

# KEIR HARDIE PRIMARY SCHOOL

## Nursery Curriculum Map 2016/2017

*See teaching ideas for creative links between subjects*

Enrichment	Autumn	Spring	Summer
	<b>HOW DID WE GET HERE?</b>	<b>ANIMALS BIG AND SMALL</b>	<b>ONCE UPON A TIME...</b>
	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><b>Educational Visits</b> DLR to City Airport</p> <p><b>Stay and Play</b> Nursery Rhymes Science week</p> <p><b>Author – John Burningham</b> <b>Autumn 1 – Families</b> The picnic Grandpa There's going to be a baby Would you rather</p> <p><b>Autumn 2 - Journeys</b> Mr Gumpy's motorcar Mr Grumpy's Outing Oy get off our train!</p> <p><b>Additional Texts</b> The Train Ride Walking through the Jungle The Gruffalo Handa's Surprise The Wheels on the Bus</p> <p><b>Home Corner</b> Home</p> <p><b>Focus Weeks</b></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26th September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016)</li> </ul> <p><b>Focus Dates:</b> Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – 14<sup>th</sup> December 2016</p> <p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016</p>	<p><b>SMSC Focus: IDENTITY</b></p> <p><b>Educational Visits</b> Living Eggs (visitor) Animal Magic (Visitor)</p> <p><b>Stay and Play</b> Reading a story Planting vegetables</p> <p><b>Author – Eric Carle</b> <b>Spring 1 – mini beasts</b> The very hungry caterpillar The grouch ladybird The very busy spider The very quiet cricket The hungry caterpillar's buggy book The tiny seed Friends</p> <p><b>Author: Rod Campbell</b> <b>Spring 2 – Animals</b> Dear Zoo Oh dear Noisy Farm Buster's Zoo Animal book ABC Zoo Farm 1,2,3</p> <p><b>Home Corner</b> Pet shop</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>Debate Week (WB 27<sup>th</sup> February 2017)</li> <li>Maths Week (WB 6<sup>th</sup> March 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><b>Focus Dates:</b> World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p> <p><b>Assessments</b> Spring Assessments: WB 13<sup>th</sup> March 2017</p>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><b>Educational Visits</b> Visit to the Park Place of Worship (River Church)</p> <p><b>Stay and Play</b> Fred games Playdough</p> <p><b>Traditional tales</b> Nursery Rhymes Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk The Three Billy Goats Gruff The Gingerbread Man</p> <p><b>Home Corner</b> 3 bears kitchen</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Health Week (3<sup>rd</sup> July 2017)</li> </ul> <p><b>Focus Dates:</b> Sports Day – July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>

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	Autumn Assessments: 28 <sup>th</sup> November 2016		
<b>Expressive Arts and Design</b>	<p><b>Exploring Media and Materials</b></p> <ul style="list-style-type: none"> <li>Enjoy joining in with dancing and ring games</li> <li>Sing a few familiar songs</li> <li>Begin to move rhythmically</li> <li>Imitate movement in response to music</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Use movement to express feelings</li> <li>Create movement in response to music</li> <li>Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</li> <li>Engage in imaginative role play based on own first hand experiences</li> </ul>	<p><b>Exploring Media and Materials</b></p> <ul style="list-style-type: none"> <li>Tap out simple repeated rhythms</li> <li>Explore and learn how sound can be changed</li> <li>Explore colour and how colours can be changed</li> <li>Understand they can use lines to enclose a space and begin to use these shapes to represent objects</li> <li>Realise tools can be used for a purpose</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Sing to self and make up simple songs</li> <li>Make up rhythms</li> <li>Develop preferences for forms of expression</li> </ul>	<p><b>Exploring Media and Materials</b></p> <ul style="list-style-type: none"> <li>Begin to be interested in and describe the texture of things</li> <li>Use various construction materials</li> <li>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>Join construction pieces together to build and balance</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Build stories around toys</li> <li>Use available resources to create props to support role play</li> <li>Capture experiences and responses with a range of media, such as music, dance, and paint and other materials or words</li> </ul>
<b>Understanding the World</b>	<p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Show interest in the lives of people who are familiar to them</li> <li>Show interest in different occupations and ways of life</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> </ul> <p><b>Technology</b> <b>We Have Confidence (Unit 1)</b></p> <ul style="list-style-type: none"> <li>Know how to operate simple equipment e.g. turn on CD player and use remote control</li> </ul>	<p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience</li> <li>Recognise and describe special times or event for family or friends</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about some of the things they have observed such as plants, animals, and found objects</li> <li>Talk about why things happen and how things work</li> </ul> <p><b>Technology</b> <b>We Can Drive (Unit 5)</b></p> <ul style="list-style-type: none"> <li>Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</li> </ul>	<p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Know some of the things that make them unique, and talk about some to he similarities and differences in relation to friends or family</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time</li> <li>Show care and concern for living things and the environment</li> </ul> <p><b>Technology</b> <b>We Are Successful (Unit 3)</b></p> <ul style="list-style-type: none"> <li>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images</li> <li>Know that information can be retrieved from computers</li> </ul>
<b>Literacy</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities</li> <li>Look at books independently</li> <li>Handle books carefully</li> <li>Hold books the corrects way up and turn pages</li> <li>Recognise rhythm in spoken words</li> <li>Listen to and join in with stories and poems, one to one and also in small groups</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sometimes give meaning to marks as they draw and paint</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Begin to be aware of the way stories are structured</li> <li>Suggest how the story might end</li> <li>Listen to stories with increasing attention and recall</li> <li>Describe main story settings, events and principal characters</li> <li>Show interest in illustrations and print in books and print in the environment</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Sometimes give meaning to marks as they draw and paint</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Recognise familiar words and signs such as own name and advertising logos</li> <li>Know information can be relayed in the form of print</li> <li>Show awareness of rhyme and alliteration</li> <li>Know that print carries meaning and, in English, is read from left to right and top to bottom</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Ascribe meanings to marks that they see in different places</li> </ul>

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<p><b>MATHS UPDATE FROM MATHS COURSE NOTES</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Use some number names and number language spontaneously</li> <li>• Use some number names accurately in play</li> <li>• Recite numbers in order to ten</li> <li>• Realise not only objects, but anything can be counted, including steps, claps or jumps</li> <li>• Introduce arrays/number patterns</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Show an interest in shape in space by playing with shapes or making arrangements with objects</li> <li>• Explore patterns</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Begin to represent numbers using fingers, marks on paper or pictures</li> <li>• Sometimes match numeral and quantity correctly</li> <li>• Show curiosity about numbers by offering comments or asking questions</li> <li>• Compare two groups of objects saying when they have the same number</li> <li>• Know the oneness of one, twoness of two...ten</li> <li>• Introduce Numicon number shapes</li> <li>• Know that numbers identify how many objects are in a set</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Show awareness of similarities of shapes in the environment</li> <li>• Use positional language</li> <li>• Numicon patterns and space</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Show an interest in number problems</li> <li>• Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Show an interest in numerals in the environment</li> <li>• Show an interest in representing numbers</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Show interest in shape by sustained construction activity or by talking about shapes or arrangement</li> <li>• Explore measuring using standard and non-standard objects to measure with</li> </ul>
<p><b>PSED</b></p>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibility Week</li> <li>• Work week</li> <li>• Heritage week</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources with help</li> <li>• Welcome and value praise for what they have done</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>• Aware of own feelings, and know that some actions and words can hurt others' feelings</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Initiate play, offering cues to peers to join them</li> <li>• Keep play going by responding to what others are saying or doing</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>• Use available resources to create props to support role play</li> <li>• Enjoy responsibility of carrying out small tasks</li> <li>• Is more outgoing towards unfamiliar people in new social situations</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>• Use available resources to create props to support role play</li> <li>• Begin to accept the needs of others and take turns and share resources, sometimes with support from others</li> <li>• Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationship with peers and familiar adults</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community</li> <li>• Show confidence in asking adults for help</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>• Can usually adapt behaviour to different events, social situations and changes in routine</li> </ul>

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<b>Communication and language</b>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Listen to others one to one or in small groups, when conversation interests them</li> <li>Listen to stories with increasing attention and recall</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Understand use of objects</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Retell a simple past event in correct order</li> <li>Use vocabulary focus on objects and people that are of particular importance to them</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</li> <li>Respond to simple instructions</li> <li>Is able to follow instructions (if not intently focused on own choice of activity)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>Question why things happen and give explanations e.g. who, what, when, how</li> <li>Use a range of tenses</li> <li>Begin to use more complex sentences to link thoughts e.g. using and , because</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Focus attention – still listen or do, but can shift own attention</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Begin to understand 'why' and 'how' questions</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use intonation, rhythm and phrasing to make the meaning clear to others</li> <li>Build up vocabulary that reflects the breadth of their experiences</li> <li>Use talk in pretending that objects stand for something else in play</li> </ul>
<b>Physical development</b>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>Draw lines and circles using gross motor movements</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Tell adults when hungry or tired or when they want to rest or play</li> <li>Gain more bowel and bladder control and attend to toileting needs most of the time themselves</li> <li>Can usually manage washing and drying hands</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles</li> <li>Stand momentarily on one foot when shown</li> <li>Catch a large ball</li> <li>Use one handed tools and equipment</li> <li>Hold pencil between thumb and two fingers, no longer using whole hand grasp</li> <li>Mount stairs, steps or climbing equipment using alternate feet</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Understand that equipment and tools have to be used safely</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Walk downstairs, two feet to each step while carrying a small object</li> <li>Hold pencil near point between first two fingers and thumb and use it with good control</li> <li>Can copy some letters</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Dress with help</li> <li>Observe the effects of activity on their bodies</li> </ul>
<b>RE</b>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>-Sukkot</li> <li>-Diwali</li> <li>-Guru Nanak's Birthday</li> <li>-Christmas</li> </ul> <p><b>Diwali</b></p> <ul style="list-style-type: none"> <li>Begin to understand the difference between good and bad</li> <li>Know how light is used to celebrate</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Begin to understand why Christmas is a special time for Christians</li> <li>Know some ways of celebrating Christmas</li> </ul>	<p><b>Dogger – Shirley Hughes</b></p> <ul style="list-style-type: none"> <li>Explore special objects</li> <li>Make links between their experiences and a story</li> </ul> <p><b>Mohammed and the Kitten</b></p> <ul style="list-style-type: none"> <li>Show concern for living things</li> <li>Enjoy the responsibility for caring for a living thing</li> </ul>	<p><b>Eid-UI-Fitr</b></p> <ul style="list-style-type: none"> <li>Begin to understand why Eid is important to Muslims</li> <li>Show some understanding of how festivals are celebrated</li> </ul>

# KEIR HARDIE PRIMARY SCHOOL

## Reception Curriculum Map 2016/2017

See teaching ideas for creative links between subjects

	Autumn	Spring	Summer
<b>Enrichment</b>	<p><b>IF TOYS WERE ALIVE, WHERE WOULD THEY GO?</b></p> <p><b>SMSC Focus: REMEMBRANCE</b>  <u>Educational Visits</u>            Ashburton Woods Walk            Westfield's Barnaby Bear (Build a Bear)  <u>Stay and Play</u>            Science Week  <u>Author – Jez Alborough</u>  <u>Autumn 1 – Toys</u>            Where's my teddy?            My friend Bear            It's the Bear            Some dogs do            Cuddly Dudley            Duck in the truck            Nat the cat's sunny smile            Watch out big bro's coming            Fix it Duck            Captain Duck            Shhh! Duck don't wake the baby  <u>Home Corner</u>            Forest from 'Where's my Teddy?'  <u>Homework Project</u>            Design a toy for a baby  <u>Autumn 2 - Space</u>  <u>Authors – Claire Freedman &amp; Colin McNaughton</u>            Winnie in space            Aliens love underpants            Aliens in underpants save the world            We're off to look for aliens            Here come the aliens            George's dragon            Superkid            Spider sandwiches            One winters night            Have you seen who's just moved in?            Watch out there's a monster about  <u>Home Corner</u>            Rocket – Space backdrop  <u>Homework Project</u>            Design/Make a rocket out of recycled materials - 'Show and Tell'  <u>Focus Weeks</u> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26th September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016)</li> </ul> <u>Focus Dates:</u>            Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016            National Poetry Day – 6<sup>th</sup> October 2016            Christmas Lunch – December 2016  <u>Assessments</u></p>	<p><b>WHERE DID ALL THE DINOSAURS GO?</b></p> <p><b>SMSC Focus: IDENTITY</b></p> <p><u>Educational Visits</u>            Animal Magic (Visitors)            Newham City Farm            Living Eggs (Visitors)</p> <p><u>Stay and Play</u>            Phonics</p> <p><u>Spring 1 – Dinosaurs</u>  <u>Author – Ian Whybrow</u>            Say hello to the dinosaurs            Harry and the bucketful of dinosaurs            Harry and the bucketful of dinosaurs, The snow smashers            Harry and the bucketful of dinosaurs, The flying save            Harry and the bucketful of dinosaurs, A monster surprise            Harry and the bucketful of dinosaurs go wild            Harry and the bucketful of dinosaurs story collection (audio)</p> <p><u>Home Corner</u>            Dinosaur dig</p> <p><u>Homework Project</u>            Dinosaur posters</p> <p><u>Spring 2 - Animals</u>  <u>Author – Ian Whybrow</u>            Say hello to the baby animals            Say goodnight to the sleepy animals            Say hello to the snowy animals            Say Boo! To the animals</p> <p><u>Home Corner</u>            Vets  <u>Homework Project</u>            Make an animal out of recycled materials – 'Show and Tell'</p> <p><u>Focus Dates:</u>            World Book Day – 3<sup>rd</sup> March 2017            Red Nose Day – 17<sup>th</sup> March 2017</p> <p><u>Assessments</u>            Spring Assessments: 13<sup>th</sup> March 2017</p>	<p><b>WHAT WOULD AN ALIEN TAKE TO THE SEASIDE?</b></p> <p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><u>Educational Visits</u>            Park Trip            Local Walk            Place of Worship (St Margaret's Catholic Church)  <u>Stay and Play</u>            Maths at home  <u>Author – Ruth Galloway</u>  <u>Summer 1 – Seasides</u>            Fidgety Fish            Fidgety Fish and friends            Clumsy Crab            Smiley Shark            Ticky Octopus            Whales first song  <u>Summer 2 – Pirates (More stories from Colin McNaughton)</u>            Jolly Roger            Captain Abdul            Captain Abdul's Pirate School            Captain Abdul's little treasure            Boo!            Giant            Hmmmmm            Goal            Shhhhhh            Who's been sleeping in my porridge? (Poems)  <u>Home Corner</u>            Seaside Shop            Pirate ship backdrop  <u>Homework Project</u>            Pack a suitcase for a day at the seaside and label  <u>Assembly:</u>            Buddha Day – 17<sup>th</sup> May 2017</p> <p><u>Focus Weeks:</u> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Healthy Eating Week (3<sup>rd</sup> July 2017)</li> </ul> <u>Focus Dates:</u>            Sports Day – 7<sup>th</sup> July 2017            Music Sharing – July 2017            Carnival – July 2017</p>

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	<p>Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>		<p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Exploring and Using Media and Materials</b></p> <ul style="list-style-type: none"> <li>Begin to build a repertoire of songs and dances</li> <li>Explore what happens when they mix colours</li> <li>Experiment to create different textures</li> <li>Understand that different media can be combined to create new effects</li> <li>Manipulate materials to achieve a planned effect</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Create simple representations of events people and objects</li> <li>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</li> <li>Choose particular colours to use for a purpose</li> </ul>	<p><b>Exploring and Using Media and Materials</b></p> <ul style="list-style-type: none"> <li>Explore the different sounds of instruments</li> <li>Construct with a purpose in mind using a variety of resources</li> <li>Use simple tools and techniques competently and appropriately</li> <li>Select appropriate resources and adapt work where necessary</li> <li>Select tools and techniques needed to shape assemble and join materials they are using</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Introduce a story line or narrative into play</li> <li>Play alongside other children who are engaged in the same theme</li> <li>Play cooperatively as part of a group to develop and act out a narrative</li> </ul>	<p><b>Exploring and Using Media and Materials</b></p> <ul style="list-style-type: none"> <li>Sing songs, make music and dance and experiment with ways of changing them</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> <li>Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>
<p><b>Understanding the World</b></p>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change</li> </ul> <p><b>Technology</b> <b>We Are Game Players (Unit 21)</b></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in own lives and in the lives of family members</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Know about similarities and differences in relation to places, objects, materials and living things</li> </ul> <p><b>Technology</b> <b>We Can Count (Unit 16)</b></p> <ul style="list-style-type: none"> <li>Use ICT hardware to interact with age appropriate computer software</li> </ul> <p><b>We Are Designers (Unit 17)</b></p> <ul style="list-style-type: none"> <li>Use ICT hardware to interact with age appropriate computer software</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Know that other children don't always enjoy the same things and are sensitive to this</li> <li>Know about similarities and differences between themselves and others and among families, communities and traditions</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about the features of immediate environment and how environments might vary from one another</li> <li>Make observations of animals and plants and explain why something's occur, and talk about changes</li> </ul> <p><b>Technology</b> <b>We Are DJs (Unit 6)</b></p> <ul style="list-style-type: none"> <li>Recognise that a range of technology is used in places such as homes and schools</li> </ul> <p><b>We Are Film Producers (Unit 24)</b></p> <ul style="list-style-type: none"> <li>Select and use technology for particular purposes</li> </ul>
<p><b>Literacy</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Continue a rhyming string</li> <li>Hear and say the initial sound in words</li> <li>Segment sounds in simple words and blend them together, and know which letters represent some of them</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Give meaning to marks they make as they draw write and paint</li> <li>Begin to break the flow of speech into words</li> <li>Continue a rhyming string</li> <li>Hear and say the initial sound in words</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Begin to read words and simple sentences</li> <li>Use vocabulary and forms of speech that are increasingly influenced by experiences of books</li> <li>Enjoy an increasing range of books</li> <li>Know that information can be retrieved from books and computers</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence</li> <li>Write own name and other things such as labels and captions</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Read and understand simple sentences</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Read some common irregular words</li> <li>Demonstrate understanding when talking with others about what they have read</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match their spoken sounds</li> <li>Write some irregular common words</li> <li>Write simple sentences which can be read by themselves and others</li> </ul>

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	<ul style="list-style-type: none"> <li>Segment the sounds in simple words and blend them together</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to write short sentences in meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li>Spell some words correctly and others are phonetically plausible</li> </ul>
<b>Maths</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance</li> <li>Recognise numerals 1-5</li> <li>Count up to three or four objects by saying one number name for echo ten</li> <li>Count actions or objects which cannot be moved</li> <li>Count objects to ten and begin to count beyond ten</li> <li>Count out up to six objects from a larger group</li> <li>Select the correct numeral to represent one to five, then one to ten objects</li> <li>Count an irregular arrangement of up to ten objects</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Begin to use mathematical names for "solid" 3d shapes and "flat" 2d shapes and mathematical terms to describe shapes</li> <li>Select a particular named shape</li> <li>Describe their relative position such as behind, or next to</li> <li>Order two or three items by length or height</li> <li>Use familiar objects and common shapes to create and recreate patterns and build models</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Estimate how many objects they can see and check by counting them</li> <li>Use the language of "more" and "fewer" to compare two sets of objects</li> <li>Find the total number of items in two groups by counting all of them</li> <li>Say the number that is one more than a given number</li> <li>Find one more or one less from a group of up to five objects, then ten objects</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</li> <li>Record, using marks that they can interpret and explain</li> <li>Begin to identify own mathematical problems based on own interest and fascinations</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Begin to use everyday language related to money</li> <li>Order and sequence familiar events</li> <li>Measure short periods of time in simple ways</li> <li>Order two items by weight or capacity</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number</li> <li>Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answer</li> <li>Solve problems, including doubling halving and sharing</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</li> <li>Recognise, create and describe patterns</li> <li>Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul>
<b>PSED</b>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Initiate conversations, attend to and take account of what others say</li> <li>Explain own knowledge and understanding and ask appropriate questions of others</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions</li> <li>Describe self in positive terms and talk about abilities</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>Understand that own actions affect other people eg become upset or try to comfort another child when they realise they have upset them</li> <li>Aware of the boundaries set and of behavioural expectations in the setting</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Take steps to resolve conflicts with other children e.g. finding a compromise</li> <li>Play cooperatively taking turns with others</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>Confident to try new activities and say why they like some activities more than others</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</li> <li>Talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>Take account of one and others ideas about how to organise their activity</li> <li>Show sensitivity to others needs and feeling and form positive relationships with adults and other children</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>Confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities</li> <li>Say when they do or don't need help</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>Work as part of a group or class, and understand and follow the rules</li> <li>Adjust their behaviour to different situations and take changes of routine in their stride</li> </ul>

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<p><b>Communication and Language</b></p>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Maintain attention, concentrate and sit quietly during appropriate activity</li> <li>Two channelled attention – can listen and do for short span</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes</li> <li>Follow a story without pictures or props</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Extend vocabulary, especially by grouping or naming, exploring meaning and sounds of new words</li> <li>Use language to imagine and recreate roles and experiences in play situations</li> <li>Link statements and stick to a main theme or intention</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Listen attentively in a range of situations</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Introduce a story line or narrative into their play</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>Listen to stories, accurately anticipate key events and responds to what they hear with relevant comments questions or actions</li> <li>Give attention to what others say and respond appropriately while engaged in another activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>Follow instructions involving several ideas or actions</li> <li>Answer how and why questions about their experiences and in response to stories or events</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Express themselves effectively showing awareness of listeners needs</li> <li>Use past present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>Develop their own narratives and explanations by connecting ideas or events</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Experiment with different ways of movement</li> <li>Jump off an object and land appropriately</li> <li>Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Travel with confidence and skill around, under, over, and through balancing and climbing equipment</li> <li>Show increasingly control over an object in pushing, patting, throwing, catching or kicking it</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Eat a healthy range of food stuffs and understand need for variety on food</li> <li>Usually dry and clean during the day</li> <li>Show some understanding that good practices with regard to exercise, eating sleeping and hygiene can contribute to good health</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Use simple tools to effect changes to materials</li> <li>Handle tools, objects, construction and malleable safely and with increasing control</li> <li>Show a preference for a dominant hand</li> <li>Begin to use anticlockwise movement and retrace vertical lines</li> <li>Begin to form recognisable letters</li> <li>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Show understanding for the need for safety when tackling new challenges and consider and manage some risks</li> <li>Show understanding of how to transport and store equipment safely</li> <li>Practice some appropriate safety measures without direct supervision</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>Show good control and coordination in large and small movements</li> <li>Move confidently in a range of ways, safely negotiating space</li> <li>Handle equipment and tools effectively including pencils for writing</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe</li> <li>Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</li> </ul>
<p><b>RE</b></p>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li><i>Sukkot</i></li> <li><i>Diwali</i></li> <li><i>Guru Nanak's Birthday</i></li> <li><i>Christmas</i></li> </ul> <p><b>Sukkot</b></p> <ul style="list-style-type: none"> <li>Explore the concept of growth and harvest</li> <li>Show some understanding of how festivals are celebrated</li> </ul> <p><b>Guru Nanak's Birthday</b></p> <ul style="list-style-type: none"> <li>Make links between a story and their own experiences</li> <li>Understand why Guru Nanak is important to Sikhs</li> </ul>	<p><b>Celebrations</b></p> <p><i>-Easter</i></p> <p><b>The Lost Coin</b></p> <ul style="list-style-type: none"> <li>Make links between own experiences and a story</li> <li>Explore the meaning of a story and the message for Christians</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>Understand the concepts of sadness and happiness</li> <li>Talk about how Christians celebrate Easter</li> </ul>	<p><b>Celebrations</b></p> <p><i>-Eid-Ul-Fitr</i></p> <p><b>Eid</b></p> <ul style="list-style-type: none"> <li>Begin to understand why Eid is important to Muslims</li> <li>Show some understanding of how festivals are celebrated</li> </ul> <p><b>The Donkey and the Tiger Skin</b></p> <ul style="list-style-type: none"> <li>Know how special clothes are used to celebrate</li> <li>Talk about and share special feelings in relation to celebrations</li> </ul>



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## Year 1 Curriculum Map 2016/2017

See teaching ideas for creative links between subjects

	Autumn	Spring	Summer
<b>Enrichment</b>	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><b><u>Educational Visits</u></b> Museum of Childhood Local walk – including Thames Ashburton Wood – Weekly Science seasonal change Room on the broom – Stratford Circus (booked for 2<sup>nd</sup> December)</p> <p><b>Autumn 1 - Traditional tales</b> Cinderella, The three little pigs, Jack and the beanstalk, Little Red riding Hood, Hansel and Gretel, The ugly Duckling, Rumpelstiltskin, The Princess and the pea, The twelve dancing princesses, Beauty and the Beast</p> <p><b>Julia Donaldson Poetry</b> The Rhyming Rabbit</p> <p><b>Author - Julia Donaldson – Autumn 2</b> The Gruffalo, The Gruffalo's Child, The Snail &amp; the Whale, Room on the broom, Sharing a shell, One Ted falls out of bed, Storytime, A squash and a squeeze, Charlie Cook's favourite book, Superworm, Tabby McCat, Cave Baby, The smartest giant in town, Wake up do Lydia Lou!, Playtime, The paper dolls, Follow the swallow</p> <p><b>Homework Project</b> Create a family tree – e.g. written, 3D, pictorial and collage etc.</p> <p><b>Focus Weeks</b></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26th September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016)</li> </ul> <p><b>Focus Dates:</b> Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – December 2016</p> <p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016</p>	<p><b>SMSC Focus: IDENTITY</b></p> <p><b><u>Educational Visits</u></b> Colchester Zoo Ashburton Wood – Weekly Science seasonal change Emirates cable car &amp; ferry to transport museum</p> <p><b><u>Texts</u></b> <b>Alternative Fairy Tales – Spring 1</b> Seriously Cinderella is so annoying, Three wolves and the big bad pig, The true story of the three little pigs, , Trust me Jack's beanstalk stinks, The Wolf's story, Red Riding hood was rotten</p> <p><b>Author – Oliver Jeffers – Spring 2</b> Lost and Found, The way back home, Up and Down, How to catch a star, The heart and the bottle, This moose belongs to me, The incredible book eating boy, The new jumper, Stuck</p> <p><b>Homework Project</b> My favourite fairy tale – create an image of your favourite fairy tale character and explain why they are your favourite.</p> <p><b>Assembly</b> Easter – 15<sup>th</sup> March 2017</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>Maths Week (WB 6<sup>th</sup> March 2017)</li> <li>Debate Week (WB 27<sup>th</sup> February 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><b>Focus Dates:</b> World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p> <p><b>Assessments</b> Spring Assessments: WB 13<sup>th</sup> March 2017</p>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><b><u>Educational Visits</u></b> Buckingham Palace &amp; Royal Mews Place of Worship (Gurdwara) Ashburton Wood – Weekly Science seasonal change</p> <p><b><u>Texts</u></b> Animals (non-fiction) – Summer 1 Poetry – Summer 2</p> <p><b>Homework Project</b> How many places can you find the Queen's head? (A visual diary)</p> <p><b>Assembly</b> Curriculum – The Coronation - 5<sup>th</sup> July 2017</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Health Week (3<sup>rd</sup> July 2017)</li> </ul> <p><b>Focus Dates:</b> Coronation Workshop – 8<sup>th</sup> June 2017 Sports Day – 7<sup>th</sup> July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>

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Autumn Assessments: WB 28 <sup>th</sup> November 2016						
<b>Maths</b>	<p><b>AUTUMN 1</b> <b>Unit 1</b> Numbers to 10</p> <p><b>Unit 2</b> Number bonds to 10</p> <p><b>Review 1</b></p> <p><b>Assessment 1</b></p> <p><b>Unit 3</b> Addition within 10</p>	<p><b>AUTUMN 2</b> <b>Unit 4</b> Subtraction within 10</p> <p><b>Review 2</b></p> <p><b>Assessment 2</b></p> <p><b>Unit 5</b> shapes and patterns</p> <p><b>Unit 6</b> ordinal numbers</p> <p><b>Review 3</b></p> <p><b>Unit 7</b> Numbers to 20</p> <p><b>Assessment test 3</b></p>	<p><b>SPRING 1</b> <b>Unit 8</b> Addition and subtraction within 20</p> <p><b>Unit 9</b> Length</p> <p><b>Assessment test 4</b></p> <p><b>Unit 10</b> Mass</p>	<p><b>SPRING 2</b> <b>Unit 11</b> Picture graphs</p> <p><b>Assessment 5</b></p> <p><b>Unit 12</b> Numbers to 40</p> <p><b>Review 4</b></p>	<p><b>SUMMER 1</b> <b>Unit 13</b> Mental calculations</p> <p><b>Unit 14</b> Multiplication</p> <p><b>Review 5</b></p> <p><b>Assessment 6</b></p> <p><b>Unit 15</b> Division</p>	<p><b>SUMMER 2</b> <b>Unit 16</b> Time - include days of the weeks and months of the year</p> <p><b>NC activity –</b> Fractions (find half and quarter) – link to time (half past, quarter past)</p> <p><b>Unit 17</b> Numbers to 100</p> <p><b>Unit 18</b> Money</p> <p><b>Unit 19</b> Money</p> <p><b>Assessment 7</b></p>
<b>Literacy</b>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondences) that have been taught.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</li> <li>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Learn to appreciate rhymes and poems, and recite some by heart.</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and –s, –es, –ing, –ed, and –est endings.</li> <li>Read other words of more than one syllable that contains taught GPCs.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</li> <li>Understand both the books they can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher</li> <li>Understand both the books they can read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>Discuss the significance of the title and events.</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Add prefixes and suffixes using the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs.</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read words with contractions, e.g. I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s).</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>Re-read phonically decode able books to build up fluency and confidence in word reading.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> <li>Predict what might happen on the basis of what has been read so far.</li> <li>Make inferences on the basis of what is being said and done.</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words taught so far.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>			

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	<p>already taught.</p> <ul style="list-style-type: none"> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Write sentences by composing a sentence orally before writing it.</li> <li>• Write sentences sequencing sentences to form short narratives.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and join sentences using and.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Understand how words can combine to form sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use the prefix un-.</li> <li>• Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</li> <li>• Apply simple spelling rules and guidelines.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Write sentences re-reading what they have written to check that it makes sense.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Use regular plural noun suffixes (-s and -es), including the effects of these suffixes on the meaning of the noun</li> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of the root words (-ing, -ed, -er),</li> <li>• Understand how the prefix -un changes the meaning of verbs and adjectives.</li> </ul>	<p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use the grammatical terminology in discussing their writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul>
<p><b>Science</b></p>	<p><b>Everyday Materials and seasonal change</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways; <ul style="list-style-type: none"> <li>◦ observing closely;</li> <li>◦ using simple equipment;</li> <li>◦ performing simple tests;</li> <li>◦ identifying and classifying;</li> </ul> </li> <li>• using their observations and ideas to suggest answers to questions; e.g.</li> <li>• gathering and recording data to help in answering questions by performing simple tests to explore questions, for example: 'What is the best material for an umbrella/ dog basket/ bookshelf/ leotard?'</li> </ul>	<p><b>Plants and seasonal change</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of wild and common plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with seasons and how day length varies</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• observing closely, perhaps using magnifying glasses, comparing and contrasting familiar plants;</li> <li>• describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.</li> <li>• recording how plants have changed over time, for example, the leaves falling off trees and buds opening;</li> <li>• comparing and contrasting what they have found out about different plants.</li> </ul>	<p><b>Animals (including Humans) and seasonal change</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• using their observations to compare and contrast animals at first hand or through videos and photographs,</li> <li>• describing how they identify and group them;</li> <li>• grouping animals according to what they eat;</li> <li>• using their senses to compare different textures, sounds and smells.</li> </ul>
<p><b>Geography</b></p>	<p><b>AUTUMN 1</b> <b>My School</b></p> <ul style="list-style-type: none"> <li>• Use simple observational skills to study the geography of the school and its grounds.</li> <li>• Show changes that are happening in the local</li> </ul>	<p><b>SPRING 1</b> <b>My Local Area</b></p> <ul style="list-style-type: none"> <li>• Name, describe and compare places I know.</li> <li>• Link home with other places in my area</li> <li>• Understand how some places are linked to other places</li> </ul>	<p><b>SUMMER 1</b> <b>Seasonal Weather Changes in Britain and compare with suggested carnival country - India</b></p> <ul style="list-style-type: none"> <li>• Describe seasonal weather changes.</li> <li>• Relate their own account of an event &amp; understand that</li> </ul>

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	<p>environment e.g. at school.</p> <ul style="list-style-type: none"> <li>Suggest ideas for improving the school environment.</li> </ul> <p><b>Mapping Skills</b></p> <ul style="list-style-type: none"> <li>Make simple maps and plans.</li> <li>Use words such as near and far, left and right to talk about where things are.</li> </ul>	<p>e.g. roads, trains.</p> <p><b>Mapping Skills</b></p> <ul style="list-style-type: none"> <li>Use simple maps of the local area.</li> </ul>	<p>others may give a different version</p> <ul style="list-style-type: none"> <li>Describe seasonal weather changes.</li> <li>Name, describe and compare places.</li> </ul>
<p><b>Seasonal weather changes throughout the year</b> Looking at the weather types and patterns throughout the year.</p>			
<b>History</b>	<p><b>AUTUMN 2</b> <b>What is the Past and What is My Past?</b></p> <ul style="list-style-type: none"> <li>Place known events in the order of when they happened</li> <li>Sequence events and recount changes within living memory (chronological understanding)</li> <li>Use common words and phrases relating to the passing of time</li> <li>Talk, draw or write about aspects of the past</li> </ul>	<p><b>SPRING 2</b> <b>Local Area (Leisure, transport and homes through the Ages)</b></p> <ul style="list-style-type: none"> <li>Continue to use common words &amp; phrases relating to the passing of time i.e. before, after, past, present, then</li> <li>Identify some similarities and differences between ways of life in different periods.</li> <li>Use words and phrases relating to the passing of time</li> <li>Find answers to simple questions about the past from simple sources of information.</li> <li>Ask and answer relevant basic questions about the past.</li> <li>Talk, draw or write about aspects of the past.</li> <li>Describe some simple similarities differences between man-made objects</li> <li>Sort historical objects from 'then' and 'now'</li> </ul>	<p><b>SUMMER 2</b> <b>What does the Queen do? (Looking at key features of special events in her life)</b></p> <ul style="list-style-type: none"> <li>Understand key features of events</li> <li>Identify some similarities &amp; differences between ways of life in different periods</li> </ul> <p><b>History off the Page workshop – Elizabeth I Coronation – 8th June 2017</b></p>
<b>ART</b>	<p><b>Local Drawings</b></p> <ul style="list-style-type: none"> <li>Use drawing to share ideas, experiences and imagination</li> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (David Hockney – Landscapes)</li> </ul>	<p><b>Observational drawings of plant parts – drawing/ painting</b></p> <ul style="list-style-type: none"> <li>Develop techniques in using colour, pattern, texture, line, shape</li> <li>Explore colour mixing – primary/secondary colours</li> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work</li> </ul>	<p><b>Animal Prints</b></p> <ul style="list-style-type: none"> <li>Develop techniques in using colour, pattern, texture, line, shape, format and space using clay and printing to a large scale and in 3D</li> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (Kadinsky).</li> </ul>
<b>D&amp;T</b>	<p><b>Toy Theatre</b></p> <ul style="list-style-type: none"> <li>Perform simple, useful, practical tasks using a basic range of tools and materials, and techniques</li> </ul>	<p><b>Construct a town using different materials</b></p> <ul style="list-style-type: none"> <li>Explore different structures and strength</li> <li>Select the correct materials for the purpose</li> <li>Draw designs and labels</li> <li>Evaluate their own product and compare them to existing products</li> </ul>	<p><b>Carriage for the Queen</b></p> <ul style="list-style-type: none"> <li>Explore mechanics (wheels, levers)</li> <li>Select the correct materials for the purpose</li> <li>Draw designs and labels</li> <li>Evaluate their own product and compare them to existing products</li> </ul>
<b>Computing</b>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>Busy Things - <a href="http://busythings.lgfl.org.uk/">http://busythings.lgfl.org.uk/</a></b></p> <ul style="list-style-type: none"> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>We Are Celebrating (Unit 1.6)</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.</li> </ul>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>GREEN SCREEN PROJECT</b></p> <p><b>We Are TV Chefs (Unit 1.2)</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions</li> <li>Write and test simple programs</li> <li>Record on green screen.</li> </ul>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>We Are Storytellers (Unit 1.5)</b></p> <ul style="list-style-type: none"> <li>Enter, improve and print text using a word bank and keyboard</li> </ul> <p><b>NPW - JIT: Giving Instructions (J2E Code)</b></p> <ul style="list-style-type: none"> <li>Plan instructions for guiding a programmable object and screen based object.</li> </ul>
<b>PE</b>	<p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping,</li> </ul>	<p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping,</li> </ul>	<p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping,</li> </ul>

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	throwing and catching <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	throwing and catching. <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	throwing and catching. <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes</li> <li>Make and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically</li> <li>Make and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
<b>RE</b>	<b>Family and Friends</b> <ul style="list-style-type: none"> <li>Know what it means to live with family and friends</li> </ul> <b>Christmas</b> <ul style="list-style-type: none"> <li>Know how Christians celebrate Christmas</li> </ul>	<b>Sikhism</b> <ul style="list-style-type: none"> <li>Know what it means to belong to Sikhism</li> </ul> <b>Christianity</b> <ul style="list-style-type: none"> <li>Know what it means to be a Christian</li> </ul>	<b>Islam</b> <ul style="list-style-type: none"> <li>Know what it means to be Muslim?</li> </ul> <b>Hinduism</b> <ul style="list-style-type: none"> <li>Know what it means to be a Hind</li> </ul>
<b>PSHE</b> <b>P4C</b>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <b>Living in the Wider World – objectives and outcomes</b> <ul style="list-style-type: none"> <li>Develop active listening skills</li> <li>Develop group skills</li> </ul>	<b>Health and well being</b> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>Express personal thoughts</li> <li>Make a choice and give a reason</li> </ul>	<b>Relationships</b> <b>SRE Lessons</b> <ul style="list-style-type: none"> <li>Identify questions</li> <li>Ask simple questions</li> </ul>

Year 2 Curriculum Map 2016/2017

See teaching ideas for creative links between subjects

	Autumn	Spring	Summer
Enrichment	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><b>Educational Visits</b> Lambourne End – Autumn 1 Ragged School Museum – Autumn 1 Local Walk (map work) – Autumn 2</p> <p><b>Texts</b> <b>Autumn 1 - Author – Julia Donaldson</b> <b>Book study</b> - The Smartest Giant in Town</p> <p><b>Stories for story time</b> - Tyrannosaurus Drip, Troll, The Detective Dog, Mr Birdsnest &amp; the house next door, The snake who came to stay, The dinosaur's diary, The Giants and the Joneses <b>Poetry</b> - Poems to Perform: A classic collection chosen by Julia Donaldson</p> <p><b>Autumn 2 - Author - Alexander McCall Smith</b> <b>Book Study</b> - Akimbo and the Elephants</p> <p><b>Stories for story time</b> – The Akimbo Adventures, Max and Maddy and the chocolate money mystery</p> <p><b>Homework Project</b> Design and make a toy out of recycled materials and write instructions for use.</p> <p><b>Assembly</b> Curriculum – Victorians – 14<sup>th</sup> December 2016</p> <p><b>Focus Weeks</b></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26<sup>th</sup> September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016)</li> </ul> <p><b>Focus Dates:</b> Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016</p>	<p><b>SMSC Focus: IDENTITY</b></p> <p><b>Educational Visits</b> National Portrait Gallery (art through the centuries) Place of Worship (Riverside Church)</p> <p><b>Text</b> <b>KS1 reading papers</b> – variety of genres</p> <p><b>Stories for story time – Author - Anthony Browne</b> Voices in the park, Gorilla, Willie's stories, Into the forest, Willy the wimp, A walk in the park, Me and You</p> <p><b>Homework Project</b> Create a 3D habitat for an animal of your choice.</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>Maths Week (WB 6<sup>th</sup> March 2017)</li> <li>Debate Week (WB 27<sup>th</sup> February 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><b>Focus Dates:</b> World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p> <p><b>Assessments</b> Spring Assessments: WB 13<sup>th</sup> March 2017</p>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><b>Educational Visits</b> Museum of Docklands Science Museum Mudchute Farm</p> <p><b>Text</b> <b>Summer – Author - Anne Fine</b> <b>Book study</b> - Diary of a Killer Cat,</p> <p><b>Stories for story time</b> – Nag club, Gnomes, Gnomes, Gnomes, Stranger danger, The Killer cat runs away, The haunting of Uncle Ron, Under the bed, Big red balloon</p> <p><b>Homework Project</b> Research a Victorian invention – e.g. vacuum cleaner, washing machine and electricity etc. Present your findings.</p> <p><b>Assembly</b> Valsakhi – 26<sup>th</sup> April 2017</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Health Week (3<sup>rd</sup> July 2017)</li> </ul> <p><b>Focus Dates:</b> Sports Day – 7<sup>th</sup> July 2017 Music Sharing – July 2017</p>

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	Victorians Workshop – 3 <sup>rd</sup> November 2016 Christmas Lunch – 14 <sup>th</sup> December 2016			Carnival – July 2017		
	<p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>					
<b>Maths</b>	<p><b>AUTUMN 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 1</b> Numbers to 1,000</p> <p><b>NC Activity 2.3:</b> Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 2</b> Addition and Subtraction</p> <p><b>Review 1</b></p> <p><b>Assessment test 1</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 3</b> Using models for addition and subtraction</p>	<p><b>AUTUMN 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 4</b> Multiplication and division</p> <p><b>NC Activity 2.1:</b> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p><b>Review 2</b></p> <p><b>Assessment test 2</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 5</b> Multiplying by 2 and 3</p> <p><b>NC Activity 2.6:</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 6</b> Multiplying by 4, 5 and 10</p> <p><b>Review 3</b></p> <p><b>Assessment test 3</b></p> <p><b>Unit 7</b> Multiplication and division using bars and models <i>Application of multiplication and division using bar</i></p>	<p><b>SPRING 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 8</b> Length</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 9</b> Mass</p> <p><b>NC Activity 2.11:</b> Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p> <p><b>NC Activity 2.10:</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p><b>Assessment test 4</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 10</b> Mental calculations)</p>	<p><b>SPRING 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 11</b> Money</p> <p><b>NC Activity 2.12:</b> Find different combinations of coins that equal the same amounts of money</p> <p><b>Review 4</b></p> <p><b>Assessment test 5</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 12</b> Fractions</p> <p><b>NC Activity 2.8:</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p><b>NC Activity 2.9:</b> Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></p>	<p><b>SUMMER 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 13</b> Time</p> <p><b>NC Activity 2.13:</b> Compare and sequence intervals of time</p> <p><b>NC Activity 2.14:</b> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p><b>NC Activity 2.15:</b> Know the number of minutes in an hour and the number of hours in a day</p> <p><b>Review 5</b></p> <p><b>Assessment test 6</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 14</b> Volume</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 15</b> Graphs</p> <p><b>NC Activity 2.21:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>	<p><b>SUMMER 2</b> <b>NC Activity 2.20:</b> 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 anti-clockwise)</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 16</b> Lines and surfaces</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 17</b> Shapes and patterns</p> <p><b>NC Activity 2.16:</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p><b>NC Activity 2.17:</b> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p><b>NC Activity 2.19:</b> Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p><b>Assessment test</b></p>

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		<i>modelling</i>			<p><b>NC Activity 2.22:</b> Ask and answer questions about totalling and comparing categorical data</p>
<b>Literacy</b>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same GPCs (grapheme-phoneme correspondence) as above.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li> <li>Recognise simple recurring literary language in stories and poetry.</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including few common homophones.</li> <li>Learn to spell common exception words.</li> <li>Learn to spell more words with contracted forms.</li> <li>Spell by learning the possessive apostrophe (singular)</li> <li>Distinguish between homophones and near-homophones.</li> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</li> </ul> <p><b>Writing (Composition)</b></p>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>on the basis of what has been read so far.</li> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>Discuss and clarify the meaning of new words, linking meanings to new vocabulary</li> <li>Discuss their favourite words or phrases</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Add suffixes to spell longer words, e.g. -ment, -ness, -ful and -less.</li> <li>Apply spelling rules.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write about.</li> <li>Write down ideas and/or key words, including new vocabulary.</li> <li>Encapsulate what they want to say, sentence by sentence.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>form nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman)</li> <li>Form adjectives using suffixes such as -ful and -less,</li> <li>use the suffixes -er and -est in adjectives and use -ly to</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>Make inferences on the basis of what is being said and done.</li> <li>Answer and ask questions.</li> <li>Predict what might happen</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Make simple additions, revisions and corrections to own writing by evaluating their writing with the teacher and other pupils.</li> <li>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>		



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	<ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional)</li> <li>Write about real events to develop positive attitudes and stamina for writing</li> <li>Write poetry.</li> <li>Write for different purposes.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use full stops, capital letters, exclamation marks, question marks consistently in writing</li> <li>Use commas for lists</li> <li>apostrophes for contracted forms and singular possession in nouns</li> <li>Use sentences with different forms: statement, question, exclamation, command.</li> <li>Use expanded noun phrases to describe and specify, e.g. the blue butterfly.</li> </ul>	<ul style="list-style-type: none"> <li>turn adjectives into adverbs</li> <li>make the correct choice and make consistent use of present tense and past tense throughout writing</li> <li>use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use some features of written Standard English.</li> <li>Use and understand the grammatical terminology (verb, tense (past, present), adjective, noun, noun phrase, statement, question, exclamation, command, compound, adverb, suffix, apostrophe, comma)</li> </ul>
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults</li> <li>Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>observing, through video or first-hand observation and measurement, how different animals (incl humans) grow;</li> <li>asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.</li> </ul> <p>The following examples to recognise growth might be used:</p> <ul style="list-style-type: none"> <li>egg, chick, chicken;</li> <li>egg, caterpillar, pupa, butterfly;</li> <li>spawn, tadpole, frog;</li> <li>Lamb, sheep.</li> <li>Baby, toddler, child, teenager, adult.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth</li> <li>Setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.</li> <li>They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions.</li> <li>They could construct a simple food chain that includes humans (e.g., grass, sheep, human).</li> <li>They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses</li> <li>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs)</li> <li>observing closely, identifying and classifying the uses of different materials, and recording their observations.</li> </ul>
<p><b>Geography</b></p>	<p><b>AUTUMN 1</b>  <b>Getting to know the UK and Map Work and contrasting location – Lambourne End</b></p> <ul style="list-style-type: none"> <li>Name, place and identify characteristics of the four</li> </ul>	<p><b>SPRING 2</b>  <b>Weather Patterns Around the World</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p><b>SUMMER 2</b>  <b>A seaside study and compare with carnival country - Gambia</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to physical</li> </ul>

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	<p>countries and capital cities of the United Kingdom and its surrounding seas.</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use simple compass directions (N, S, E and W) and locational and directional language e.g. left and right, to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use basic symbols/keys</li> </ul>	<ul style="list-style-type: none"> <li>Locate hot and cold areas of the world in relation to the Equator and the South and North Poles.</li> </ul>	<p>features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <ul style="list-style-type: none"> <li>Use basic vocabulary to refer to human features including: city, town, village, farm, factory, house, office, port, harbour and shop.</li> </ul>
<b>History</b>	<p><b>AUTUMN 2</b> <b>The Victorians</b></p> <ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features.</li> <li>Describe significant historical places locally.</li> <li>Speak about how I have found out about the past.</li> <li>Record what I have learned by drawing and writing</li> </ul> <p><b>History off the page workshop – Victorian “Life in the big house” Day - comparing rich and poor (3<sup>rd</sup> November)</b></p>	<p><b>SPRING 1</b> <b>Famous Victorians - Emeline Pankhurst and Elizabeth Fry (Local person of significance)</b></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</li> <li>Describe significant historical events, people and places locally.</li> <li>Describe events beyond living memory that are significant nationally or globally.</li> <li>Speak about how I have found out about the past.</li> <li>Record what I have learned by drawing and writing.</li> </ul>	<p><b>SUMMER 1</b> <b>Victorian invention – The telephone</b></p> <ul style="list-style-type: none"> <li>Describe where people and events fit within a timeline</li> <li>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</li> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<b>ART</b>	<p><b>Design and create your own animal habitat - sculpture</b></p> <ul style="list-style-type: none"> <li>Use a range of materials to design and make products</li> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Portraits - drawing</b></p> <ul style="list-style-type: none"> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (Freda Kalho)</li> </ul>	<p><b>Still - Life Toys - painting</b></p> <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to share their ideas, experiences and imagination</li> <li>Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (Giorgio Morandi)</li> </ul>
<b>D&amp;T</b>	<p><b>GREEN SCREEN PROJECT</b></p> <ul style="list-style-type: none"> <li>Write instructions</li> <li>Record on green screen.</li> </ul> <p><b>Fruit Salad</b></p> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Select from and use a wide range of ingredients according to their characteristics</li> </ul>	<p><b>Clothing for the cold weather</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Select from and use a wide range of materials and components according to their characteristics</li> </ul>	<p><b>Design a Victorian Terrarium</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>
<b>Computing</b>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>We Are Researchers (Unit 2.4)</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.</li> </ul>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>We Are Astronauts (Unit 2.1)</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p><b>We Are Game Testers (Unit 2.2)</b></p>	<p><b>Online-Safety: Hector's World</b></p> <ul style="list-style-type: none"> <li>Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - <b>Two lessons per term.</b></li> </ul> <p><b>We Are Photographers (Unit 2.3)</b></p> <ul style="list-style-type: none"> <li>Organise, store, manipulate and retrieve data in a range of digital formats.</li> </ul>

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		<ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<b>We Are Zoologists (Unit 2.6)</b> Organise, store, manipulate and retrieve data in a range of digital formats
<b>PE</b>	<b>Fundamental skills</b> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping, throwing and catching.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<b>Fundamental skills</b> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping, throwing and catching.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<b>Fundamental skills</b> <ul style="list-style-type: none"> <li>Master basic movements such as running, jumping, throwing and catching.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <b>Dodgeball</b> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> <li>Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>RE</b>	<b>The World</b> <ul style="list-style-type: none"> <li>Talk about where the world comes from and how we should look after it</li> </ul> <b>Jesus</b> <ul style="list-style-type: none"> <li>Understand why Jesus told stories</li> </ul>	<b>Special Books</b> <ul style="list-style-type: none"> <li>Understand why different books are special for different people</li> </ul> <b>Easter</b> <ul style="list-style-type: none"> <li>To understand how Christians know Easter is coming</li> </ul>	<b>Food and fasting</b> <ul style="list-style-type: none"> <li>To find out about special food eaten at special festivals in religions as well as times when people choose not to eat to remember or commemorate a special story or idea in a religion.</li> </ul> <b>Forgiveness</b> <ul style="list-style-type: none"> <li>Understand does it mean to say sorry and why some people may not want to say sorry</li> </ul>
<b>PSHE</b> <b>P4C</b>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <b>Living in the Wider World – objectives and outcomes</b> <ul style="list-style-type: none"> <li>Develop active listening skills</li> <li>Give reasons for choices</li> </ul>	<b>Health and well being</b> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <b>Health</b> <ul style="list-style-type: none"> <li>Clarify ideas</li> <li>Agree/disagree with choices</li> </ul>	<b>Relationships</b> <b>SRE lessons</b> <ul style="list-style-type: none"> <li>Turn statements into questions</li> <li>Begin to identify concepts</li> </ul>

Year 3 Curriculum Map 2016/2017

See teaching ideas for creative links between subjects

	Autumn	Spring	Summer
Enrichment	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><u>Educational Visits</u> British Museum – Celtic art and identity Rainham Village &amp; Hall + Inglebourne River (Geography)</p> <p><u>Texts</u> <b>Author - _Roald Dahl</b> <b>Book studies</b> - Esio Trot, The Twits <b>Poetry</b> – Dirty Beasts</p> <p><b>Stories for story time</b> - Revolting Rhymes, The Giraffe, the Pelly and me, The BFG</p> <p><u>Homework Project</u> Design and build a Celtic Roundhouse and write in role of a Celtic estate agent, selling your roundhouse</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> <li>• Heritage Week &amp; Choral Speaking Week (WB 26th September 2016)</li> <li>• Science Week (WB 17 October 2016)</li> <li>• Work Week (WB 14 November 2016)</li> </ul>	<p><b>SMSC Focus: IDENTITY</b></p> <p><u>Educational Visits</u> Legoland Walk in local area</p> <p><u>Texts</u> <u>Texts</u> Flat Stanley (<b>Jeff Brown</b>) The Hundred Mile An Hour Dog (<b>Jeremy Strong</b>)</p> <p><b>Stories for story time</b> – Matilda, The magic finger</p> <p><u>Homework Project</u> Design and make a Roman outfit out of recycled material and advertise your clothing in a Roman Magazine</p> <p><u>Assembly</u> Chinese new year – 25<sup>th</sup> January 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>• Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>• Maths Week (WB 6<sup>th</sup> March 2017)</li> </ul>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><u>Educational Visits</u> Place of Worship</p> <p><u>Texts</u> <u>Texts</u> <b>Author – Roald Dahl</b> <b>Book studies</b> - George's Marvellous Medicine, Charlie and the Chocolate Factory</p> <p><b>Stories for story time</b> – Charlie and the glass elevator, The witches</p> <p><u>Homework Project</u> Design a pair of sunglasses.</p> <p><u>Assembly</u> Curriculum – Ancient Greece – 24<sup>th</sup> May 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>• Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>• KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>• Refugee Week (19<sup>th</sup> June 2017)</li> <li>• Sports/Healthy Eating Week (3<sup>rd</sup> July 2017)</li> </ul>

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	<ul style="list-style-type: none"> <li>Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016)</li> </ul> <p><b>Focus Dates:</b> Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – December 2016</p> <p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>	<ul style="list-style-type: none"> <li>Debate Week (WB 27<sup>th</sup> February 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><b>Focus Dates:</b> World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p> <p><b>Assessments</b> Spring Assessments: WB 13<sup>th</sup> March</p>	<p><b>Focus Dates:</b> Ancient Greece Workshop – 21<sup>st</sup> April 2017 Sports Day – 7<sup>th</sup> July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>			
<p><b>Maths</b></p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 1</b> Numbers to 10,000</p> <p><b>NC Activity 3.1:</b> Compare and order numbers up to 1000</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 2</b> Addition within 10,000</p> <p><b>NC Activity 3.3:</b> Add and subtract numbers mentally, including a 3-digit number and ones, a 3-digit number and tens, a 3-digit number and hundreds</p> <p><b>Review 1</b></p> <p><b>Assessment test 1</b></p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 3</b> Subtraction within 10,000</p> <p><b>Unit 4</b> Solving addition and subtraction word problems</p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 5</b> Multiplying by 6,7,8 and 9</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 6</b> Multiplication</p> <p><b>Review 3</b></p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 7</b> Division</p> <p><b>Assessment test 3</b></p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 8</b> Solving multiplication and division word problems</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 9</b> Mental calculations</p> <p><b>** Additional unit –</b> Read and write Roman numerals to 1 (link to history)</p> <p><b>Review 4</b></p> <p><b>Assessment test 4</b></p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 10</b> Money</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 11</b> Length, mass and volume</p> <p><b>NC Activity 3.7:</b> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 12</b> Solving problems; length, mass and volume</p> <p><b>Review 5</b></p> <p><b>Assessment test 5</b></p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 13</b> Bar graphs</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 14</b> Fractions</p> <p><b>NC Activity 3.6:</b> 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</p> <p><b>Review 6</b></p> <p><b>Assessment test 6</b></p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 15</b> Time</p> <p><b>NC Activity 3.8:</b> Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 16</b> Angles</p> <p><b>Review 7</b></p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 17</b> Perpendicular and parallel lines</p> <p><b>NC Activity 3.11:</b> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Assess prior knowledge before starting unit to establish starting point. <b>Unit 18</b> Area and perimeter</p> <p><b>Review 8</b></p> <p><b>Assessment test 7</b></p>

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	<p><b>Review 2</b></p> <p><b>Assessment test 2</b></p>				<p><b>NC Activity 3.10:</b> Know the number of seconds in a minute and the number of days in each month, year and leap year</p>	
<p><b>Literacy</b></p>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction</li> <li>Read books that are structured in different ways and reading for a range of purposes.</li> <li>Check that text makes sense by discussing their understanding of words</li> <li>Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, inverted commas to punctuate speech</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable e.g forgetting, preferred</li> <li>Use the suffix -ly</li> <li>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, nature</li> <li>Spell words with endings which sound like 'zhun' e.g. division</li> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.</li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Understand what they read by asking questions to improve their understanding of the text</li> <li>Understand what they read by predicting what might happen from details stated</li> <li>Retrieve and record information from non-fiction</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Spell further homophones.</li> <li>Spell words that are often misspelt</li> <li>Spell words containing the 'l' sound spelt 'y' elsewhere than at the end of the words e.g. myth</li> <li>Spell words containing the 'u' sound spelt 'ou' e.g. young</li> <li>Spell words with the 'k' sound spelt 'ch' e.g. scheme</li> <li>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas with a given structure</li> <li>Draft and write by organising paragraphs around a theme.</li> <li>Evaluate and edit by proof-reading for spelling and punctuation errors – including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Read aloud poems and perform play scripts</li> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Recognise some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>Understand what they read by identifying main ideas drawn from within one paragraph and summarise these</li> <li>Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves taking turns and listening to what others say</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Spell words with the 'sh' sound spelt 'ch' e.g. chef</li> <li>Spell words with the 'ay' sound spelt 'ei' or 'ey' e.g. eight or they</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas.</li> <li>Draft and write by, in narratives, creating settings, characters and plot,</li> <li>Draft and write non-narrative material, using simple organisational devices such as headings and sub-headings.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, e.g. when, before, after, while, so, if, because, adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)</li> <li>Use the present perfect form of verbs instead of the simple past (he has gone out to play – he went out)</li> <li>Begin to use paragraphs as a way to group related material</li> <li>Begin to use inverted commas to punctuate direct speech</li> </ul>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Identify word families based on common root words (e.g. solve, solution, solver, dissolve, insoluble)</li> <li>Use headings and sub heading to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Form nouns using a range of prefixes, such as super-, anti-, auto.</li> <li>Use determiners according to whether the next word begins with a consonant or vowel)</li> <li>Use and understand the grammatical terminology (word family, conjunction, adverb, preposition, direct speech, inverted commas/speech marks, prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause)</li> </ul>
<p><b>Science</b></p>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects and some forces act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>comparing how different things move and grouping them;</li> <li>raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions;</li> <li>exploring the strengths of different magnets and finding a fair way to compare them;</li> <li>sorting materials into those that are magnetic and those that are not;</li> <li>looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another;</li> <li>Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>identifying and grouping animals with and without skeletons and observing and comparing their movement;</li> <li>exploring ideas about what would happen if humans did not have skeletons.</li> <li>They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</li> <li>They might research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rock and organic matter</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time;</li> <li>using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</li> <li>Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> <li>Pupils could explore different soils and identify similarities</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the function of different parts of flowering plants; roots, stem/trunk, leaves and flowers,</li> <li>Explore 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</li> <li>Investigate the way in which water is transported within plants,</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser;</li> <li>discovering how seeds are formed by observing the different stages of plant life cycles over a period of time;</li> <li>looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that he/she needs light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>Looking for patterns in what happens to shadows when the light source moves or the distance between the light</li> </ul>

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		and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. <ul style="list-style-type: none"> <li>• They can raise and answer questions about the way soils are formed.</li> </ul>	source and the object changes.
<b>Geography</b>	<b>AUTUMN 2</b> <b>Settlement, Rivers and the water cycle</b> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions. E.g. describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if... continues?</li> <li>• Understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle</li> <li>• Use fieldwork instruments e.g. camera, rain gauge</li> <li>• Understand the water cycle</li> </ul>	<b>SPRING 2</b> <b>Countries of UK &amp; topographical features + contrasting locality</b> <ul style="list-style-type: none"> <li>• Use and interpret maps, globes, atlases, and digital mapping to find countries and key features</li> <li>• Point to where countries are within the UK and their key topographical features</li> <li>• Name and locate the cities of the UK</li> <li>• Show some sense of how places relate to each other</li> <li>• Understand that people hold different views about an issue and begin to understand some of the reasons why</li> <li>• Communicate findings in appropriate ways</li> </ul>	<b>SUMMER 2</b> <b>Mapping skills &amp; carnival country Brazil</b> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions. E.g. describe the landscape. Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.</li> <li>• Use basic geographical words such as cliff, ocean, valley, vegetation, soil and mountain.</li> <li>• Make detailed fieldwork sketches/diagrams.</li> <li>• Understand why there are similarities and differences between places</li> <li>• Use basic geographical words such as port, harbour, factory, office.</li> <li>• Use four figure grid references</li> <li>• Use the 8 points of a compass</li> <li>• Make plans and maps using symbols and keys</li> </ul>
<b>History</b>	<b>AUTUMN 1</b> <b>Early Britons - Stone Age, Bronze Age and Iron Age</b> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time – chronological understanding</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features.</li> <li>• Speak about how I have found out about the past.</li> <li>• Record what I have learned by drawing and writing.</li> </ul>	<b>SPRING 1</b> <b>The Romans</b> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time</li> <li>• Describe where people and events fit within a timeline</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<b>SUMMER 1</b> <b>The Greeks</b> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases relating to the passing of time.</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Describe memories of key events in his/her life using historical vocabulary.</li> </ul> <p style="color: red;"><b>History off the page workshop – Life in Ancient Greece Day (21<sup>st</sup> April)</b></p>
<b>ART</b>	<b>Celtic Art – digital media</b> <ul style="list-style-type: none"> <li>• Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas</li> <li>• Learn about the greatest artists, architects and designers in history (Jen Delyth)</li> </ul>	<b>Animal sculpture</b> <ul style="list-style-type: none"> <li>• Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>• Learn about the greatest artists, architects and designers in history (Auguste Rodin)</li> </ul>	<b>Painting Light and Dark – Using the festival of Holi as a the basis</b> <ul style="list-style-type: none"> <li>• Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>• Learn about the greatest artists, architects</li> </ul>
<b>D&amp;T</b>	<b>Stone Age Buggy</b> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products (for example gears, pulleys, leavers and linkages)</li> <li>• Investigate and test a range of products</li> </ul>	<b>Bread making around the world</b> <ul style="list-style-type: none"> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<b>Greek money pot</b> <ul style="list-style-type: none"> <li>• Plan designs using spider diagrams and sketches</li> <li>• Apply understanding to strengthen their structures</li> </ul>
<b>Computing</b>	<b>Online-Safety (Me online)</b> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul>	<b>Online-Safety (Me online)</b> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul>	<b>Online-Safety (Me online)</b> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul>



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	<p><b>NPW – Stop Frame Animation</b></p> <ul style="list-style-type: none"> <li>Introduced to stop frame animation and work collaboratively to produce a short film linked to a curricular topic.</li> </ul>	<p><b>We Are Programmers (Unit 3.1)</b></p> <ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li> </ul> <p><b>We Are Bug Fixers (Unit 3.2)</b></p> <ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</li> </ul>	<p><b>GREEN SCREEN PROJECT – LINKED TO LEGOLAND (PERSUASIVE ADVERT TO VISIT LEGOLAND)</b></p> <p><b>We Are Presenters (Unit 3.3)</b></p> <ul style="list-style-type: none"> <li>Use a combination of graphics and text.</li> </ul> <p><b>We Are Opinion Pollsters (Unit 3.6)</b></p> <ul style="list-style-type: none"> <li>Use a combination of graphics and text.</li> </ul>
<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance, through athletics.</li> </ul> <p><b>Gymnastics – Autumn 1</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance through gymnastics.</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Volleyball</b></p> <ul style="list-style-type: none"> <li>Use running and jumping in isolation and in combination.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance through gymnastics.</li> </ul> <p><b>Games - TBC</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones to achieve their personal best.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Use and understand the basics of staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<p><b>Signs and symbols in religion</b></p> <ul style="list-style-type: none"> <li>Understand how special symbols are used in religions</li> </ul> <p><b>Light in religion</b></p> <ul style="list-style-type: none"> <li>Understand the significance of light in religions</li> </ul>	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>What do Sikh sayings tell us about Sikh beliefs</li> </ul> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>Understand how Jews celebrate</li> </ul>	<p><b>Holi/Hinduism</b></p> <ul style="list-style-type: none"> <li>Understand how and why Hindu's celebrate Holi</li> </ul> <p><b>Jesus and Buddha</b></p> <ul style="list-style-type: none"> <li>Understand the effect of Jesus and Buddha's teachings</li> </ul>
<b>PSHE</b> <b>P4C</b>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <p><b>Living in the Wider World – objectives and outcomes</b></p> <ul style="list-style-type: none"> <li>Explore the meaning of concepts</li> <li>Identify concepts within statements</li> </ul>	<p><b>Health and well being</b></p> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>Turn statements into questions</li> <li>Identify different question categories</li> </ul>	<p><b>Relationships</b></p> <p><b>SRE lessons</b></p> <ul style="list-style-type: none"> <li>Identify different viewpoints</li> <li>Question each other's viewpoints</li> </ul>
<b>MFL: Spanish</b>	<p><b>Greetings, Sounds/Alphabet, Numbers 1-10</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show</li> </ul>	<p><b>Traditional games, Numbers 11-15, Classroom objects</b></p> <ul style="list-style-type: none"> <li>Develop accurate pronunciation</li> </ul>	<p><b>Days of the week, Numbers 20-31, Months of the year</b></p>

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<p>understanding by joining in and responding.</p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul> <p><b>Family, Personal information, Christmas Cards</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs and poems in the language</li> </ul> <p><b>Colours, Articles (The, a), Numbers 16-20</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Describe people orally and in writing</li> <li>Understand basic grammar appropriate to the language such as masculine/feminine forms</li> </ul> <p><b>Nouns (gender and number), Around The House, Birthday Cards</b></p> <ul style="list-style-type: none"> <li>Identify key features/patterns of the language</li> </ul>
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## Year 4 Curriculum Map 2016/2017

*See teaching ideas for creative links between subjects*

	Autumn	Spring	Summer
<b>Enrichment</b>	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><u>Educational Visits</u> Lambourne End – orienteering/ science Local Area Walk – Mapping Skills</p> <p><u>Texts</u> <b>Author – Ted Hughes</b> <b>Book studies</b> - The Iron Man, Fangs the vampire bat and the kiss of truth <b>Poetry</b> – The school bag <b>Stories for story time</b> – Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> Create an Anglo-Saxon Helmet</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26th September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016)</li> </ul> <p><u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September</p>	<p><b>SMSC Focus: IDENTITY</b></p> <p><u>Educational Visits</u> Science Museum Shrek's Adventure</p> <p><u>Texts</u> <b>Author – Phillip Reeve</b> <b>Book studies</b> – Goblins, <b>Stories for story time</b> – Oliver and the Seawigs + Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> 3D Model of a mountain or volcano</p> <p><u>Assembly</u> Curriculum – The Vikings – 29th March 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16th January 2017)</li> <li>Maths Week (WB 6th March 2017)</li> <li>Debate Week (WB 27th February 2017)</li> <li>Art and D&amp;T Week (WB 27th March 2017)</li> </ul> <p><u>Focus Dates:</u> Vikings workshop – 24th February 2017 World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><u>Educational Visits</u> British Museum – Ancient Egypt Place of Worship (Hindu Temple)</p> <p><u>Texts</u> <b>Classics</b> Alice's Adventures in Wonderland (Lewis Carroll) The Three Musketeers (Alexandre Dumas) <b>Stories for story time</b> – Goosebumps by R.L. Stines</p> <p><u>Homework Project</u> 3D Model of a country in Europe</p> <p><u>Assembly</u> Eid-ul-Fitr – 28th June 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8th May 2017)</li> <li>KS1 SATs (WB 22nd May 2017)</li> <li>Refugee Week (19th June 2017)</li> <li>Sports/Health Week (3rd July 2017)</li> </ul> <p><u>Focus Dates:</u> Sports Day – 7th July 2017</p>

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	<p>2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – December 2016</p> <p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>	<p><b>Assessments</b> Spring Assessments: WB 13<sup>th</sup> March 2017</p>	<p>Music Sharing – July 2017 Carnival – July 2017</p> <p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>			
<b>Maths</b>	<p><b>AUTUMN 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 1</b> Whole numbers</p> <p><b>Unit 2</b> Whole numbers</p> <p><b>Review 1</b></p> <p><b>Assessment test 1</b></p> <p><b>Unit 3</b> Whole numbers</p> <p><b>NC Activity 4.2:</b> Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p><b>NC Activity 4.3:</b> Using place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p>	<p><b>AUTUMN 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 4</b> Tables and line graphs</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 5</b> Fractions</p> <p><b>Review 2</b></p> <p><b>Assessment test 2</b></p>	<p><b>SPRING 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 6</b> Angles</p> <p><b>NC Activity 4.12:</b> Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p><b>Review 3</b></p> <p><b>Assessment test 3</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 7</b> Perpendicular and parallel lines</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 8</b> Squares and rectangles</p> <p><b>Review 4</b></p> <p><b>Assessment test 4</b></p>	<p><b>SPRING 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 9</b> Decimals</p> <p><b>NC Activity 4.6:</b> Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 10</b> Decimals</p> <p><b>Review 5</b></p> <p><b>NC Activity 4.2:</b> Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p>	<p><b>SUMMER 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 11</b> Time</p> <p><b>NC Activity 4.7:</b> Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p><b>NC Activity 4.11:</b> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p><b>Assessment test 5</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 12</b> Area and perimeter</p> <p><b>NC Activity 4.8:</b> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p><b>Review 6</b></p>	<p><b>SUMMER 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 13</b> Symmetry</p> <p><b>NC Activity 4.13:</b> Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 14</b> Tessellation</p> <p><b>NC Activity 4.15:</b> Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p><b>Review 7</b></p> <p><b>Assessment test 6</b></p> <p><b>NC Activity 4.2:</b> Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p>
<b>Literacy</b>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>			

## KEIR HARDIE PRIMARY SCHOOL

- Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous)

### Reading (Comprehension)

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Maintain positive attitudes to reading and understanding of what they read by reading for a range of purposes
- Use dictionaries to check the meaning of words that they have read
- Read a wide range of books including fairy stories, myths and legends and retell some of these orally
- Discuss words and phrases that capture the readers interest and imagination
- Recognise some different forms of poetry eg free verse, narrative poetry

### Writing (Transcription)

- Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-
- Understand and add suffixes -ation and -ous
- Add endings which sound like shu self -tion, -sion, -ssion, -cian
- Spell words ending with the g sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, unique
- Spell more complex words that are often misspelt.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

### Writing (Composition)

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials

### Grammar and Punctuation

- Use fronted adverbials.
- Understand the grammatical difference between plural

- Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous)

### Reading (Comprehension)

- Identify main ideas drawn from more than one paragraph and summarising these.
- Identify how language, structure, and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text with increasing complexity

### Writing (Transcription)

- Spell words with the 's' sound spelt 'sc' e.g. science
- Place the possessive apostrophe accurately within words with regular plurals e'g' girls' and in words with irregular plurals e.g. children's
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Increase the legibility, consistency and quality of his/her handwriting by ensuring that the down strokes of the letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch

### Writing (Composition)

- Plan their writing by discussing and recording ideas.
- Draft and write by organising paragraphs around a theme.
- Evaluate and edit by proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials

### Grammar and Punctuation

- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with singular and plural nouns.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

- Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (to include re-, sub-, inter, super-, anti-, auto-, -ation, -ous)

### Reading (Comprehension)

- Retrieve and record information from non-fiction over a wide range of subjects
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
- Predict what might happen from the details stated and implied

### Writing (Transcription)

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Increase the legibility, consistency and quality of his/her handwriting by ensuring that the down strokes of the letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch

### Writing (Composition)

- Plan their writing by discussing and recording ideas.
- Draft and write by, in narratives, creating settings, characters and plot with consideration for the audience and purpose
- Draft and write non-narrative material, using simple organisational devices such as headings and sub-headings.
- Evaluate and edit by reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Grammar and Punctuation

- Use inverted commas and other punctuation to indicate direct speech.
- Use and understand the grammatical terminology (pronoun, determiner, possessive pronoun, adverbial)

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	<p>and possessive –s,</p> <ul style="list-style-type: none"> <li>• Use standard English forms for verb inflections instead of local spoken forms (we were/we was, I did/I done)</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Make the appropriate choice of pronoun or noun within or across sentences to aid cohesion and avoid repetition</li> </ul>		
<b>Science</b>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment</li> <li>• Recognise that environments can change and this can sometimes pose dangers to living things</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• using and making simple guides or keys to explore and identify local plants and animals;</li> <li>• making a guide to local living things;</li> <li>• raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heat or cooled, and measure or research the temperature at which this happens in degrees Celsius</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• grouping and classifying a variety of different materials;</li> <li>• exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).</li> <li>• Researching the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</li> <li>• Observing and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</li> </ul>	<p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains identifying producers, predators and prey</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity,</li> <li>• that some materials can and some cannot be used to connect across a gap in a circuit.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</li> <li>• They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</li> <li>• They could make and play their own instruments by using what they have found out about pitch and volume.</li> </ul>
<b>Geography</b>	<p><b>AUTUMN 1</b></p> <p><b>Local area – a framed enquiry with mapping skills &amp; compare with another UK Region</b></p> <ul style="list-style-type: none"> <li>• Explore features on OS maps using 6 figure grid references</li> <li>• Describe human features of UK regions and cities</li> <li>• Plan the steps of an enquiry</li> <li>• Measure straight line distances using the right scale</li> <li>• Draw accurate maps with more complex keys and/or</li> </ul>	<p><b>SPRING 1</b></p> <p><b>Mountains, Volcanoes, Avalanches and landslides</b></p> <ul style="list-style-type: none"> <li>• Understand the effect of landscape features on the development of a locality Describe how people have been affected by changes in the environment</li> <li>• Explain how the locality is set within a wider geographical context Explain about key natural resources e.g. water in the locality</li> </ul>	<p><b>SUMMER 2</b></p> <p><b>Contrasting Locality - Catalonia -Carnival Country – Spain</b></p> <ul style="list-style-type: none"> <li>• Recognise the different shapes of continents</li> <li>• Explore weather patterns around parts of the world</li> <li>• Show where countries are within Europe, including Russia</li> <li>• Plan the steps of an enquiry</li> <li>• Show I know about the wider context of places – region, country</li> </ul>

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	demonstrate patterns	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places</li> <li>Recognise that people have differing quality of life living in different locations and environments</li> </ul> <p><b>GREEN SCREEN PROJECT – NEWS REPORT LINKED TO NATURAL DISASTER.</b></p>	<ul style="list-style-type: none"> <li>Understand why there are similarities and differences between places</li> <li>Recognise that people have differing quality of life living in different locations and environments</li> </ul>
History	<p><b>AUTUMN 2</b> <b>Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>Use historic terms related to the period of study</li> <li>Understand that sources can contradict each other</li> <li>Use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> </ul>	<p><b>SPRING 2</b> <b>Viking &amp; Saxons struggle for England</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>Explain what I have learned in an organised and structured way, using appropriate terminology</li> <li>Use historic terms related to the period of study</li> </ul> <p><b>History off the page workshop – Life in Viking Britain Day (24<sup>th</sup> February)</b></p>	<p><b>SUMMER 1</b> <b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Explain what I have learned in an organised and structured way, using appropriate terminology</li> <li>Use historic terms related to the period of study</li> <li>Use a variety of resources to find out about aspects of life in the past (historical enquiry)</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> </ul>
ART	<p><b>Surrealism - Drawing in the style of Salvador Dali</b></p> <ul style="list-style-type: none"> <li>Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>Learn about the greatest artists, architects and designers in history(Salvador Dali)</li> </ul>	<p><b>Using Art to Tell Stories - Textiles</b></p> <ul style="list-style-type: none"> <li>Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas</li> <li>Learn about the greatest artists, architects and designers in history(Bayeux Tapestry)</li> </ul>	<p><b>Hieroglyphics - Printing on different surfaces (papyrus, clay)</b></p> <ul style="list-style-type: none"> <li>Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>Learn about the greatest artists, architects and designers in history(Alison Deegan)</li> </ul>
D&T	<p><b>Anglo Saxon Helmet</b></p> <ul style="list-style-type: none"> <li>Use safely and increasingly effectively wider range of tools and materials with increasing skill to make products that are fit for purpose</li> <li>Understand key events and turning points in design and how they have shaped the world we live in</li> </ul>	<p><b>Design a bridge that withstands natural disasters (e.g. flooding, hurricane, earthquakes)</b></p> <ul style="list-style-type: none"> <li>Plan designs using spider diagrams, sketches and communication presenting their ideas</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Investigate and test a range of products</li> </ul>	<p><b>Jack in the box – related to Carnival</b></p> <ul style="list-style-type: none"> <li>Plan designs using spider diagrams and sketches</li> <li>Understand and use mechanical systems (cams) in their products</li> <li>Select the correct tool and have access to a wider range of tools</li> </ul>
Computing	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>We Are HTML Editors (Unit 4.4)</b></p> <ul style="list-style-type: none"> <li>Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</li> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Scratch</b> <b>We Are Software Developers (Unit 4.1)</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.</li> </ul> <p><b>We Are Toy Designers (Unit 4.2)</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>We Are Co-Authors (Unit 4.5)</b></p> <ul style="list-style-type: none"> <li>Use different features of a PB Works.</li> </ul> <p><b>We Are Meteorologists (Unit 4.6)</b></p> <ul style="list-style-type: none"> <li>Use different features of a Word Processor.</li> </ul>
PE	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and</li> </ul>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, apply basic principles suitable for attacking/ defending</li> </ul>

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	<p>defending</p> <ul style="list-style-type: none"> <li>Use running and jumping in isolation and in combination</li> </ul> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul> <p><b>Swimming – 1 class (4S)</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	<p>defending.</p> <ul style="list-style-type: none"> <li>Use catching and throwing in isolation and in combination.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance, through athletics.</li> </ul> <p><b>Swimming – 1 class per half term</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination.</li> </ul> <p><b>Swimming – 1 class (4G)</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones to achieve their personal best.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Use and understand the basics of staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<p><b>Neighbourhood</b></p> <ul style="list-style-type: none"> <li>Know what religions are represented in our community</li> </ul> <p><b>What makes me the person I am</b></p> <ul style="list-style-type: none"> <li>Understand what is special to me and the people in my community</li> </ul>	<p><b>Why is the bible special?</b></p> <ul style="list-style-type: none"> <li>Find out facts concerning the bible and why it is considered holy to many people</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>Understand why Easter is important to Christians</li> </ul>	<p><b>Hindu worship</b></p> <ul style="list-style-type: none"> <li>Understand how and why Hindus worship</li> </ul> <p><b>Marriage</b></p> <ul style="list-style-type: none"> <li>Understand what happens when someone gets married</li> </ul>
<b>PSHE</b> <b>P4C</b>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <p><b>Living in the Wider World – objectives and outcomes</b></p> <ul style="list-style-type: none"> <li>Explore the meaning of concepts</li> <li>Identify concepts within statements</li> </ul>	<p><b>Health and well being</b></p> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <p><b>Emotions, Loss, Risk</b></p> <ul style="list-style-type: none"> <li>Identify different question categories</li> <li>Compare different viewpoints</li> </ul> <p><b>Confidentiality/Secrets, Worry and Challenge – as part of Debate Week</b></p> <ul style="list-style-type: none"> <li>Identify how and why opinions can change</li> <li>Open to the challenge of others</li> </ul>	<p><b>Relationships</b></p> <p><b>SRE lessons</b></p> <ul style="list-style-type: none"> <li>Identify how and why opinions can change</li> <li>Open to the challenge of others</li> </ul>
<b>MFL: Spanish</b>	<p><b>Sports and hobbies, Describe what I am doing. Describe people and what people are doing</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul> <p><b>I can/can't, I do/don't like, Christmas Carol</b></p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Engage in conversations; ask and answer questions</li> </ul>	<p><b>The Face, Describe Yourself, Clothes, Animals</b></p> <ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul> <p><b>Numbers to 30 -50, Fruit &amp;Vegetables, Role play at the fruit market</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation</li> </ul>	<p><b>Food &amp; Drinks, Role play at the restaurant</b></p> <ul style="list-style-type: none"> <li>Appreciate stories, songs and poems in the language</li> <li>Describe people orally and in writing</li> <li>Understand basic grammar appropriate to the language such as masculine/feminine forms</li> <li>Identify key features/patterns of the language</li> </ul> <p><b>Toys, Prices, Euros, Role play at the toy shop</b></p> <ul style="list-style-type: none"> <li>Appreciate stories, songs and poems in the language</li> <li>Describe people orally and in writing</li> <li>Understand basic grammar appropriate to the language such as masculine/feminine forms</li> <li>Identify key features/patterns of the language</li> </ul>

Year 5 Curriculum Map 2016/2017

See teaching ideas for creative links between subjects

	Autumn	Spring	Summer
Enrichment	<p align="center"><b>SMSC Focus: REMEMBRANCE</b></p> <p><b>Educational Visits</b> Fairplay House</p> <p><b>Texts</b> <b>Author – Michael Morpurgo</b> <b>Book studies</b> - The Sleeping Sword, Kensuke's Kingdom <b>Poetry</b> – Poems for children by Ted Hughes, selected &amp; read by Michael Morpurgo <b>Stories for story time</b> – Friend or Foe? My friend Walter, The war of Jenkins' ear, King of the cloud forests</p> <p><b>Homework Project</b> Design and make a Tudor House out of recycled materials and write a description of your house in role as a Tudor Estate agent.</p> <p><b>Assembly</b> Yom Kippur – 12<sup>th</sup> October 2016</p> <p><b>Residential</b> Fairplay House – 7<sup>th</sup> November till 9<sup>th</sup> November 2016</p> <p><b>Focus Weeks</b></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26<sup>th</sup> September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/ friendship, anti- bullying (WB 21 November 2016)</li> </ul> <p><b>Focus Dates:</b></p>	<p align="center"><b>SMSC Focus: IDENTITY</b></p> <p><b>Educational Visits</b> Tower of London Royal Observatory Eastbury Manor House (Tudor House)</p> <p><b>Texts</b> <b>Author – Louis Sachar</b> <b>Book studies</b> -There's a Boy in the Girls' Bathroom <b>Stories for story time</b> – Holes, Small steps</p> <p><b>Homework Project</b> 3D model of the Solar System</p> <p><b>Assembly</b> Curriculum – Tudors – 8<sup>th</sup> February 2017</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>Debate Week (WB 27<sup>th</sup> February 2017)</li> <li>Maths Week (WB 6<sup>th</sup> March 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><b>Focus Dates:</b> Tudor workshop – 12<sup>th</sup> January 2017 World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p>	<p align="center"><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><b>Educational Visits</b> The Museum of London Place of Worship (Mosque)</p> <p><b>Texts</b> <b>Classics</b> Frankenstein (Mary Shelley) Jane Eyre (Charlotte Bronte) <b>Stories for story time</b> – Mr nobody's eyes, The wreck of the Zanzibar, Escape from Shangri-La, Why the whales came, War horse</p> <p><b>Homework Project</b> Design and make a visual map that shows the spread of the Black Death around Europe.</p> <p><b>Focus Weeks:</b></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Health Week (3<sup>rd</sup> July 2017)</li> </ul> <p><b>Focus Dates:</b> Sports Day – 7<sup>th</sup> July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><b>Assessments</b> Summer Assessments: WB 12<sup>th</sup> June 2017</p>



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	<p>Road Dahl 100 year Birthday – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – December 2016</p> <p><b>Assessments</b> Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>		<p><b>Assessments</b> Spring Assessments: W/B 13<sup>th</sup> March 2017</p>			
<b>Maths</b>	<p><b>AUTUMN 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 1</b> Whole numbers</p> <p><b>NC Activity 5.1:</b> Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p><b>NC Activity 5.2:</b> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p><b>Unit 2</b> Whole numbers</p> <p><b>NC Activity 5.4:</b> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</p> <p><b>NC Activity 5.5:</b> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p><b>NC Activity 5.9:</b> Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for two-digit numbers</p>	<p><b>AUTUMN 2</b> <b>NC Activity 5.7B:</b> Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p><b>NC Activity 5.12:</b> Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 3</b> Fractions</p> <p><b>Unit 4</b> Fractions</p> <p><b>Review 2</b></p> <p><b>Assessment test 2</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 5</b> Area of triangles</p>	<p><b>SPRING 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 6</b> Ratio</p> <p><b>Review 3</b></p> <p><b>Assessment test 3</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 7</b> Decimals</p> <p><b>NC Activity 5.14:</b> Solve problems involving number up to three decimal places</p> <p><b>NC Activity 5.25:</b> complete, read and interpret information in tables, including timetables.</p>	<p><b>SPRING 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 8</b> Measurement</p> <p><b>Review 4</b></p> <p><b>Assessment test 4</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 9</b> Finding the mean</p>	<p><b>SUMMER 1</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 10</b> Percentage</p> <p><b>NC Activity 5.15:</b> Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p><b>Review 5</b></p> <p><b>Assessment test 5</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 11</b> Angles</p> <p><b>NC Activity 5.22:</b> <b>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 12</b> Properties of triangles and quadrilaterals</p> <p><b>Review 6</b></p> <p><b>Assessment test 6</b></p>	<p><b>SUMMER 2</b> <b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 13</b> Geometrical construction</p> <p><b>NC Activity 5.21:</b> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b> <b>Unit 14</b> Volumes of cubes and cuboids</p> <p><b>NC Activity 5.19:</b> Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p><b>Review 7</b></p> <p><b>Assessment test 7</b></p>

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	Review 1				
	Assessment test 1				
<b>Literacy</b>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>read aloud and understand the meaning of new words linked to the expectations of year 5 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference or textbook</li> <li>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Spell word endings sounding like shush spelt cious or tious</li> <li>Spell word endings which sound like shil spelt cial or tial</li> <li>Spell words ending in -ant, -ance/-ancy, -ent, -ence/ency</li> <li>Spell words ending in ible and able also ably and ibly</li> <li>Spell words containing the letter string 'ough'</li> <li>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>Write legibly, fluently, with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Draft and write by: selecting appropriate grammar and vocabulary,</li> <li>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>Evaluate and edit by: assessing the effectiveness of their own and others' writing;</li> <li>Evaluate and edit by proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Grammar and Punctuation</b></p>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>read aloud and understand the meaning of new words linked to the expectations of year 5 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing.</li> <li>Make comparisons within books.</li> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Write increasingly legibly, fluently, with increasing speed and personal style by choosing the writing implement that is best suited for the task</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>Draft and write by: précis longer passage</li> <li>Draft and write by using devices to build cohesion within a paragraphs (e.g. then, after that, this, firstly)</li> <li>Draft and write by linking ideas across paragraphs by using adverbials of time (e.g. later,), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> <li>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing;</li> <li>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes: e.g. -</li> </ul>	<p><b>Reading (Word Reading)</b></p> <ul style="list-style-type: none"> <li>read aloud and understand the meaning of new words linked to the expectations of year 5 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Ask questions to improve their understanding of complex texts</li> <li>Draw inferences such as a characters feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li>Write legibly, fluently, with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>Plan their writing by, in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.</li> <li>Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>Proof-read for spelling errors</li> <li>Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (relative clause, modal verb, relative</li> </ul>		

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	<ul style="list-style-type: none"> <li>Indicate degrees of possibility. Using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</li> <li>Use relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul>	<p>ate, -ise, -ify</p> <ul style="list-style-type: none"> <li>Understand verb prefixes (e.g. dis-, de-, mis-, over-, re-)</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<p>pronoun, parenthesis, bracket, dash, cohesion, ambiguity)</p>
<b>Science</b>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity ( electrical and thermal) and response to magnets</li> <li>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals , wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</li> <li>They might compare materials in order to make a switch in a circuit.</li> <li>They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes.</li> <li>They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</li> </ul>	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.</li> <li>They might explore resistance in water by making and testing boats of different shapes.</li> <li>They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain night and day and the apparent movement of the Sun across the sky</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>comparing the time of day at different places on the Earth through internet links and direct communication;</li> <li>creating simple models of the solar system;</li> <li>constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day;</li> <li>finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</li> </ul>	<p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times),</li> <li>asking pertinent questions and suggesting reasons for similarities and differences.</li> <li>They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</li> <li>They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>researching the gestation periods of other animals and comparing them with humans;</li> <li>by finding out and recording the length and mass of a baby as it grows.</li> </ul>
<b>Geography</b>	<p><b>AUTUMN 1</b> <b>Coasts and rivers</b></p> <ul style="list-style-type: none"> <li>Explain about the physical features of coasts and begin to understand erosion and deposition</li> </ul> <p>Explain how rivers erode, transport and deposit materials</p> <p><b>AUTUMN 2</b> <b>Who are the Global caretakers? We are?</b></p>	<p><b>DOUBLE COVERAGE IN AUTUMN TERM</b></p>	<p><b>SUMMER 2</b> <b>Countries in North America and Carnival country St Lucia</b></p> <ul style="list-style-type: none"> <li>Identify the countries within North America, the human and physical characteristics, key topographical features and land use patterns</li> <li>Compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences</li> </ul>

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	<p><b>Weather around the world</b></p> <ul style="list-style-type: none"> <li>• Explain about changes to the World environment</li> <li>• Understand why people seek to manage and sustain their environment</li> <li>• can understand how humans affect the environment</li> <li>• Understand about weather patterns around the World and relate these to climate zones</li> </ul>		
History	<p><b>DOUBLE COVERAGE IN SPRING TERM</b></p>	<p><b>SPRING 1</b>  <b>The Tudors</b></p> <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline</li> <li>• Compare sources of information available for the study of different times in the past Present findings and communicate knowledge and understanding in different ways</li> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Understand that the type of information available depends on the period of time studied</li> </ul> <p><b>History off the page workshop – Tudor Day (12<sup>th</sup> January)</b></p> <p><b>SPRING 2</b>  <b>The Great Plague</b></p> <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Make comparisons between aspects of periods of history and the present day</li> </ul>	<p><b>SUMMER 1</b>  <b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Give some reasons for some important historical events</li> <li>• Provide an account of a historical event based on more than one source</li> <li>• Evaluate the usefulness of a variety of sources</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> </ul> <p><b>GREEN SCREEN PROJECT – EYE WITNESS ACCOUNT/ NEWSFLASH</b></p>
ART	<p><b>Costume Design – Tudor England painting</b></p> <ul style="list-style-type: none"> <li>• Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas</li> <li>• About the greatest artists, architects and designers in history(Alexander McQueen)</li> </ul>	<p><b>Portraits – Drawing in the negative (Tudor portraits)</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay)</li> <li>• About the greatest artists, architects and designers in history(Leonardo Da Vinci)</li> </ul>	<p><b>Sculpture – Thumb pot bust (making historical figures)</b></p> <ul style="list-style-type: none"> <li>• Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint , clay)</li> <li>• About the greatest artists, architects and designers in history(Rosella Garavaglia)</li> </ul>
D&T	<p><b>Fashion accessory – based on Tudors</b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion and annotated sketches</li> <li>• Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for a purpose, aimed at particular individuals or groups</li> </ul>	<p><b>Creating a game - link to computing – Scratch ‘We are Game Developers’</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of computing to program, monitor and control their products.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology</li> <li>• Apply their understanding of computing to program, monitor and control their products</li> </ul>	<p><b>Design a crane</b></p> <ul style="list-style-type: none"> <li>• Understand and use mechanical systems in their products (for example gears, pulleys, leavers and linkages)</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
Computing	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Internet Research</b>  <b>We Are Web Developers (Unit 5.4)</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Scratch</b>  <b>We Are Game Developers (Unit 5.1)</b></p> <ul style="list-style-type: none"> <li>• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Multi-media</b>  <b>We Are Artists (Unit 5.3) – Ink space Software</b></p> <ul style="list-style-type: none"> <li>• Research topics and consider the use and over-use of presentation effects like animation.</li> <li>• Evaluate the work of others as well as their own work once it has been presented.</li> </ul>

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	<ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> </ul>	<b>We Are Cryptographers (Unit 5.2)</b> <ul style="list-style-type: none"> <li>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul>	<b>We Are Architects (Unit 5.6) – Google Sketch</b> <ul style="list-style-type: none"> <li>Research topics and consider the use and over-use of presentation effects like animation.</li> <li>Evaluate the work of others as well as their own work once it has been presented.</li> </ul>
<b>PE</b>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance through gymnastics.</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance, through athletics.</li> </ul> <b>Swimming – 2 week intensive</b> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <b>Residential – 3 days Fairplay House</b> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul>	<b>Basketball</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Use catching and throwing in isolation and in combination.</li> </ul> <b>Tennis</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>Use running and jumping in isolation and in combination.</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance through gymnastics.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones to achieve their personal best.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Use and understand the basics of staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<b>Jesus' example</b> <ul style="list-style-type: none"> <li>Know how Christians try to follow Jesus' example</li> </ul> <b>Christmas around the world</b> <ul style="list-style-type: none"> <li>Understand how Christmas is celebrated around the world</li> </ul>	<b>Beliefs about God</b> <ul style="list-style-type: none"> <li>Understand what different religions believe about God</li> </ul> <b>Muhammad and the Quran</b> <ul style="list-style-type: none"> <li>To learn about the life and teachings of the prophet Muhammad and develop their understanding of why he is significant for Muslims</li> </ul>	<b>Inner Forces</b> <ul style="list-style-type: none"> <li>Understand what inner forces affect how we think and behave</li> </ul> <b>Thankfulness</b> <ul style="list-style-type: none"> <li>Understand religious and non-religious thoughts about the power of thankfulness in human life</li> </ul>
<b>PSHE</b> <b>P4C</b>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>Rights and Responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul> <b>Democracy, Money and Identities – as part of the weeks above objectives and outcomes</b> <ul style="list-style-type: none"> <li>Clarify own ideas</li> <li>Clarify opposition's viewpoint before questioning</li> </ul>	<b>Health and well being</b> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <b>Independence, Responsibility, Influences</b> <ul style="list-style-type: none"> <li>Identify different questions categories</li> <li>Challenge one's own ideas and those of others</li> </ul> <b>Collaboration, Conflict and Negotiation – part debate week</b> <ul style="list-style-type: none"> <li>Develop persuasive arguments based on teamwork</li> <li>Challenge assumptions</li> </ul>	<b>Relationships</b> <b>SRE lessons</b> <ul style="list-style-type: none"> <li>Identify how and why opinions can change</li> <li>Open to the challenge of others</li> </ul>
<b>MFL: Spanish</b>	<b>Time: half past and o'clock, Transports (Role play at the travel agency), Pen-Pals (letter exchange)</b> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and</li> </ul>	<b>Numbers 50 – 100, Weather, Clothes and Seasons</b> <ul style="list-style-type: none"> <li>present ideas and information orally</li> <li>read carefully and show understanding of simple writing</li> </ul> <b>Food preferences, Me encanta, Prefiero, Me gusta/no me gusta</b>	<b>Healthy Eating, Imperative Verbs, Make a fruit salad (follow instructions)</b> <ul style="list-style-type: none"> <li>write phrases from memory and adapt to create new sentences; express ideas clearly</li> <li>describe people, places and things orally and in writing</li> </ul>

## KEIR HARDIE PRIMARY SCHOOL

<p>meaning of words.</p> <p><b>Spanish Speaking Countries, Spanish geography</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express and respond to opinions; seek help and clarification</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>appreciate stories, songs and poems in the language</li> <li>broaden vocabulary and develop ability to understand new words ; use a dictionary</li> </ul>	<p><b>How much is it? Quantity and price (Euros) Shopping, Pets</b></p> <ul style="list-style-type: none"> <li>understand basic grammar appropriate to the language such as masculine/feminine forms, verb conjugation</li> <li>identify key features/patterns of the language; apply them to build sentences; say how they are different from or similar to English</li> </ul>
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### Year 6 Curriculum Map 2016/2017

*See teaching ideas for creative links between subjects*

	Autumn	Spring	Summer
<b>Enrichment</b>	<p><b>SMSC Focus: REMEMBRANCE</b></p> <p><u>Educational Visits</u> Tate Modern/ Tate Britain Geoffrey Museum/ Museum of London - History Natural History Museum – Evolution (Science)</p> <p><u>Texts</u> Huckleberry Finn (Mark Twain)</p> <p><u>Poetry</u> Classic poetry – Shakespeare, Edward Lear, Edgar Allan Poe</p> <p><u>Homework Project</u> E-Safety Booklet</p> <p><u>Assemblies</u> Curriculum – World War 2 – 19<sup>th</sup> October 2016 Diwali – 9<sup>th</sup> November</p> <p><u>Residential</u> Aberdovey (Wales) – 3<sup>rd</sup> October till 7<sup>th</sup> October 2016</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> <li>Heritage Week &amp; Choral Speaking Week (WB 26<sup>th</sup> September 2016)</li> <li>Science Week (WB 17 October 2016)</li> <li>Work Week (WB 14 November 2016)</li> <li>Rights and Respect Week – Safety/</li> </ul>	<p><b>SMSC Focus: IDENTITY</b></p> <p><u>Educational Visits</u> Aladdin (Theatre Visit) Science Museum</p> <p><u>Text</u> Past KS2 reading papers (variety of genres)</p> <p><u>Homework Project</u> Create the 1948 Olympic Stadium (The Empire Stadium/ Wembley Stadium)</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>Balanced Argument Week (WB 16<sup>th</sup> January 2017)</li> <li>Debate Week (WB 30<sup>th</sup> January 2017)</li> <li>Maths Week (WB 6<sup>th</sup> March 2017)</li> <li>Art and D&amp;T Week (WB 27<sup>th</sup> March 2017)</li> </ul> <p><u>Focus Dates:</u> World Book Day – 3<sup>rd</sup> March 2017 Red Nose Day – 17<sup>th</sup> March 2017</p> <p><u>Assessments</u> Spring Assessments:</p>	<p><b>SMSC Focus: GLOBAL CITIZENSHIP</b></p> <p><u>Educational Visits</u> Place of Worship (Riverside Church) Chessington Stratford Orbit</p> <p><u>Texts</u> Oliver Twist (Charles Dickens) Macbeth/ Tempest (Shakespeare)</p> <p><u>Homework Project</u> Create transition booklet for new Y6. 'How to survive Y6 with a smile on your face'.</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> <li>Year 6 SATs Week (WB 8<sup>th</sup> May 2017)</li> <li>KS1 SATs (WB 22<sup>nd</sup> May 2017)</li> <li>Refugee Week (19<sup>th</sup> June 2017)</li> <li>Sports/Health Week (3<sup>rd</sup> July 2017)</li> </ul> <p><u>Focus Dates:</u> Sports Day – 7<sup>th</sup> July 2017 Music Sharing – July 2017 Carnival – July 2017</p>

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	<p>friendship, anti-bullying (WB 21 November 2016)</p> <p><b>Focus Dates:</b>          Roald Dahl 100 year Birthday – 13<sup>th</sup> September 2016          National Poetry Day – 6<sup>th</sup> October 2016          World War 2 Workshop – 14<sup>th</sup> September 2016          Christmas Lunch – December 2016</p> <p><b>Assessments</b>          Baseline Assessments: WB 12<sup>th</sup> September 2016          Autumn Assessments: WB 28<sup>th</sup> November 2016</p>					
<b>Maths</b>	<p><b>AUTUMN 1</b>  <b>Whole numbers / Place Value</b></p> <p><b>NC Activity 6.1:</b>          Use negative numbers in context, and calculate intervals across zero</p> <p><b>Written methods:</b>          Addition and Subtraction</p> <p><b>Written methods:</b>          multiplication and division</p>	<p><b>AUTUMN 2</b>  <b>Solving word problems (including bar modelling)</b></p> <p><b>Unit 1</b>          Algebra</p> <p><b>NC Activity 6.11:</b>          Find pairs of numbers that satisfy an equation with two unknowns</p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 2</b>          Angles in shapes and diagrams</p> <p><b>NC Activity 6.16:</b>          Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p><b>Assessment test 1 &amp; 2</b></p> <p><b>Unit 3</b>          Nets</p>	<p><b>SPRING 1</b>  <b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 4</b>          Fractions</p> <p><b>NC Activity 6.6:</b>          Compare and order fractions, including fractions &gt; 1</p> <p><b>NC Activity 6.7:</b>          Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p> <p><b>Assessment test 4</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 5</b>          Ratio</p> <p><b>Assessment test 5</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 6</b>          Percentages</p> <p><b>Assessment test 6</b></p>	<p><b>SPRING 2</b>  <b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 7</b>          Speed</p> <p><b>Revision unit 1</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 8</b>          Circles</p> <p><b>Revision unit 2</b></p>	<p><b>SUMMER 1</b>  <b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 9</b>          Pie Charts</p> <p><b>NC Activity 6.19:</b>          Interpret and construct pie charts and line graphs and use these to solve problems</p> <p><b>Review 3</b></p> <p><b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 10</b>          Area and perimeter</p>	<p><b>SUMMER 2</b>  <b>Assess prior knowledge before starting unit to establish starting point.</b></p> <p><b>Unit 11</b>          Volumes of Solids and Liquids</p> <p><b>Put your thinking caps on!</b>  <b>Developing reasoning skills.</b></p>
<b>Literacy</b>	<p><b>Reading (Word Reading)</b></p>		<p><b>Reading (Word Reading)</b></p>		<p><b>Reading (Word Reading)</b></p>	

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<ul style="list-style-type: none"> <li>• read aloud and understand the meaning of new words linked to the expectations of year 6 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>• add suffixes beginning with vowel letters to words ending in -fer e.g. referring</li> <li>• Prefixes involving the use of a hyphen e.g. co-ordinate</li> <li>• Spell some words with 'silent' letters, e.g. knight, psalm.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for task</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>• Plan writing of narratives, through reasoned consideration of how authors have developed characters and settings in what they have read, listened to or seen performed.</li> <li>• Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</li> <li>• 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</li> <li>• Evaluate and edit by: assessing the effectiveness of their own and others' writing with reasoning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing;</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li> </ul> <p><b>Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>• read aloud and understand the meaning of new words linked to the expectations of year 6 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>• Provide reasoned justifications for their views</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use a thesaurus.</li> <li>• Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Proof-read for spelling errors.</li> <li>• Proof read for punctuation errors including use of semi colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</li> <li>• Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>• Draft and write by using organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub heading, columns, bullet points, or tables)</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym)</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast , or as a consequence, and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud and understand the meaning of new words linked to the expectations of year 6 spelling</li> </ul> <p><b>Reading (Comprehension)</b></p> <ul style="list-style-type: none"> <li>• learn a wider range of poetry by heart</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul> <p><b>Writing (Transcription)</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>• Use dictionaries to check the spelling and meaning of words..</li> <li>• Use a thesaurus.</li> <li>• Write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</li> </ul> <p><b>Writing (Composition)</b></p> <ul style="list-style-type: none"> <li>• Draft and write précis longer passages;</li> <li>• Propose reasoned changes to grammar, vocabulary and punctuation to clarify meaning;</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading (active and passive voice, subject and object, hyphen, ellipsis, colon, semi-colon, bullet points, synonym and antonym)</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast , or as a consequence, and ellipsis</li> </ul> <p>Use layout devices e.g. headings, sub headings, columns, bullets, or tables to structure text</p>
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	<ul style="list-style-type: none"> <li>• Understand the difference between vocabulary typical of formal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in - enter.</li> <li>• Understand how words are related by meaning as synonyms and antonyms</li> <li>• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: he's your friend, isn't he? Or the use of subjunctive forms such as 'if I were' or 'were they to come') in some very formal writing and speech</li> <li>• Use passive voice to affect presentation of information in a sentence</li> <li>• Understand how hyphens can be used to avoid ambiguity e.g. man eating shark vs man-eating shark or recover vs re-cover</li> <li>• using brackets, dashes or commas to indicate parenthesis;</li> <li>• use semi-colons, colons or dashes to mark boundaries between independent clauses;</li> <li>• Colon to introduce a list and use semi colons within lists</li> <li>• use bullet points to list information</li> </ul>	<ul style="list-style-type: none"> <li>• Use layout devices e.g. headings, sub headings, columns, bullets, or tables to structure text</li> </ul>	
<b>Science</b>	<p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• observing and raising questions about local animals and how they are adapted to their environment;</li> <li>• comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels.</li> <li>• They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</li> </ul> <p><b>Animals, including Humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</li> <li>• Identify effect of drag forces, such as air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down</li> <li>• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective.</li> <li>• They might explore resistance in water by making and testing boats of different shapes.</li> <li>• They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</li> </ul> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Pupils might work scientifically by:</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• Use idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• deciding where to place rear-view mirrors on cars;</li> <li>• designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</li> <li>• investigating the relationship between light sources, objects and shadows by using shadow puppets.</li> <li>• extending their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur).</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp/ volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• Use recognised symbols when representing a simple</li> </ul>

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	<p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>Exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</li> </ul>	<ul style="list-style-type: none"> <li>using classification systems and keys to identify some animals and plants in the immediate environment.</li> <li>researching unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</li> </ul>	<p>circuit in a diagram</p> <p><b>Pupils might work scientifically by:</b></p> <ul style="list-style-type: none"> <li>systematically identifying the effect of changing one component at a time in a circuit;</li> <li>Designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</li> </ul>
<b>Geography</b>	<p><b>AUTUMN 2</b></p> <p><b>Local area – a facilitated enquiry with mapping skills</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<b>SATS revision</b>	<p><b>SUMMER 2</b></p> <p><b>Contrasting locality &amp; carnival country Mexico</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</li> </ul>
<b>History</b>	<p><b>AUTUMN 1</b></p> <p><b>Britain after World War II (1940 – 1950)</b></p> <ul style="list-style-type: none"> <li>Describe a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across periods</li> <li>Note connections, contrasts and trends over time and show some use of historical terms</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul> <p><b>History off the page workshop – 1940's Day (14<sup>th</sup> September)</b></p>	<b>SATS revision</b>	<p><b>SUMMER 1</b></p> <p><b>The Maya</b></p> <ul style="list-style-type: none"> <li>Describe a non-European society that provides contrasts with British history.</li> <li>Describe the achievements of the earliest civilisations and a deeper knowledge of one of them</li> <li>Address and devise historically valid questions about change, cause, similarity/ difference and significance</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>
<b>ART</b>	<p><b>Pop-Art – Painting/ printing</b></p> <ul style="list-style-type: none"> <li>Create sketch books to record observations and use them to review and revisit ideas, and collect visual material to help develop ideas</li> <li>About the greatest artists, architects and designers in history (Andy Warhol, Roy Lichtenstein)</li> </ul>	<ul style="list-style-type: none"> <li><b>Mixed media representation of Plants – collage</b></li> <li>Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>About the greatest artists, architects and designers in history (Van Gogh: Sunflowers)</li> </ul>	<p><b>Sculptures using a range of materials (London Landmarks)</b></p> <ul style="list-style-type: none"> <li>Improve mastery of techniques such as drawing painting and sculpture with materials (e.g. pencil, charcoal, paint, clay)</li> <li>About the greatest artists, architects and designers in history (Elodole).</li> </ul>
<b>D&amp;T</b>	<p><b>Limited food (rationing)</b></p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using limited amount of food/ ingredients</li> <li>Develop their ideas through discussion and research</li> </ul>	<p><b>SATS REVISION/ Create the 1948 Olympic Stadium (The Empire Stadium/ Wembley Stadium) – homework project</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p><b>We are electricians (Disco lights – leavers disco)</b></p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products (for example series circuits, incorporating switches, bulbs, buzzers and motors)</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<b>Computing</b>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Internet Research (Consolidate – Develop)</b></p> <p><b>We Are Web Developers (Unit 5.4)</b></p> <ul style="list-style-type: none"> <li>Understand computer networks including the internet;</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Scratch (Consolidate – Develop)</b></p> <p><b>We Are Game Developers (Unit 5.1)</b></p> <ul style="list-style-type: none"> <li>Design and write programs that accomplish specific</li> </ul>	<p><b>Online-Safety (Me online)</b></p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely - <b>Two lessons per term.</b></li> </ul> <p><b>Multi-media(Consolidate – Develop)</b></p> <p><b>We Are Artists (Unit 5.3) – Ink space Software</b></p> <ul style="list-style-type: none"> <li>Research topics and consider the use and over-use of</li> </ul>

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	<p>how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> </ul>	<p>goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><b>We Are Cryptographers (Unit 5.2)</b></p> <ul style="list-style-type: none"> <li>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul>	<p>presentation effects like animation.</p> <ul style="list-style-type: none"> <li>Evaluate the work of others as well as their own work once it has been presented.</li> </ul> <p><b>We Are Architects (Unit 5.6) – Google Sketch (Consolidate – Develop)</b></p> <ul style="list-style-type: none"> <li>Research topics and consider the use and over-use of presentation effects like animation.</li> <li>Evaluate the work of others as well as their own work once it has been presented.</li> </ul> <p><b>New Unit To Be Added In September.</b></p>
<b>PE</b>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Use catching and throwing in isolation and in combination.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance, through athletics.</li> </ul> <p><b>Residential – 5 days to Wales (Aberdovey)</b></p> <ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul> <p><b>GREEN SCREEN PROJECT – INFORMATIVE PROGRAMME ON ABERDOVEY</b></p>	<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Use catching and throwing in isolation and in combination.</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Use running and jumping in isolation and in combination.</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Use running, catching and throwing in isolation and in combination.</li> </ul> <p><b>Swimming – 2 week intensive</b></p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively such as front crawl, backstroke and breaststroke.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance through gymnastics.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns.</li> <li>Compare their performances with previous ones to achieve their personal best.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Use and understand the basics of staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, control and expression.</li> <li>Improvise and compose music using the inter-related dimensions of music separately and in combination.</li> <li>Develop an understanding of the history of music.</li> </ul>
<b>RE</b>	<p><b>Religious Leaders</b></p> <ul style="list-style-type: none"> <li>Understand what qualities are important to present day religious leaders</li> </ul> <p><b>Life and Death</b></p> <ul style="list-style-type: none"> <li>Understand what different religions believe about life and death</li> </ul>	<p><b>Similarities and differences between religions</b></p> <ul style="list-style-type: none"> <li>Know the similarities and differences do religions and world views share</li> </ul> <p><b>Easter</b></p> <ul style="list-style-type: none"> <li>Understand what the sources of the story about what happened on the first Easter Sunday are</li> </ul>	<p><b>Art in Christianity</b></p> <ul style="list-style-type: none"> <li>Understand some of the ways in which music, art and drama are used to express aspects of faith</li> </ul> <p><b>Design a celebration</b></p> <ul style="list-style-type: none"> <li>to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so</li> </ul>
<b>PSHE</b> <b>P4C</b>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Rights and responsibility Week</li> <li>Work week</li> <li>Heritage week</li> </ul>	<p><b>Health and well being</b></p> <ul style="list-style-type: none"> <li>Drugs and alcohol lessons</li> <li>Healthy living</li> </ul> <p><b>Strength, Pride, Pressure</b></p>	<p><b>Relationships</b></p> <p><b>SRE lessons</b></p> <ul style="list-style-type: none"> <li>Identify how and why opinions can change</li> <li>Open to the challenge of others</li> </ul>

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	<p><b>Culture, Ethics, The Media– as part of the weeks above objectives and outcomes</b></p> <ul style="list-style-type: none"> <li>• Clarify own ideas</li> <li>• Clarify opposition's viewpoint before questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different questions categories</li> <li>• Challenge one's own ideas and those of others</li> </ul> <p><b>Forever, Stereotypes and Discrimination – as part of Debate week</b></p> <ul style="list-style-type: none"> <li>• Develop persuasive arguments based on teamwork</li> <li>• Challenge assumptions</li> </ul>	
<b>MFL: Spanish</b>	<p><b>Time: a quarter to and a quarter past , Daily Routine</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• engage in conversations; ask and answer questions; express and respond to opinions; seek help and clarification</li> </ul> <p><b>Our School/ Prepositions/ Pen-pals (letter exchange)</b></p> <ul style="list-style-type: none"> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation</li> </ul>	<p><b>People: personality, Our World</b></p> <ul style="list-style-type: none"> <li>• present ideas and information orally</li> <li>• read carefully and show understanding of simple writing</li> </ul> <p><b>Habitats, Semana Santa (Easter cards)</b></p> <ul style="list-style-type: none"> <li>• appreciate stories, songs and poems in the language</li> <li>• broaden vocabulary and develop ability to understand new words ; use a dictionary</li> </ul>	<p><b>Animals: qualities, Carnival in Spain (Salsa, history, culture, music)</b></p> <ul style="list-style-type: none"> <li>• write phrases from memory and adapt to create new sentences; express ideas clearly</li> <li>• describe people, places and things orally and in writing</li> </ul> <p><b>The Planets (Posters) / The News: TV (News report)</b></p> <ul style="list-style-type: none"> <li>• understand basic grammar appropriate to the language such as masculine/feminine forms, verb conjugation</li> <li>• identify key features/patterns of the language; apply them to build sentences; say how they are different from or similar to English</li> </ul>