



	Autumn	Spring	Summer
Enrichment	<p>SMSC Focus: REMEMBRANCE</p> <p><u>Educational Visits</u> Lambourne End – Autumn 1 Ragged School Museum – Autumn 1 Local Walk (map work) – Autumn 2</p> <p><u>Texts</u> Autumn 1 - Author – Julia Donaldson Book study - The Smartest Giant in Town</p> <p>Stories for story time - Tyrannosaurus Drip, Troll, The Detective Dog, Mr Birdsnest & the house next door, The snake who came to stay, The dinosaur’s diary, The Giants and the Joneses Poetry - Poems to Perform: A classic collection chosen by Julia Donaldson</p> <p>Autumn 2 - Author - Alexander McCall Smith Book Study - _Akimbo and the Elephants</p> <p>Stories for story time – The Akimbo Adventures, Max and Maddy and the chocolate money mystery</p> <p><u>Homework Project</u> Design and make a toy out of recycled materials and write instructions for use.</p> <p><u>Assembly</u> Curriculum – Victorians – 14th December 2016</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> Heritage Week & Choral Speaking Week (WB 26th September 2016) Science Week (WB 17 October 2016) Work Week (WB 14 November 2016) Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016) <p><u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Victorians Workshop – 3rd November 2016 Christmas Lunch – 14th December 2016</p> <p><u>Assessments</u> Baseline Assessments: WB 12th September 2016 Autumn Assessments: WB 28th November 2016</p>	<p>SMSC Focus: IDENTITY</p> <p><u>Educational Visits</u> National Portrait Gallery (art through the centuries) Place of Worship (Riverside Church)</p> <p><u>Text</u> KS1 reading papers – variety of genres</p> <p>Stories for story time – Author - Anthony Browne Voices in the park, Gorilla, Willie’s stories, Into the forest, Willy the wimp, A walk in the park, Me and You</p> <p><u>Homework Project</u> Create a 3D habitat for an animal of your choice.</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Balanced Argument Week (WB 16th January 2017) Maths Week (WB 6th March 2017) Debate Week (WB 27th February 2017) Art and D&T Week (WB 27th March 2017) <p><u>Focus Dates:</u> World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p> <p><u>Assessments</u> Spring Assessments: WB 13th March 2017</p>	<p>SMSC Focus: GLOBAL CITIZENSHIP</p> <p><u>Educational Visits</u> Museum of Docklands Science Museum Mudchute Farm</p> <p><u>Text</u> Summer – Author - Anne Fine Book study - Diary of a Killer Cat,</p> <p>Stories for story time – 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><u>Homework Project</u> Research a Victorian invention – e.g. vacuum cleaner, washing machine and electricity etc. Present your findings.</p> <p><u>Assembly</u> Valsakhi – 26th April 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Year 6 SATs Week (WB 8th May 2017) KS1 SATs (WB 22nd May 2017) Refugee Week (19th June 2017) Sports/Health Week (3rd July 2017) <p><u>Focus Dates:</u> Sports Day – 7th July 2017 Music Sharing – July 2017 Carnival – July 2017</p>

<p>Maths</p>	<p>AUTUMN 1 Assess prior knowledge before starting unit to establish starting point. Unit 1 Numbers to 1,000</p> <p>NC Activity 2.3: Compare and order numbers from 0 up to 100; use <, > and = signs</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 2 Addition and Subtraction</p> <p>Review 1</p> <p>Assessment test 1</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p>Unit 3 Using models for addition and subtraction</p>	<p>AUTUMN 2 Assess prior knowledge before starting unit to establish starting point. Unit 4 Multiplication and division</p> <p>NC Activity 2.1: Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <p>Review 2</p> <p>Assessment test 2</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 5 Multiplying by 2 and 3</p> <p>NC Activity 2.6: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 6 Multiplying by 4, 5 and 10</p> <p>Review 3</p> <p>Assessment test 3</p> <p>Unit 7 Multiplication and division using bars and models <i>Application of multiplication and division using bar modelling</i></p>	<p>SPRING 1 Assess prior knowledge before starting unit to establish starting point. Unit 8 Length</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 9 Mass</p> <p>NC Activity 2.11: Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>NC Activity 2.10: 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>Assessment test 4</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 10 Mental calculations)</p>	<p>SPRING 2 Assess prior knowledge before starting unit to establish starting point. Unit 11 Money</p> <p>NC Activity 2.12: Find different combinations of coins that equal the same amounts of money</p> <p>Review 4</p> <p>Assessment test 5</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 12 Fractions</p> <p>NC Activity 2.8: Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>NC Activity 2.9: Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>SUMMER 1 Assess prior knowledge before starting unit to establish starting point. Unit 13 Time</p> <p>NC Activity 2.13: Compare and sequence intervals of time</p> <p>NC Activity 2.14: 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>NC Activity 2.15: Know the number of minutes in an hour and the number of hours in a day</p> <p>Review 5</p> <p>Assessment test 6</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 14 Volume</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 15 Graphs</p> <p>NC Activity 2.21: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> <p>NC Activity 2.22: Ask and answer questions about totalling and comparing categorical data</p>	<p>SUMMER 2 NC Activity 2.20: 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>Assess prior knowledge before starting unit to establish starting point. Unit 16 Lines and surfaces</p> <p>Assess prior knowledge before starting unit to establish starting point. Unit 17 Shapes and patterns</p> <p>NC Activity 2.16: Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>NC Activity 2.17: Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>NC Activity 2.19: Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Assessment test</p>
<p>Literacy</p>	<p>Reading</p>	<p>Reading</p>	<p>Reading</p>	<p>Reading</p>	<p>Reading</p>	<p>Reading</p>

(Word Reading)

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain the same GPCs (grapheme-phoneme correspondence) as above.

Reading**(Comprehension)**

- 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.
- Discuss the sequence of events in books and how items of information are related.
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.

Writing**(Transcription)**

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- 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.
- Learn to spell common exception words.
- Learn to spell more words with contracted forms.
- Spell by learning the possessive apostrophe (singular)
- Distinguish between homophones and near-homophones.
- Form lower-case letters of the correct size relative to one another.
- 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.

Writing**(Composition)**

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events to develop positive attitudes and stamina for writing
- Write poetry.
- Write for different purposes.

Grammar and Punctuation

- Use full stops, capital letters, exclamation marks, question marks consistently in writing
- Use commas for lists
- apostrophes for contracted forms and singular possession in nouns

(Word Reading)

- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.

Reading**(Comprehension)**

- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- on the basis of what has been read so far.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Discuss and clarify the meaning of new words, linking meanings to new vocabulary
- Discuss their favourite words or phrases

Writing**(Transcription)**

- Add suffixes to spell longer words, e.g. -ment, -ness, -ful and -less.
- Apply spelling rules.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Writing**(Composition)**

- Plan or say out loud what they are going to write about.
- Write down ideas and/or key words, including new vocabulary.
- Encapsulate what they want to say, sentence by sentence.

Grammar and Punctuation

- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- form nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman)
- Form adjectives using suffixes such as -ful and -less,
- use the suffixes -er and -est in adjectives and use -ly to turn adjectives into adverbs
- make the correct choice and make consistent use of present tense and past tense throughout writing
- 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)

(Word Reading)

- Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Reading**(Comprehension)**

- 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.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Make inferences on the basis of what is being said and done.
- Answer and ask questions.
- Predict what might happen

Writing**(Transcription)**

- Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
- Use spacing between words that reflects the size of the letters.

Writing**(Composition)**

- Make simple additions, revisions and corrections to own writing by evaluating their writing with the teacher and other pupils.
- 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.
- Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar and Punctuation

- Use some features of written Standard English.
- Use and understand the grammatical terminology (verb, tense (past, present), adjective, noun, noun phrase, statement, question, exclamation, command, compound, adverb, suffix, apostrophe, comma)

	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation, command. • Use expanded noun phrases to describe and specify, e.g. the blue butterfly. 		
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> • Understand that animals, including humans, have offspring which grow into adults • Describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • observing, through video or first-hand observation and measurement, how different animals (incl humans) grow; • 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. <p>The following examples to recognise growth might be used:</p> <ul style="list-style-type: none"> • egg, chick, chicken; • egg, caterpillar, pupa, butterfly; • spawn, tadpole, frog; • Lamb, sheep. • Baby, toddler, child, teenager, adult. <p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • 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 • Setting up a comparative test to show that plants need light and water to stay healthy. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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 • Identify and name a variety of plants and animals in their habitats, including micro-habitats • 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. <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. • 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. • They could construct a simple food chain that includes humans (e.g., grass, sheep, human). • 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 	<p>Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses • Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • 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) • observing closely, identifying and classifying the uses of different materials, and recording their observations.
Geography	<p><u>AUTUMN 1</u></p> <p>Getting to know the UK and Map Work and contrasting location – Lambourne End</p> <ul style="list-style-type: none"> • Name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries • 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. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use basic symbols/keys 	<p><u>SPRING 2</u></p> <p>Weather Patterns Around the World</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Locate hot and cold areas of the world in relation to the Equator and the South and North Poles. 	<p><u>SUMMER 2</u></p> <p>A seaside study and compare with carnival country - Gambia</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. • Use basic vocabulary to refer to human features including: city, town, village, farm, factory, house, office, port, harbour and shop.

<p>History</p>	<p>AUTUMN 2 The Victorians</p> <ul style="list-style-type: none"> • Show an awareness of the past, using common words and phrases relating to the passing of time. • Identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features. • Describe significant historical places locally. • Speak about how I have found out about the past. • Record what I have learned by drawing and writing <p>History off the page workshop – Victorian “Life in the big house” Day - comparing rich and poor (3rd November)</p>	<p>SPRING 1 Famous Victorians - Emeline Pankhurst and Elizabeth Fry(Local person of significance)</p> <ul style="list-style-type: none"> • 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. • Describe significant historical events, people and places locally. • Describe events beyond living memory that are significant nationally or globally. • Speak about how I have found out about the past. • Record what I have learned by drawing and writing. 	<p>SUMMER 1 Victorian invention – The telephone</p> <ul style="list-style-type: none"> • Describe where people and events fit within a timeline • 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. • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
<p>ART</p>	<p>Design and create your own animal habitat - sculpture</p> <ul style="list-style-type: none"> • Use a range of materials to design and make products • 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 	<p>Portraits - drawing</p> <ul style="list-style-type: none"> • 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) 	<p>Still -Life Toys - painting</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to share their ideas, experiences and imagination • 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)
<p>D&T</p>	<p>GREEN SCREEN PROJECT</p> <ul style="list-style-type: none"> • Write instructions • Record on green screen. <p>Fruit Salad</p> <ul style="list-style-type: none"> • Understand where food comes from • Use the basic principles of a healthy and varied diet to prepare dishes • Select from and use a wide range of ingredients according to their characteristics 	<p>Clothing for the cold weather</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Select from and use a wide range of materials and components according to their characteristics 	<p>Design a Victorian Terrarium</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and information and communication technology • Build structures, exploring how they can be made stronger, stiffer and more stable
<p>Computing</p>	<p>Online-Safety: Hector's World</p> <ul style="list-style-type: none"> • Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. <p>We Are Researchers (Unit 2.4)</p> <ul style="list-style-type: none"> • Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. 	<p>Online-Safety: Hector's World</p> <ul style="list-style-type: none"> • Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. <p>We Are Astronauts (Unit 2.1)</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. <p>We Are Game Testers (Unit 2.2)</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. 	<p>Online-Safety: Hector's World</p> <ul style="list-style-type: none"> • Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. <p>We Are Photographers (Unit 2.3)</p> <ul style="list-style-type: none"> • Organise, store, manipulate and retrieve data in a range of digital formats. <p>We Are Zoologists (Unit 2.6)</p> <ul style="list-style-type: none"> • Organise, store, manipulate and retrieve data in a range of digital formats
<p>PE</p>	<p>Fundamental skills</p> <ul style="list-style-type: none"> • Master basic movements such as running, jumping, throwing and catching. • Participate in team games, developing simple tactics for attacking and defending. 	<p>Fundamental skills</p> <ul style="list-style-type: none"> • Master basic movements such as running, jumping, throwing and catching. • Participate in team games, developing simple tactics for attacking and defending. <p>Gymnastics</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	<p>Fundamental skills</p> <ul style="list-style-type: none"> • Master basic movements such as running, jumping, throwing and catching. • Participate in team games, developing simple tactics for attacking and defending. <p>Dodgeball</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns.

Music	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play tuned and untuned instruments musically. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music.
RE	<p>The World</p> <ul style="list-style-type: none"> • Talk about where the world comes from and how we should look after it <p>Jesus</p> <ul style="list-style-type: none"> • Understand why Jesus told stories 	<p>Special Books</p> <ul style="list-style-type: none"> • Understand why different books are special for different people <p>Easter</p> <ul style="list-style-type: none"> • To understand how Christians know Easter is coming 	<p>Food and fasting</p> <ul style="list-style-type: none"> • 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. <p>Forgiveness</p> <ul style="list-style-type: none"> • Understand does it mean to say sorry and why some people may not want to say sorry
PSHE P4C	<p>Living in the wider world</p> <ul style="list-style-type: none"> • Rights and responsibility Week • Work week • Heritage week <p>Living in the Wider World – objectives and outcomes</p> <ul style="list-style-type: none"> • Develop active listening skills • Give reasons for choices 	<p>Health and well being</p> <ul style="list-style-type: none"> • Drugs and alcohol lessons • Healthy living <p>Health</p> <ul style="list-style-type: none"> • Clarify ideas • Agree/disagree with choices 	<p>Relationships</p> <p>SRE lessons</p> <ul style="list-style-type: none"> • Turn statements into questions • Begin to identify concepts