sources to look at the impact on the environment.	Light I can recognise that light appears to travel in straight lines. I use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Light Pollution I can explore light pollution and its impact on living things on Earth. I can determine ways to reduce light pollution in our local area.	The Circulatory System I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can describe the ways in which nutrients and water are transported within animals, including humans. Diet, Drugs and Lifestyle I recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function.	Variation I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Adaptations I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Fossils I recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Themed Topics 'Getting Year 7 Ready' The themed projects will: • Provide an opportunity to revisit many of the skills and curriculum content covered throughout primary science. • Cover some of the key disciplinary knowledge that secondary school science teachers would expect children to be familiar with. • Revisit chemistry content, as chemistry topics are not included in the Year 6 National Curriculum.
	Disciplinary Knowledge					
	• I can ask relevant scientific questions and choose which enquiry type would be best suited to answer them.  • I can make predictions based on scientific knowledge.  • I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • I can use a range of scientific equipment to make systematic and careful observations with increased complexity.  • I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  • I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  • I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. 					

	- I can use scientific evidence to answer questions.  - I can make conclusions based on scientific evidence and from my own testing and findings. - I can identify scientific evidence that has been used to support or refute ideas or arguments. - I can use test results to make predictions to set up further comparative and fair tests.  - I can suggest investigation improvements including accuracy of results. - I can provide some simple examples of how to extend the investigation.					
History and Geography Year 6	The Industrial Revolution What were the key features of Victorian society? How did living conditions change during the Industrial Revolution? How did working conditions change during the Industrial Revolution? What inventions revolutionised the lives of British people? How did the Industrial Revolution change Plymouth? What political changes took place during the Industrial Revolution?	Being a Geographer: Fieldwork Why conduct fieldwork? What tools do geographers use? How do geographers collect data? How do geographers present their data? How do geographers analyse their data	Civil Rights What was the United States of America like in the 1950s? Why did Oliver Brown take the Board of Education to the Supreme Court? Why didn't Rosa Parks give up her seat on the bus? What was Dr Martin Luther King Jr's dream? Why did 3,200 people march from Selma to Montgomery? What is the Black Lives Matter Movement and why is it needed?	World Population Where are the world's people? How has the population changed in the U.K? What is a population pyramid? What factors affect population?	Twentieth Century Conflict What caused the First World War to break out? Where were the battles fought? What was the Treaty of Versailles and was it fair? How did Hitler rise to power in the 1930s? What was life like in Nazi Germany? Was the Second World War inevitable?	Growing Globalisation What is globalisation? How has technology aided globalisation? How has transport aided globalisation? What impact has globalisation had on trade? How has globalisation impacted Plymouth?
Computing Year 6	Internet Communication I understand how computers are able to communicate and share information (Networks) I understand how to protect my computer or device from harm on the internet (e-Safety) I understand how to report concerns about content and contact in and out of school (e-Safety) I can recognise trustworthy sources of information on the internet (Net Searching)		Webpage Creation I understand how computers are able to communicate and share information (Networks) I can use and combine services on the internet to share information (Networks) I can design a program for a given audience (Using Computers) I can use software to help me analyse and present data and information (Using Computers) I can use more than one piece of software to complete a task (Using Computers)		Variables in Games I can use logical thinking to identify and solve potential bugs during coding (Coding) I can use loops, variables and IF statements to alter the way my programs run (Coding) I can store and retrieve variables in a program (Coding) I can break code up into related instructions, making debugging easier and quicker (Coding) I can combine software and hardware to solve real life problems (Coding)	

	I can use a broad range of resources online to find exactly what I'm looking for (Net Searching)		I understand how to protect my computer or device from harm on the internet (e-Safety) I understand how to report concerns about content and contact in and out of school (e-Safety)			
Art and Design Design & Technology Year 6	Craft and Design: Photo Opportunity I can apply an understanding of composition to create an effective photomontage advertising poster. I can apply an understanding of abstract art through photography. I can demonstrate an understanding of design choices using digital photography techniques. I can apply an understanding of photography to design and recreate a famous painting. I can demonstrate observation and proportion to create art in a photorealistic style	Textiles: Bags I can explore how pattern pieces are used to design and make fabric items. I can use pattern piece templates to shape, cut and stick fabric. I can design a bag and create the prototype pattern pieces. I can create a prototype bag from a design sketch. I can add features to a bag.	Drawing: Expressing Ideas I can explore how street artists use art to convey messages and provoke thought. I can understand and apply one point perspective in a drawing inspired by street art. I can understand and use scale and proportion effectively in drawings. I can design a street-art-inspired piece using a brief. I can create a street-art-inspired piece that conveys a message using perspective, scale and proportion.	Structures: Playground Pioneers I can generate ideas for a playground structure by considering relevant constraints. I can create a prototype using Tinkercad. I can construct a scale prototype of a playground structure. I can complete a structure prototype and improve its appearance. I can evaluate and present a prototype of a playground structure.	Painting and Mixed Media: Artist Study I understand how to analyse a famous painting. I understand how to find meaning in painting. I can apply drama techniques to explore the meaning of a painting. I can apply interpretation skills to analyse and respond to an abstract painting. I can develop starting points for creative outcomes. I can demonstrate an understanding of painting techniques to make personal choices.	Digital World: Navigating The World I can investigate how existing products for the outdoor adventure market meet user needs. I can communicate and refine design ideas clearly using CAD software. I can develop a functional feature of a productm by programming a digital pedometer. I can program a product to respond to directional sensors and function as a compass. I can evaluate a product to identify its pros and cons.
Music Year 6		Jazz I can explore vocal improvisation within the context of scatting and jazz music. I can perform a rhythmic pattern with a secure sense of pulse using body percussion. I can create a simple improvisation to a known rhythm using the pentatonic scale. I can create swinging rhythms in 4, 3 and 2 beat groupings and use this to compose a melody.		Rivers I can explore pitch using graphic notation. I can compose and perform melodies using graphic notation. I can perform pentatonic melodies using grid notation. I can compose and notate pentatonic melodies. I can compose a song in the style of a barcarolle.		Feel The Sound I can identify how pitch and dynamics can represent emotion in music. I can explore how pitch and duration create moods. I can interpret dynamics from graphic notation. I can select appropriate instruments to create a mood. I can create and rehearse a group performance.

		I can begin to compose a piece of music using key features of jazz. I can compose and perform using key features of jazz music and express evaluative opinions.		I can develop, refine, rehearse, and perform a barcarolle.		I can perform a movement as part of a group ensemble. I can compose a melody made of pairs of phrases to fit over a chord structure and bass line.
P.S.H.E Year 6	Mental health and wellbeing I can learn how noticing and naming emotions can help someone to regulate them. I can learn a variety of strategies for managing internal and external distractions. I can learn about developing positive thinking habits and how this supports wellbeing. I can learn about the impact of rumination and worry on emotions and behaviour and strategies for managing rumination and worry. I can learn about managing stress. I can learn about the impact of loss and bereavement and strategies for dealing with grief.	Managing money and online spending I can learn about the impact of money on emotional wellbeing. I can learn what it means to be a critical consumer. I can learn about risk in relation to gambling. I can learn about what influences young people to spend money online. I can learn how spending money online can affect someone's wellbeing.	Drug education: assessing risk and managing influences I can learn how the correct use of medicines, and vaccinations, can help to maintain health and Wellbeing. I can learn about some of the risks and effects of legal and illegal drug use. I can learn about the reasons why people use drugs, and how to manage peer influence. I can learn how mixed messages about drug use in the media can influence opinions and decisions.	Changes in puberty (and sex education) I can recap my learning about the changes that happen during puberty. I can learn about managing change and becoming more independent. I can learn about positive, healthy relationships. I can learn about how a baby is made. I can learn about the importance of sleep and routines that support good quality sleep.	Developing our AI literacy I can learn about what artificial intelligence (AI) is and how it is used in our daily lives. I can learn about children's rights and how they can be impacted by AI. I can learn about AI chatbots and how they are different from humans. I can learn about why and how AI-generated images and videos are used online. I can learn about the ethics of creating and sharing AI-generated images or videos. I can learn about what images are appropriate to share online, and those that should not be shared.	Looking to the future I can learn about the skills needed for different jobs. I can learn about how people choose a career. I can learn about routes into different jobs and career pathways. I can learn about the feelings I might experience when moving to secondary school, and ways of managing these feelings.
Religious Education Year 6	Creation and Science: conflicting or complementary? I can suggest what Genesis 1 might mean.	Why do Christians think Jesus was the Messiah? I can explain the place of Incarnation and Messiah within the 'big story' of the Bible.	Why do Hindus want to be good? I can identify and explain Hindu belief about Brahman using technical terms accurately.	For Christians, what kind of King is Jesus? I can explain connections between biblical texts and the concept of the Kingdom of God.	What matters most to Humanists and Christians? I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	What difference does the resurrection make to Christians? I know why Christians believe Jesus was resurrected. I know how churches mark Good Friday and Easter Sunday and

	I can make connections between Genesis 1 and Christian belief about God as Creator. Taking account of the context, I can suggest what Genesis 1 might mean. I can consider scientific accounts for the start of the universe. I can show understanding of why some Christians believe that science and faith are both important. I can show understanding of why some scientists think religious worldviews and science go together. I can weigh up different Christian views about whether the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. I can reflect on whether creation and science are conflicting or complementary.	I know what was happening in the Old Testament when a saviour was needed. I can identify Gospel and prophecy texts, using technical terms. I know what kind of saviour people were expecting. I can explain connections between biblical texts, Incarnation and Messiah, using theological terms. I know why Christians see Jesus as the promised Messiah. I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. I can think about how Christmas is important to Christians and to non-religious people. I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today.	I can identify and explain Hindu belief about atman using technical terms accurately. I can make connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. I can suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs. I can explain how a Hindu person might act during different parts of their life because of their dharma. I know what ahimsa is and how it affects the lives of Hindus. I can give evidence and examples to show how Hindus put their beliefs into practice in different ways. I can explain why Hindus want to be good.	I can explain connections between biblical texts and the concept of the Kingdom of God. (the importance of forgiveness) I can think about some big problems in life. I can carry out research about people who have helped make the world a better place. I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of my own life and the life of my own community in the world today.	I know what it means to be a Humanist. I can think about what 'codes for living' non-religious people use. I can talk thoughtfully about the idea of being 'good without God' I can identify and explain beliefs about why people are good and bad. I can infer from some Bible texts some values that mattered to Jesus and to Christians today. I can explore and explain similarities and differences between how Humanists and Christians live. I know the main agreements and disagreements about values between Humanists and Christians. I know what matters most to Humanists and Christians.	the link to the Last Supper and Holy Communion. I can explain the change in emotions felt for many Christians from Good Friday to Easter Sunday. I can think about when a Christian might have to stand up for their beliefs. I know why Christians have hope even when someone dies. I know the difference the resurrection makes to Christians. I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. I can weigh up the value and impact of ideas of sacrifice in my own life and the world today.
Physical Education Year 6	Volleyball I can develop the fast catch volley. I can volley the ball using a set shot. I can develop the dig and understand when to use it. I can keep a continuous rally going over the net. I can develop the underarm serve and learn the rules of serving.	Badminton I can develop footwork and the forehand and backhand grip. I can develop rallying and understand how to start a game. I can develop a range of shots to keep a rally going. I can learn how to score points and play in competitive games.	Gymnastics I can develop the straddle, forward and backward roll. I can develop counter balance and counter tension. I can perform inverted movements with control. I can perform the progressions of a headstand and a cartwheel. I can use flight from hands to travel over apparatus.	Dance I can copy and repeat a dance phrase showing confidence in movements. I can work with others to explore and develop the dance idea. I can use changes in dynamics in response to the stimulus. I can demonstrate a sense of rhythm and energy when performing bhangra style motifs.	Tag Rugby I can select the appropriate skill, choosing when to run and when to pass. I can move into space to support a teammate abiding by the rules. I can use defending skills to gain possession. I can use a variety of attacking skills to beat a defender. I can develop drawing defence and move towards goal.	Athletics I can develop my own and others sprinting techniques. I can identify a suitable pace for the event. I can develop power, control and technique for the triple jump. I can develop power, control and technique when throwing for distance. I can develop throwing with force and accuracy for longer distances.

	I can apply the rules, skills and tactics learnt to play in a volleyball tournament.	I can select and apply the appropriate skill to a game situation. I can show respect, honesty and fair play when competing against an opponent.	I can create a group sequence using formations and apparatus.	I can perform a bhangra dance, showing an awareness of timing, formations and direction. I can select, order, structure and perform movements in a bhangra style, showing various group formations.	I can apply rules, skills and tactics learnt to play in a tag rugby tournament.	I can work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
French Year 6	À l'école (At School) I can repeat and recognise the vocabulary for school subjects. I can say what subjects I like and dislike at school. I can say why I like or dislike certain school subjects. I can tell the time (on the hour) in French. I can say what time I study certain subjects at school.	Le week-end (The Weekend) I can ask what the time is in French. I can tell the time accurately in French. I can say what I do on the weekend in French. I can integrate connectives into my work. I can write an account of what I do and at what time on the weekend.	Manger et Bouger (Healthy Lifestyles) I can name and recognise 10 foods and drinks that are good for your health. I can name and recognise 10 foods and drinks that are bad for your health. I can say what activities I do to keep in shape during the week. I can say in general what I do to keep a healthy lifestyle. I can learn to make a healthy recipe in French.	Les planètes (The Planets) I can name and label a map of the Solar System in French. I can apply the rules of adjectival agreement to describe the Solar System in French. I can use conjunctions and intensifiers to extend descriptions of the Solar System. I can ask key questions in French in order to conduct an interview with an astronaut. I can answer questions in French in order to present myself as an astronaut.	La Seconde Guerre mondiale (The Second World War) I can group/order unknown vocabulary to help decode texts in French. I understand the key facts of history from WW2 when described in French. I can say and write in French the key countries and languages involved in WW2. I can write a letter in French home, explaining what life is like as an evacuee living in the countryside.	Moi dans Le Monde (Me in the World) I understand more about the many countries in the Francophone world. Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. I can talk about different festivals (religious and non-religious) around the world. I can say and write some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. I can say how I can help to protect our planet. I can use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).
Phonics	'qu' 'gne' 'ç' 'en' 'an' 'silent s,t and ent'	'qu' 'gne' 'ç' 'en' 'an' 'silent s and t' 'guttural r'	'qu' 'gne' 'ç' 'en' 'an' 'silent s, t and x'	'qu' 'gne' 'ç' 'en' 'an' 'silent s and t'	'qu' 'gne' 'ç' 'en' 'an' 'silent s and t'	'qu' 'gne' 'ç' 'en' 'an' 'silent s,t and ent'
Listening	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered					
Speaking	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.					
Reading	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.					
Writing	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives e.g.: A presentation or description of a typical school day including subjects, time and opinions					

Trips and Visitors

In Term 2, children in our Year 6 classes will have the exciting opportunity to visit the **Tamar Bridge** to consolidate their learning of their History topic - the Industrial Revolution. During this trip, Year 6 will be challenged to learn about the impact of Brunel Bridge on transport - both for leisure and industry. They will learn about how the bridge was built and about the working conditions of the time. As part of Year 6's Geography learning in Term 4, Year 6 will visit **The Barbican and The Hoe**. Whilst there, Year 6 will carry out different surveys to assess the population in the local area. In Term 6, the children will visit **Drake Circus** to complete some fieldwork. Whilst in the shopping centre, the children will consider how trade and technology have made the world into a more connected place. In Year 6, the children also have the opportunity to take part in a residential trip building confidence, resilience and teamworking skills.