



	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> <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 – 13<sup>th</sup> September 2016 National Poetry Day – 6<sup>th</sup> October 2016 Christmas Lunch – December 2016</p> <p><u>Assessments</u> Baseline Assessments: WB 12<sup>th</sup> September 2016 Autumn Assessments: WB 28<sup>th</sup> November 2016</p>	<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 (Jeff Brown) The Hundred Mile An Hour Dog (Jeremy Strong)</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> <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><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: WB 13<sup>th</sup> March</p>	<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> <p><u>Focus Dates:</u> 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><u>Assessments</u> 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.</p> <p><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.</p> <p><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.</p> <p><b>Unit 3</b> Subtraction within 10,000</p> <p><b>Unit 4</b> Solving addition and subtraction word problems</p> <p><b>Review 2</b></p> <p><b>Assessment test 2</b></p>	<p>Assess prior knowledge before starting unit to establish starting point.</p> <p><b>Unit 5</b> Multiplying by 6,7,8 and 9</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><b>Unit 6</b> Multiplication</p> <p><b>Review 3</b></p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><b>Unit 7</b> Division</p> <p><b>Assessment test 3</b></p>	<p>Assess prior knowledge before starting unit to establish starting point.</p> <p><b>Unit 8</b> Solving multiplication and division word problems</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><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.</p> <p><b>Unit 10</b> Money</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><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.</p> <p><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.</p> <p><b>Unit 13</b> Bar graphs</p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><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.</p> <p><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><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>Assess prior knowledge before starting unit to establish starting point.</p> <p><b>Unit 16</b> Angles</p> <p><b>Review 7</b></p> <p>Assess prior knowledge before starting unit to establish starting point.</p> <p><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.</p> <p><b>Unit 18</b> Area and perimeter</p> <p><b>Review 8</b></p> <p><b>Assessment test 7</b></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</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> </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> </ul>			

	<p>reading for a range of purposes.</p> <ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <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 apelt '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>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>• 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> <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>
Science	<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</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>	<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> </ul>

	<p>magnet and identify some magnetic materials</p> <ul style="list-style-type: none"> <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>	<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 and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</li> <li>They can raise and answer questions about the way soils are formed.</li> </ul>	<ul style="list-style-type: none"> <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 source and the object changes.</li> </ul>
Geography	<p><b>AUTUMN 2</b> <b>Settlement, Rivers and the water cycle</b></p> <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>	<p><b>SPRING 2</b> <b>Countries of UK &amp; topographical features + contrasting locality</b></p> <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>	<p><b>SUMMER 2</b> <b>Mapping skills &amp; carnival country Brazil</b></p> <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>
History	<p><b>AUTUMN 1</b> <b>Early Britons - Stone Age, Bronze Age and Iron Age</b></p> <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> </ul>	<p><b>SPRING 1</b> <b>The Romans</b></p> <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> </ul>	<p><b>SUMMER 1</b> <b>The Greeks</b></p> <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</li> </ul>

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<p>out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> <li>• Describe memories of key events in his/her life using historical vocabulary.</li> </ul> <p><b>History off the page workshop – Life in Ancient Greece Day (21<sup>st</sup> April)</b></p>
ART	<p><b>Celtic Art – digital media</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(Jen Delyth)</li> </ul>	<p><b>Animal sculpture</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(Auguste Rodin)</li> </ul>	<p><b>Painting Light and Dark – Using the festival of Holi as a the basis</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</li> </ul>
D&T	<p><b>Stone Age Buggy</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>• Investigate and test a range of products</li> </ul>	<p><b>Bread making around the world</b></p> <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>	<p><b>Greek money pot</b></p> <ul style="list-style-type: none"> <li>• Plan designs using spider diagrams and sketches</li> <li>• Apply understanding to strengthen their 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>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>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 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>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>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>
PE	<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 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> </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>	<p><b>Traditional games, Numbers 11-15, Classroom objects</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation</li> <li>• Appreciate stories, songs and poems in the language</li> </ul> <p><b>Colours, Articles (<i>The, a</i>), 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>	<p><b>Days of the week, Numbers 20-31, Months of the year</b></p> <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>