

Stanbridge Lower School



Whole School Curriculum

	Year 1	Year 2	Year 3	Year 4
English Themes for Reading and Writing	See English Themes Overview Sheet			
Phonics plus see progression in phonics sheet.	Phonics: Letters and Sounds – Phase 3 – 5/6 Respond speedily with the correct sound to all 40+ phonemes, including where applicable, alternative sounds for graphemes	Phonics: Letters and Sounds - Phase 5-6	Phonics: Letters and Sounds - Recap Phase 6	
Reading	<p>Reading – Word Level</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills to decode words Respond speedily with the correct sound to all 40+ phonemes, including where applicable, alternative sounds for graphemes Read accurately by blending sounds in familiar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, -ing, -ed, and -est endings Read words with contractions eg: I'm, I'll, we'll and understand the apostrophe 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 <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Reading – Comprehension Develop pleasure, motivation, vocabulary and understanding of reading by...</p> <ul style="list-style-type: none"> Listening to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases Learn to appreciate rhymes and poems, some by heart Discuss words meanings, linking new meanings to those already known 	<p>Reading – Word Level</p> <p>Apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <ul style="list-style-type: none"> Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further words common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. <p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading – Comprehension Develop pleasure, motivation, vocabulary and understanding of reading by...</p> <ul style="list-style-type: none"> Listening to and discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discuss sequence of events in books and how items of info. are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Introduce non-fiction books - structured in different ways Recognise simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to know vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by ear, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>Reading – Word Level</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. <p>Reading – Comprehension Develop positive attitudes to reading and understanding of what they read by...</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling some of these orally. Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination. 	<p>Reading – Word Level</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word. <p>Reading – Comprehension Develop positive attitudes to reading and understanding of what they read by...</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths, legends and retelling some of these orally. Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination.
Writing Plus this links to English Themes for Reading and Writing.	<p>Write sentences by...</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly 	<p>Develop positive attitudes and stamina for writing...</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <p>Plan before they start writing by...</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including vocabulary 	<p>Plan their writing by...</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by...</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot. 	<p>Plan their writing by...</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas <p>Draft and write by...</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

	<p>enough to be heard by their peers and the teacher</p> <ul style="list-style-type: none"> • Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a fully stop, question mark or exclamation mark <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their writing by ... • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in continuous form • Proof-reading to check for errors in spelling, grammar and punctuation Eg. Ends of sentences punctuated correctly • Read aloud what they have written with appropriate intonation to be clear. <p>Learn how to use</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify Eg. The blue butterfly • The present and past tenses correctly and consistently including the progressive form# • Subordination (using when, if, that, or because) and coordination (using or and or but) 	<ul style="list-style-type: none"> • In non-narrative material, using simple organization devices Eg. Headings and sub headings. <p>Evaluate and edit by ...</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and other's writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read 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. <p>Develop their understanding of the concepts set out in Appendix 2 by ...</p> <ul style="list-style-type: none"> • Extending their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for Years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by...</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>(Appendix 2)</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organization devices Eg. Headings and sub headings. <p>Evaluate and edit by ...</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and other's writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read 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. <p>Develop their understanding of the concepts set out in Appendix 2 by ...</p> <ul style="list-style-type: none"> • Extending their range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for Years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by...</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>Spelling, Punctuation and Grammar</p>	<p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Using -ing, -ed, -er, and -est where no change is needed in the spelling of root words eg (helping, helped, helper, eating, quicker, quickest)</p> <p>Learn the grammar for Yr 1 in English Appendix 2 and can discuss their writing</p> <p>Use Year 1 SPAG mats</p>	<ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Spell by... • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already know, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) for example , the girl's book. • Distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> <p>Develop their understanding of Appendix 2 by ...</p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly; full stops, capital 	<p>Year 3 to follow: Year 3 Essential Spelling by Herts for Learning</p> <p>Spell by...</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them - English Appendix 1 • Spell further homophones and spell words that are often spelt incorrectly - English Appendix 1 • Place the possessive apostrophe accurately in words with regular plurals Eg girls', boys' and in words with irregular plurals Eg children's • Use the first two or three letters of a word to check its spelling in a dictionary <p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far</p> <p>Use Yr 3 SPAG mats</p>	<p>Year 4 to follow: Yr 4 Essential Spelling by Herts for Learning.</p> <p>Spell by...</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them - English Appendix 1 • Spell further homophones and spell words that are often spelt incorrectly - English Appendix 1 • Place the possessive apostrophe accurately in words with regular plurals Eg girls', boys' and in words with irregular plurals Eg children's • Use the first two or three letters of a word to check its spelling in a dictionary <p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far</p> <p>Use Yr 4 SPAG mats</p>

		<p>letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <ul style="list-style-type: none"> • The grammar for Year 2 in English Appendix 2 • Some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p>Use Yr 2 SPAG mats</p>		
Handwriting	<p>Teach cursive handwriting and begin to join in the summer term</p> <p>Hold a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>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 unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of letters.</p>	<p>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</p> <p>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 ascenders and descenders of letters do not touch.</p>	<p>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</p> <p>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 ascenders and descenders of letters do not touch.</p>
Comprehension	<p>Draw on what they already know or on background information and vocabulary provided</p> <p>Make inferences using what is being said and done</p> <p>Predict what might happen using reading so far</p> <p>Explain clearly their understanding of what is read to them</p> <p>Plus Hopscotch Comprehension Yr 5-6</p> <p>Discussions about books and authors between child and teacher - children are asked questions from question cards focusing on</p> <ul style="list-style-type: none"> • Vocabulary • Prediction • Sequencing • Retrieval • Simple Inference 	<p>Understand both the books they can already read accurately and fluently and those they listen to by...</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided • Check that the text makes sense to them as they read and correcting inaccurate reading • Make inferences using what is being said and done • Answering and asking questions • Predict what might happen using reading so far • Participate in discussion about books, poems and other works that are read to them and those that they can read by 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. <p>Plus Hopscotch Comprehension Yr 6 -7</p> <p>Discussions about books and authors between child and teacher - children are asked questions from question cards focusing on</p> <ul style="list-style-type: none"> • Vocabulary • Prediction • Sequencing • Retrieval • Simple Inference 	<p>Recognising some different forms of poetry Eg. Free verse, narrative poetry and understand what they have read in books they can read independently by...</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • 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. <p>Plus Hopscotch Comprehension Yr 7-8</p> <p>Discussions about books and authors between child and teacher - children are asked questions from question cards focusing on</p> <ul style="list-style-type: none"> • Vocabulary • Prediction • Sequencing • Retrieval • Inference • Summarising questions • Compare, contrast and comment 	<p>Recognising some different forms of poetry Eg. Free verse, narrative poetry and understand what they have read in books they can read independently by...</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • 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. <p>Plus Hopscotch Comprehension Yr 8-9</p> <p>Discussions about books and authors between child and teacher - children are asked questions from question cards focusing on</p> <ul style="list-style-type: none"> • Vocabulary • Prediction • Sequencing • Retrieval • Inference • Summarising questions • Compare, contrast and comment
Spoken Language	<p>Listen and respond *</p> <p>Ask questions to extend understanding and knowledge</p> <p>Build vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well structure description</p> <p>Participate actively in collaborative conversations</p> <p>Speculate, hypothesise, imagine and explore ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints.</p>	<p>Listen and respond *</p> <p>Ask questions to extend understanding and knowledge</p> <p>Build vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well structure description</p> <p>Participate actively in collaborative conversations</p> <p>Speculate, hypothesise, imagine and explore ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints.</p>	<p>Listen and respond *</p> <p>Ask questions to extend understanding and knowledge</p> <p>Build vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well structure description</p> <p>Participate actively in collaborative conversations</p> <p>Speculate, hypothesise, imagine and explore ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints.</p>	<p>Listen and respond</p> <p>Ask questions to extend understanding and knowledge</p> <p>Build vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well structure description</p> <p>Participate actively in collaborative conversations</p> <p>Speculate, hypothesise, imagine and explore ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different</p>

				viewpoints.
English Homework	Phonics homework books Read for 5 minutes each day with an adult Read Key words – sent home weekly links to phonics and common exception words	Phonics homework books Read for 5/10 minutes each day with an adult Read Key words – sent home weekly links to phonics and common exception words	Spelling homework books Read for 5/10 minutes each day Read Key words – sent home weekly links to phonics and common exception words	Spelling homework books Read for 5/10 minutes each day Read Key words – sent home weekly links to phonics and common exception words
Maths See White Rose Maths for Further progression in skills	Number and place value Calculation Fractions and decimals Measurement Geometry Development of fluency, reasoning and problem solving Homework: My Maths and Times table Books	Number and place value Calculation Fractions and decimals Measurement Geometry Development of fluency, reasoning and problem solving Homework: My Maths and Times table Books	Number and place value Calculation Fractions and decimals Measurement Geometry Development of fluency, reasoning and problem solving Homework: My Maths and Times table Books	Number and place value Calculation Fractions and decimals Measurement Geometry Development of fluency, reasoning and problem solving Homework: My Maths and Times table Books
Computing and E Safety	<p>Coding – Espresso Unit 1: giving instructions, creating simple algorithms</p> <p>E Safety Self Image and Identity: I can recognise that there may be people online who could make me feel sad, embarrassed or upset and I can give examples of when and how to speak to an adult I can trust. Online Relationships: I can identify and use devices that can be used to search the Internet and talk about websites I have been on. I can explain why it is important to be considerate and kind to people online. Online Reputation: I can recognise that information can stay online and could be copied. I can explain what information I should not put online without asking a trusted adult first. Online Bullying: I can talk about the rules I need to follow to stay safe online at school and at home. I can listen to and sign the school E-Safety rules. I can follow the school E-Safety rules Managing Online Information: .I know what the shield is for and when to use it. I can search for a website using letters of the alphabet. I can use the internet to find things out. Health and Wellbeing: I can talk about the rules I need to follow to stay safe online at school and at home. Personal Information: I can explain what information is personal to me and explain why passwords are used Copywrite: I can name and date my work.</p> <p>Digital Creativity: English: Taking Pictures: explore functions and buttons of a camera/ipad, taking different shots, zooming in and out and use pictures taken to build a story linked to their topic. Science : (Plants) take pictures of common wild and garden plants including deciduous and evergreen trees. Use 2 simple to build a graph showing numbers of wild flowers and trees photographed. History: Use search engines to research Victorian toys and facts about Florence Nightingale Art: Use paint programmes to create a painting showing symbols of Easter or to represent a painting by a famous artist eg Monet/Aboriginal dot art</p>	<p>Coding – Espresso Unit 2: designing programmes and using and applying algorithms</p> <p>E Safety Self Image and Identity: I can explain how other people’s identify online can be different to their identify in real life and describe ways in which people might make themselves different online. I can give examples of how I might get help. Online Relationships: I can recognise that a variety of devices can be used to connect a number of people and give examples of how I might communicate with people I don’t know well. I can consider other people’s feelings on the Internet. Online Reputation: I can explain how information put on the internet about me can last a long time and who to speak to if there is a mistake online Online Bullying: I can read and sign the school E-Safety rules and talk about the rules I need to follow to stay safe online. Managing Online Information: I can follow the school E-Safety rules and use the shield appropriately. I can identify devices that can be used to search the Internet and I explore a website by clicking on the arrows, menus and hyperlinks. I can make decisions about whether or not statements found on the internet are true or not. I can use keywords to search on the internet Health and Wellbeing: I can explain simple guidance for using technology in different environments and settings and how the rules/guidance helps me. Personal Information: can identify what things count as personal information and what rules I follow to keep it private. I can explain what passwords are and use the school password to logon. I can explain devices in my home that could be connected to the internet and list them Copywrite: I can describe why other people’s work belongs to them and recognise that content on the internet may belong to other people. I can name, date and save my work.</p> <p>Digital Creativity: Geography- Our Local Area: use technology to help explore the local area, taking photographs, researching images on google maps, use 2 simple to write a learning journey about their trip out to the local area. Historical Investigation: research a historical famous person and produce a script which will be recorded as they read it out making a class video. Science: Use class cameras to take photographs of different habitats, download images and print. Use images as a record of different habitats in Science books. Art: Use a graphics programme to represent the work of a famous architect or artist eg Sir Christopher Wren or Gaudi</p>	<p>Coding – Espresso Unit 3: Design and debug programmes, control physical systems, detect and correct errors</p> <p>E Safety: Self Image and Identity: I can explain the term “identify” and explain how I represent myself online and how this might change depending on what I am doing online (e.g. gaming, social media) Online Relationships: I can recognise online behaviours that would be unfair. I can write clear and respectful messages which may be used online when communicating with others. I can articulate examples of good and bad behaviour online and explain how people’s feelings can be hurt online by what is said or written. Online Reputation: I can think before sending and comment on consequences of sending/posting and I can search for myself online. I can talk about my digital footprint Online Bullying: I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can explain what cyberbullying is and how it might make someone feel. I can use the shield appropriately and I can tell an adult if anything worries them online Managing Online Information: I can use a browser address bar not just search box and shortcuts. I can explain what autocomplete is and choose the best suggestion. I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. I can talk about the history of the internet and can explain what a network is. I know and can explain what a firewall does. Health and Wellbeing: I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). Personal Information: I can explain why we need passwords and create a strong and secure password. I can describe how connected devices can collect and share information with others. Copywrite: I can explain why copying someone else’s work from the internet without permission can cause problems and give examples of those problems. I can name, date, save and retrieve my own work.</p> <p>Digital Creativity: English: Create and publish own story/book using 2d design, taking and importing photographs. Art: Use a graphics programme to represent the work of a famous artist eg Banksy/Kandinsky importing original pictures of the artist’s work to enhance their own pictures. PSHCE: Make a class video about keeping safe in the environment eg water safety, fire safety, online safety etc.</p>	<p>Coding – Espresso Unit 4: Design and create programmes, explain and use more complex algorithms, correct and debug content, build own app.</p> <p>E Safety Self Image and Identity: I can recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) I can explain how my online identity can be different to the identify I present in “real life”. I can make judgments in order to stay safe, whilst communicating with others online. I can identify dangers when presented with scenarios, social networking profiles etc. Online Relationships: I can consider other people’s feelings on the Internet and give examples of how to be respectful to others online. Online Reputation: I can describe how others can find out information about me by looking online and explain ways that this could be copied or shared by others Online Bullying: I can explain the rules I need to follow to stay safe online and I can read, sign and follow the school E-Safety rules. I can identify when inappropriate content is accessed and act appropriately and I can tell an adult if anything worries them online. I can explain what cyberbullying is and what to do if it happens to them. I can explain why I need to think carefully about how the content I post might affect others and affect how others feel about them (their reputation). Managing Online Information: I can use key words to search the internet and make inferences about the effectiveness of the strategies. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. Health and Wellbeing: I can explain how using technology can distract me from other things I should be doing. I can identify times of situations when I might need to limit the amount of time I use technology and suggest strategies to help me limit this time Personal Information: I can explain how you should keep information safe and how to protect yourself from online identity theft. I can explain how internet use can be monitored and what a digital footprint is. Copywrite: I can explain what plagiarism is and explain why I need to consider who owns the information I want to use and whether I have the right to reuse it.</p> <p>Digital Creativity: History: Make a Power Point presentation about the life of the Queen or key facts about WW2 importing photographs to add to the presentation. Maths and Science: Use simple excel spreadsheets to gather data and</p>

				<p>observations/represent findings. Art: Research information about structures or Egyptian artefacts importing pictures to make a montage PSHCE: Prepare and present a budget using simple software or a budgeting app. Eg How much pocket money will I earn across the year and how will I spend it detailing income and expenditure figures and a final balance. Or prepare a budget for the student council identifying predicted incomes and expenditures across the year.</p>
Science	<p>Animals including humans: identify and name animals, carnivores, herbivores and omnivores, fish, amphibians, reptiles, birds and mammals including pets, identify and label basic part of human body Plants: identify and name common wild and garden plants including deciduous and evergreen trees Seasonal Changes: seasons and weather Materials and states of matter: identify materials describing physical properties, compare and group according to properties. Electricity: is needed to make something work Forces and Magnets: floating, sinking, pushes and pulls</p>	<p>Animals including humans: animals and humans have offspring which grow into adults, basic needs of animals including humans, importance of exercise, eating and types of food including hygiene. Living things and their habitats: living, dead and never lived, habitats of different living things, identify and name plants and animals in habitats including micro-habitats, simple food chains and sources of food, Plants: how seeds and bulbs grow into mature plants, know how plants need water, light and suitable temperature to grow Materials and states of matter: identify and compare everyday materials for particular uses, how can solid objects be changed? Batteries and mains electricity Earth and Space: The sun is a star, moon orbits earth, name planets Forces and Magnets: surfaces and its effect on moving objects and magnetic poles.</p>	<p>Animals including humans: right types and amount of nutrition and identify parts of skeleton and muscles needed for support, protection and movement Plants: functions of different parts of plant, requirements of plants for life and growth, how is water transported in plants, lifecycle of flowering plants including pollination, seed formation and seed dispersal Forces and Magnets: compare how different things move on different surfaces, use of forces, magnets attract and repel. Light: we need light to see and darkness is the absence of light, reflection, light from the sun, shadows. Rocks: compare and group different rocks, how fossils are formed, explore soils and how they are made.</p>	<p>Animals including humans: Digestive system, teeth and their functions, food chains: producers, predators and prey Living things and habitats: grouping, living things, explore and classify living things, environmental changes and how this creates changes for living things and the impact on them. Materials and states of matter; compare and group materials according to solid, liquid, gas, changes in states of matter, heating and cooling, evaporation and condensation in the water cycle. Electricity: construct series of electrical circuits naming basic parts, including cells, wires, bulbs, switches, and buzzers, electrical loops complete and incomplete, switches and common conductors and insulators Sound: sounds are made through vibrations and these travel to the ear, find patterns between pitch and object that produced it, how do sounds get fainter?</p>
Working Scientifically	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple test Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions 	<ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways including use of scientific language Use simple equipment to observe closely including changes over time Perform simple comparative test Identify, group and classify Use observations and ideas to suggest answers to questions noticing similarities, differences and pattern Gather and record data to help in answering questions including from secondary sources of information 	<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquires to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and take accurate measurements using standard units, a range of equipment including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help answer questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Use results to draw simple conclusions and support findings making predictions for new values, suggest improvements and raise further questions 	
Design Technology Including Cooking	<p>Design, Make and Evaluate: Make a boat that floats and a bird that can move across the sky using a slider. Using a wide range of materials Technical Knowledge: levers and sliders building structures, exploring how they can be made stronger, stiffer and more stable Skills: cutting, shaping, joining and finishing Evaluate.... explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>(links with Art/Science)</p>	<p>Design, Make and Evaluate: make a glove puppet and a moving car Technical Knowledge: wheels and axles, stitching Skills: drawing, templates, mock ups and using a needle and thread Evaluate.... explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>(links with Art/Science)</p>	<p>Design, Make and Evaluate: make a Roman shield and a kite Technical Knowledge: strengthen, stiffen and reinforce Skills: annotated sketches, pattern pieces, design boards Evaluate.... Investigate and analyses a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>(links with Art/History)</p>	<p>Design, Make and Evaluate: make an Egyptian mask or pyramid and make a pulley and gear system and an Anderson Shelter. Technical Knowledge: structure, form, gears, pulleys, cams and levers Skills: cross sectional diagrams, prototypes and design boards.</p> <p>(links with Art/History)</p>
	<p>Cooking: Big Cook, Little Cook – developing interest in cooking, making recipes under direction and guidance of teacher and specialist chef Skills: weighting, measuring, stirring, baking and safety</p>	<p>Cooking: Big Cook, Little Cook – developing interest in cooking, making recipes under direction and guidance of teacher and specialist chef Skills: weighting, measuring, stirring, baking and safety, following simple recipes</p>	<p>Cooking: with specialist teacher cooking a variety of recipes Skills and Knowledge: skills and how are germs spread? Using equipment safely. cooking techniques, eat well plates, food groups and sugar</p>	<p>Cooking: with specialist teacher cooking a variety of recipes Skills and Knowledge: Flavours, food origins and food labels, how is flour made?, bread around the world, seasons and effect on food, how far food travels, costs and packaging</p>
History	<p>Changes in living memory: Victorian toys, house, schools, entertainment and sea sides Lives of Significant People: Florence Nightingale Significant Events: Guy Fawkes and the Gunpowder Plot Significant Historical Events in Own Locality: Our school now and then.</p>	<p>Changes in living memory: Stanbridge now and then Lives of Significant People: Neil Armstrong and Christopher Columbus Significant Events: Great Fire of London and Samuel Pepys Significant Historical people and Places in Own Locality: Roald Dahl, Mary Norton (Leighton Buzzard)</p>	<p>A local history study: Stanbridge in Victorian Times A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: Tudors British Settlements: The Roman Empire and its impact on Britain and Britain's settlements by Anglo Saxons and Scots Significant people in history which from cultures that are represented in school: Molly Malone and St Patrick (Irish). Henry VIII (British)</p>	<p>A local history study: Stanbridge Lower School through the ages A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: World War 2 An overview of where and when the first civilizations appeared and an in-depth</p>

				<p>study of Ancient Egypt. A non-European society that provides contrasts with British history: South American Rainforests. Significant people in history which from cultures that are represented in school. William Wilberforce (Black History) The Queen (British), Sir Winston Churchill (British)</p>
Historical Skills	<p>Chronological understanding Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Be aware of the past, using common words & phrases relating to time. Range and depth of historical knowledge Recognise the difference between past and present in own and others' lives. They know and recount episodes from stories about the past. Interpretations of history Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts. Organisation and communication Communicate their knowledge through: - discussions - Drawing pictures - Drama/ roleplay - Making models - Writing - Using ICT</p>	<p>Chronological understanding Sequence artefacts/ events closer together in time, using a timeline. Describe memories of key events in lives. Be aware of the past, using common words & phrases relating to time. Range and depth of historical knowledge Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Interpretations of history Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Historical enquiry Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. To ask simple questions. Organisation and communication Communicate their knowledge through: - discussions - Drawing pictures - Drama/ roleplay - Making models - Writing - Using ICT</p>	<p>Chronological understanding Place the events from time studied on a timeline they have made. Use dates and terms related to the study unit and the passing of time. Sequence several events or artefacts. Range and depth of historical knowledge Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Interpretations of history Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc. Historical enquiry Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library. Ask valid questions to develop own understanding. Organisation and communication Communicate their knowledge through: - discussions - Drawing pictures - Drama/ roleplay - Making models - Writing - Using ICT</p>	<p>Chronological understanding Place events/ periods studied on a timeline, including specific dates. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD Range and depth of historical knowledge Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a valid explanation for some events Interpretations of history Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Historical enquiry Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research. Recall, select and organise historical data. Organisation and communication Communicate their knowledge and understanding.</p>
Geography	<p>Locational Knowledge: name and locate seven continents and five oceans Place Knowledge: name, locate and identify characteristics of countries Human and Physical Geography: use basic geographical vocabulary to refer to beach, cliff, coast, forest</p>	<p>• Locational Knowledge: name, locate and identify UK capital city and surrounding seas. Revise and name and locate the world's seven continents and five oceans Place Knowledge: compare Stanbridge to a contrasting non-European country looking at human (city, town, village, office, port, harbour, shop etc) and physical (river, mountain, valley, vegetation, seasons and weather) features and similarities and differences. Human and Physical Geography: seasonal changes and weather patterns in the UK and location of hot and cold areas of the world in relation to the equator and the north and south poles</p>	<p>Locational/Place Knowledge: name and locate countries and cities in UK and key topographical features; hills, coasts, rivers etc and land use patterns and how these have changed over time Human and Physical Geography: Biomes, and vegetation belts, rivers, volcanoes, earthquakes. Key aspects of human geographies settlements, land use, economic activity, trade and natural resources including energy</p>	<p>Locational/Place Knowledge: Locate world countries, Russia, North and South America, and Europe, identify human and physical characteristics including major cities. Identify latitude, longitude, hemispheres, tropics of Cancer and Capricorn Human and Physical Geography: Climate zones and the water cycle</p>
Geographical Skills	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans. Use simple directional language.</p>	<p>Draw and identify routes, follow and give directions using directional language, use aerial photographs, plans and maps. Introduce keys and symbols</p>	<p>Use eight points of a compass and four grid references, symbols and keys including Ordnance Survey Maps. Use digital technology to research locational and place knowledge.</p>	
PE Following Val Sabin and Future Games See detailed Progression Chart for further progression in skills	<p>Dance: <i>Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.</i> <i>Copy short motifs (a short phrase, movement or gesture that is repeated).</i> <i>Link two or more actions together.</i> <ul style="list-style-type: none"> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. </p>	<p>Dance: <i>Perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.</i> <i>Copy short motifs (a short phrase, movement or gesture that is repeated).</i> <i>Link two or more actions together.</i> <ul style="list-style-type: none"> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. <p>Use simple choreographic devices such as unison, canon and mirroring.</p> </p>	<p>Dance: <i>Perform basic dance actions with greater control over each element.</i> <i>Choreograph motifs using repetition, direction, level, speed & space</i> <i>Perform given routines from memory, performing all the elements in the correct order.</i> <i>Choreograph short routines in time with a given piece of music.</i> <i>Explore different styles of dance and copysteps from them with increasing accuracy.</i> <ul style="list-style-type: none"> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. <p>Use simple dance vocabulary to compare and improve work.</p> </p>	<p>Dance: <i>Perform basic dance actions with greater control over each element.</i> <i>Choreograph motifs using repetition, direction, level, speed & space</i> <i>Perform given routines from memory, performing all the elements in the correct order.</i> <i>Choreograph short routines in time with a given piece of music.</i> <i>Explore different styles of dance and copysteps from them with increasing accuracy.</i> <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. <p>Compose longer dance sequences in a small group</p> </p>
	<ul style="list-style-type: none"> Gymnastics: <i>Perform simple rolls e.g. forward, pencil, teddy-bear.</i> <i>Copy stretching movements for different parts of the body.</i> <i>Balance using their hands, feet or seat.</i> <i>Create different shapes when balancing e.g. thin, wide, twisted, curled.</i> <i>Copy short movements to combine simple balances. e.g. balance - travel – balance</i> <i>Travel in different ways e.g. jumping, skipping, walking, leaping, hopping etc.</i> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. 	<ul style="list-style-type: none"> Gymnastics: <i>Perform simple rolls e.g. forward, pencil, teddy-bear.</i> <i>Copy stretching movements for different parts of the body.</i> <i>Balance using their hands, feet or seat.</i> <i>Create different shapes when balancing e.g. thin, wide, twisted, curled.</i> <i>Copy short movements to combine simple balances. e.g. balance - travel – balance</i> <i>Travel in different ways e.g. jumping, skipping, walking, leaping, hopping etc.</i> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> Gymnastics: <i>Perform a range of rolls with a good level of accuracy e.g. forwards, backwards.</i> <i>Create their own stretching routine to prepare for gymnastics.</i> <i>Balance on pads and points.</i> <i>Make a range of different shapes when balancing.</i> <i>Combine shapes and balances in a performance.</i> <i>Use all parts of their body when travelling in different ways.</i> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. 	<ul style="list-style-type: none"> Gymnastics: <i>Perform a range of rolls with a good level of accuracy e.g. forwards, backwards.</i> <i>Create their own stretching routine to prepare for gymnastics.</i> <i>Balance on pads and points.</i> <i>Make a range of different shapes when balancing.</i> <i>Combine shapes and balances in a performance.</i> <i>Use all parts of their body when travelling in different ways.</i> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight.

<ul style="list-style-type: none"> Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. <p>Begin to move with control and care.</p>	<ul style="list-style-type: none"> Climb onto and jump off the equipment safely. <p>Move with increasing control and care.</p>	<ul style="list-style-type: none"> Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. <p>Begin to show flexibility in movements.</p>	<ul style="list-style-type: none"> Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. <p>Develop strength, technique and flexibility throughout performances.</p>
<ul style="list-style-type: none"> Games: Move into a given space within a game. Begin to understand where to stand to make a game more difficult for an opponent. Throw a ball underarm, over arm and use a bounce pass. Move into a given space to catch a ball. Pass a ball to a partner using their hands and feet. Hit a ball with a tennis style bat or racquet. <p>Stop a ball with their feet before passing it.</p> <ul style="list-style-type: none"> Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space 	<ul style="list-style-type: none"> Games: Move into a given space within a game. Begin to understand where to stand to make a game more difficult for an opponent. Throw a ball underarm, over arm and use a bounce pass. Move into a given space to catch a ball. Pass a ball to a partner using their hands and feet. Hit a ball with a tennis style bat or racquet. <p>Stop a ball with their feet before passing it.</p> <ul style="list-style-type: none"> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Understand the importance of rules in games. <p>Use at least one technique to attack or defend to play a game successfully.</p>	<ul style="list-style-type: none"> Games: Dribble a ball in a straight line e.g. with their feet or a hockey stick. Find space to move into within a game. Use a range of techniques to help keep possession of the ball in a team game. Show control of a range of different throws/ passes e.g. over arm, underarm, chest pass. Move to catch a ball within a game, maintaining eye contact with the ball. Pass a ball accurately when moving around during a game. <p>Hit a ball with a range of different bats/racquets.</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. <p>Know how to play a striking and fielding game fairly.</p>	<ul style="list-style-type: none"> Games: Dribble a ball in a straight line e.g. with their feet or a hockey stick. Find space to move into within a game. Use a range of techniques to help keep possession of the ball in a team game. Show control of a range of different throws/ passes e.g. over arm, underarm, chest pass. Move to catch a ball within a game, maintaining eye contact with the ball. Pass a ball accurately when moving around during a game. <p>Hit a ball with a range of different bats/racquets</p> <ul style="list-style-type: none"> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. <p>Adapt rules to alter games.</p>
<p>Athletics: Sprint up to 60m. Run 100m. Use over arm and underarm throws to throw items in a straight line. Jump side to side; both feet together; one foot to the other.</p> <ul style="list-style-type: none"> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. <p>Improve the distance they can throw by using more power.</p>	<p>Athletics: Sprint up to 60m. Run 100m. Use over arm and underarm throws to throw items in a straight line. Jump side to side; both feet together; one foot to the other.</p> <ul style="list-style-type: none"> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Athletics: Sprint up to 100m. Run 200m Use the correct action to throw a javelin without a run up. Use a push throw to throw a discus and shot put. Jump: one foot to the other (high jump); one foot to two feet (long jump).</p> <ul style="list-style-type: none"> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw Continue to develop techniques to throw for increased distance. 	<p>Athletics: Sprint up to 100m. Run 200m Use the correct action to throw a javelin without a run up. Use a push throw to throw a discus and shot put. Jump: one foot to the other (high jump); one foot to two feet (long jump).</p> <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. <p>Continue to develop techniques to throw for increased distance.</p>
<p>Compete/Perform/Evaluate:</p> <ul style="list-style-type: none"> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve. 	<p>Compete/Perform/Evaluate:</p> <ul style="list-style-type: none"> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. 	<p>Compete/Perform/Evaluate:</p> <ul style="list-style-type: none"> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performance and activities. Watch, describe and evaluate the effectiveness of a 	<p>Compete/Perform/Evaluate:</p> <ul style="list-style-type: none"> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Complete and orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performance and

			<ul style="list-style-type: none"> performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> activities. Start to improve trails to increase the challenge of the courses. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
	Health and Fitness: <ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. 	Health and Fitness: <ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. 	Health and Fitness: <ul style="list-style-type: none"> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. 	Health and Fitness: <ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.
			Swimming: <ul style="list-style-type: none"> Swim 10m on their front and back without stopping. Use the correct arm and leg movements to swim front crawl and backstroke. Climb out of the pool unaided. Submerge their head under water and blow bubbles. Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick. Put face under the water and blow bubbles (begin to do this whilst swimming). Explore how to move in and under water. Recognise how swimming affects breathing. Identify and describe differences between different leg and arm actions. Join in all swimming activities confidently. <p>Understand water can be dangerous and repeat what to do when in difficulty.</p>	Swimming: <ul style="list-style-type: none"> Swim a complete length of the pool, on their front and back without stopping. Use the correct arm and leg movements to swim breaststroke. Tread water for at least 2 minutes. Put their head in the water when using different strokes. Swim between 20m and 25m unaided in shallow water, using one stroke. Begin to swim 20m-25m unaided using a second stroke. Put face in water and breathe correctly when swimming in one identifiable stroke. Use a float to aid their swimming and confidence in deeper water. Use a float to develop leg and arm techniques. <p>Begin to explain how to keep safe whilst in water and what dangers should be identified.</p>
			<ul style="list-style-type: none"> Outdoor Adventurous Activity: Follow a school map to navigate around a simple course designed by themselves and others. Read basic symbols on an orienteering map and start to create their own appropriate symbols. Use verbal communication within group activities to help solve problems/complete challenges. Use non-verbal communication strategies to help solve problems/complete challenges. Follow the instructions of others when working within a team. <p>Evaluate their own performance within a group or individual challenge.</p> <ul style="list-style-type: none"> Orienteer themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is appropriate for an activity. <p>Communicate with others.</p>	<ul style="list-style-type: none"> Outdoor Adventurous Activity: Follow a school map to navigate around a simple course designed by themselves and others. Read basic symbols on an orienteering map and start to create their own appropriate symbols. Use verbal communication within group activities to help solve problems/complete challenges. Use non-verbal communication strategies to help solve problems/complete challenges. Follow the instructions of others when working within a team. <p>Evaluate their own performance within a group or individual challenge.</p> <ul style="list-style-type: none"> Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team. <p>Begin to use a map to complete an orienteering course.</p>
	Sports Partnership: sports festivals, competitions and scooterability		Sports Partnership: sports festivals, competitions Bikeability, Young Leader training Grahnam Residential Field Trip for Yr 3/4	
RE Following CBC agreed Syllabus for RE	<p>What do Christians believe? Why does Christmas matter to Christians What makes some places significant and sacred – Judaism/Islam Why does Easter matter to Christians? Jewish beliefs and how Jewish people live</p> <p>(following CB agreed syllabus for RE)</p>	<p>What can we learn from sacred books and stories? How and why do we celebrate significant times? Who is an inspiring person and what stories inspire Christians? What is the “good news” Jesus brings? How do we show we care for others?</p> <p>(following CB agreed syllabus for RE)</p>	<p>Where, how and why do people worship? How is faith expressed in Hindu communities and traditions? What kind of world did Jesus want? Good Friday and why it is called this What is the Trinity and why is it important to Christians? How do festivals and family life show what matters to Jewish people? (following CB agreed syllabus for RE)</p>	<p>How and why do people try to make the world a better place? What are the deeper meanings of festivals? How is faith expressed in Sikh communities? Making significant events of life. What was the impact of Pentecost? Festivals and worship for Muslims.</p> <p>(following CB agreed syllabus for RE)</p>
Music Following Charanga Musical School – See Knowledge and Skills Progression sheet	<p>Through Charanga Music the children will Listen and Appraise music, songs and instruments Experiment, create and select sounds/notes using the interrelated dimensions of music: pulse Sing five songs from memory and in unison Play Instruments – untuned Improvise and Rehearse complete year group challenges Compose using 1/2/3 notes Perform Styles of Music: Old School Hip Hop, Reggae, Blues, Baroque, Latin, Ghazal, Folk, Funk, Bossa Nova and Pop Classica.</p>	<p>Through Charanga Music the children will Listen and Appraise music, songs and instruments Experiment, create and select sounds/notes using the interrelated dimensions of music: pulse, rhythm, high and low sounds, pitch Sing or rap sing in unison, make different sounds with their voices, following a leader. Play Instruments – untuned, name instruments, play with a steady pulse Improvise and Rehearse complete Year</p>	<p>Through Charanga Music the children will Listen and Appraise talk about lyrics, musical dimensions, sections of song, instruments heard Experiment, create and select sounds/notes using the interrelated dimensions of music: pulse, rhythm, high and low sounds, pitch, pulse and analyse this Sing or rap sing in unison, make different sounds with their voices, following a conductor, sing as a large group. Sing Up lessons by specialist Singing</p>	<p>Through Charanga Music the children will Listen and Appraise talk about style indicators of the song and musical characteristics Experiment, create and select sounds/notes using the interrelated dimensions of music: pulse, rhythm, high and low sounds, pitch, pulse and analyse this Sing or rap sing in unison, make different sounds with their voices, following a conductor, sing as a large group, have an awareness of singing in tune, sing solo.</p>

	<p>Extra-Curricular Music lessons on request: Piano lessons by specialist teacher.</p>		<p>group challenges, making up own tunes Compose create melodies using 1,3,5 diff notes Perform Styles of Music: Afro, Pop, South African, Christmas Rock, Reggae, Pop Classical Extra-Curricular Music lessons on request: Piano lessons by specialist teacher.</p>		<p>Teacher and singing concert at Grove Theatre, Dunstable. Play Instruments – play a tuned instrument, follow a musical instructor. Ukulele lessons from specialist teacher. Improvise and Rehearse complete Year group challenges, making up own tunes Compose create melodies using 1,3,5 diff notes, plan and create a piece of music, make decisions about musical dimensions. Perform Styles of Music: RnB, Reggae, A Pop song that tells a story, Disco, Classical. Extra-Curricular Music lessons on request: Piano lessons by specialist teacher. Sing Up lessons by specialist Singing Teacher and singing concert at Grove Theatre, Ukulele lessons from specialist teacher Dunstable.</p>		<p>Sing Up lessons by specialist Singing Teacher and singing concert at Grove Theatre, Dunstable. Play Instruments – play a tuned instrument, follow a musical instructor, play as part of a band or orchestra. Follow musical instruction from a leader. Ukulele lessons from specialist teacher. Improvise and Rehearse complete Year group challenges, making up own tunes Compose Plan and create music, talk about how it was created and why, make musical decisions about the composition.. Perform Styles of Music: Pop mixed styles, Grime, Gospel, The Beatles, Pop Classical. Extra-Curricular Music lessons on request: Piano lessons by specialist teacher. Sing Up lessons by specialist Singing Teacher and singing concert at Grove Theatre, Ukulele lessons from specialist teacher Dunstable.</p>	
Art and Design	<p>Suggested Artists: Yr1: Monet, Picasso and Aboriginal Art Yr2: Gaudi, Henri Matisse Suggested Architects: Yr1: Sir Christopher Wren Yr2: Gaudi Sketch Books: making observations to review and revisit ideas</p> <p>Skills: Drawing: lines/marks, shape, tone, texture Painting: tools and techniques, mixing and matching colours, scaling Collage: creating using a variety of mediums, textures, crumpling, printing and overlap Digital Media: creating artwork on a graphics programme Textiles: match and sort fabrics, knotting, fraying, cutting, shaping and applying colour through dyes inc tea, onion skins and coffee. 3D Sculpture: manipulate materials, rolling, kneading, use tools safely constructing, re-joining Printing: using hard and soft materials, rollers, block prints and repeated patterns</p>				<p>Suggested Artists: Yr3: Banksy, Kandinsky Yr4: William Morris, Any Warhol Suggested Architects: Yr3: Zaha Hadid – structures Yr4: Christo – Egyptian artefacts Sketch Books: making observations to review and revisit ideas</p> <p>Skills: Drawing: line, form, tone and texture with different pencil grades Painting: different effects and textures, colour washes, experimenting with different brushes, primary and secondary colours Collage: tearing, overlapping, layering featuring collecting ideas and information Textiles: printing, dying, weaving, developing and practicing stitching skills, cutting and joining 3D Sculpture: plan, design and make models creating surface patterns and texture in malleable materials Printing: create block prints using repeating patterns and print two colour overlays</p>			
French					<p>Join in and respond to spoken language eg simple instructions, numbers, colours Explore patterns and sounds of language through songs and rhymes Describe actions and objects in French Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Present ideas and information orally to a range of audiences Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary Write phrases from memory and adapt these to create new sentences, to express ideas clearly</p> <p>Themes and Cross Curricular Links: Getting to Know You All About Me Food Glorious Food Family and Friends Our School Time</p>		<p>Speak in sentences using specific vocabulary and phrases Describe people and places in French Present ideas and information orally to a range of audiences Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary]</p> <p>Begin to understand basic grammar; feminine, masculine and neuter forms</p> <p>Themes and Cross Curricular Links: All Around Town On the Move Going shopping Where in the World What's the Time Holidays and Hobbies</p>	
PSHCE and Relationships Education Following PSHCE Associations planning guidance	Healthy lifestyles Growing and changing	Health, wellbeing, healthy eating, physical activity, sleep dental hygiene, likes and dislikes, choices, feelings, managing feelings, hygiene, cleanliness, germs	Healthy lifestyles Growing and changing	Balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, media, images, reality/fantasy/false/true, bacteria, viruses, hygiene routines, habits, drugs, alcohol, tobacco, medicines, caffeine				
	Growing and Changing	Achievements, strengths, goals, target setting, change, loss, growing, changing, young to old, independence, correct terminology, body parts, external genitalia	Growing and Changing	Achievements, aspirations, goals, strengths, target setting, conflicting emotions, feelings, managing feelings, change, transitions, loss, separation, divorce, bereavement, Yr 4: puberty, and physical/emotional changes				
	Keeping Safe	Medicines, household products, safety, risk, safety on road, water, rail, fire, online and rules, asking for help, privacy, respecting privacy	Keeping Safe	Risk, danger, hazard, responsibility, safety, safety on roads, cycle, Rail, water, fire, safety online, personal information, passwords, images, advice, support asking for help				
	Feelings and Emotions	Communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying	Feelings and Emotions	Feelings, empathy, recognising other's feelings, confidentiality, secrets, surprises, personal safety, dares,				

				challenges
	Healthy Relationships	Secrets, surprises, safety, special people, caring, physical contact, touch, acceptable/unacceptable	Healthy Relationships	Friendships, families, couples, [positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, privacy sharing, personal boundaries
	Valuing Difference	Sharing, discussion, views, opinions, people, similarities, differences	Valuing Difference	Listening, viewpoints, opinions, respect, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes
	Rights and Responsibilities	Classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individuals, unique, special people, similarities and commonalities, help, emergencies	Rights and Responsibilities	Resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health and wellbeing people, difference, diversity, identity people, places, values, customs, media, social media, information, forwarding, discussion, debate, topical issues, problems, events, rules, laws, making changing rules, human rights, children's rights, anti-social behaviour, aggression, bullying, discrimination,
	Taking Care of the Environment	The environment	Taking Care of the Environment	Rights, duties, home, school, environment
	Money	Money, spending, saving, safety	Money	Money, spending, saving, budgeting, interest, loan, tax debt, resources, sustainability economics, choices
Developing Self, Aspirations, Sense of Community, Resilience and Perseverance	Student Council Careers Day Stanbridge Bake Off After School Clubs (change termly) eg cooking, football, art, science, yoga, multi skills, dance, craft PE Festivals and competitions through the Sports Partnership Big Cook, Little Cook lessons Art in the Community Days	Student Council Careers Day Stanbridge Bake Off After School Clubs (change termly) After School Clubs (change termly) eg cooking, football, art, science, yoga, multi skills, dance, craft PE Festivals and competitions through the Sports Partnership Big Cook, Little Cook lessons Art in the Community Days	Pegasus Award – Foundation Stage Grafham Residential Field Trip Ukulele lessons Sing up, sing out lessons Cooking lessons Student Council Careers Day Chess Club Great Stanbridge Sleep Over After School Clubs (change termly) After School Clubs (change termly) eg cooking, football, art, science, yoga, multi skills, dance, craft PE Festivals and competitions through the Sports Partnership Art in the Community Days Work with the elderly at Orchard Lodge, Tilsworth – singing, sketching, talking and visiting.	Pegasus Award – Level 1 Grafham Residential Field Trip Year 4 jobs Ukulele lessons Sing up, sing out lessons Cooking lessons Student Council Careers Day Chess Club Great Stanbridge Sleep Over After School Clubs (change termly) After School Clubs (change termly) eg cooking, football, art, science, yoga, multi skills, dance, craft PE Festivals and competitions through the Sports Partnership Young Leader Training Art in the Community Days Work with the elderly at Orchard Lodge, Tilsworth – singing, sketching, talking and visiting.

Updated 7.9.20