

Whole School Curriculum

Stanbridge Lower School



Autumn
Spring
Summer

	Year 1	Year 2	Year 3	Year 4
English Themes for Reading and Writing	See English Handbook			
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 (on-going), 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 enough to be heard by their peers and the teacher 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>	<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 Encapsulating what they want to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their writing by ...</p> <ul style="list-style-type: none"> 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 	<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. 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 	<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. 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

		<p>spelling, grammar and punctuation Eg. Ends of sentences punctuated correctly</p> <ul style="list-style-type: none"> • 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) 	<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • 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>vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • 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.
Spelling, Punctuation and Grammar	<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 known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words (ON-GOING) • 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 letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - INTRODUCED • 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 – ON-GOING</p>	<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>
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 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>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 	<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 	<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

	<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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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 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 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 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>
English Homework	<p>Phonics homework books</p> <p>Read for 5 minutes each day with an adult</p> <p>Read Key words – sent home weekly links to phonics and common exception words</p>	<p>Phonics homework books</p> <p>Read for 5/10 minutes each day with an adult</p> <p>Read Key words – sent home weekly links to phonics and common exception words</p>	<p>Spelling homework books</p> <p>Read for 5/10 minutes each day</p> <p>Read Key words – sent home weekly links to phonics and common exception words</p>	<p>Spelling homework books</p> <p>Read for 5/10 minutes each day</p> <p>Read Key words – sent home weekly links to phonics and common exception words</p>
<p>Maths</p> <p>Following White Rose Maths scheme</p> <p>NC objectives in red are not explicitly covered by WRM, and need to be incorporated into planning alongside WRM scheme.</p>	<p>Place Value</p> <ul style="list-style-type: none"> Count on and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Given a number, identify one more and one less <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtractions (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Fractions, Decimals, Percentages</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Measurement</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: 	<p>Place Value</p> <ul style="list-style-type: none"> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Read and write numbers to at least 100 in numerals and in words Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number (tens, ones) Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs Use place value and number facts to solve problems <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtractions and use this to check calculations and solve missing number problems Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers Solve problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and 	<p>Place Value</p> <ul style="list-style-type: none"> Count on from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and words Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers to 1000 Solve number problems and practical problems involving these ideas <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Estimate the answer to a calculation and use inverse operations to check answers Add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	<p>Place Value</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Identify, represent and estimate numbers using different representations Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value Find 1000 more or less than a given number Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 Solve number and practical problems than involve all of the above and with increasingly large positive numbers <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Estimate and use inverse operations to check the answers to a calculation Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one

	<ul style="list-style-type: none"> ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time • Measure and begin to record the following: <ul style="list-style-type: none"> ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw hands on a clock face to show these times <p>Geometry</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] • Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] • Describe position, direction and movement, including whole, half quarter and three-quarter turns 	<p>even numbers</p> <ul style="list-style-type: none"> • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Fractions, Decimals, Percentages</p> <ul style="list-style-type: none"> • Recognise, find name and write fractions $1/3$, $1/4$, $2/4$, and $3/4$ of a length, shape, set of objects or quantity • Recognise the equivalence of $2/4$ and $1/2$ • Write simple fractions for example, $1/2$ of $6 = 3$ <p>Measurement</p> <ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Know the number of minutes in an hour and the number of hours in a day <p>Geometry</p> <ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D shapes and everyday objects • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Compare and sort common 3-D shapes and everyday objects • Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data 	<p>Fractions, Decimals, Percentages</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators • Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] • Solve problems that involve all of the above <p>Measurement</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events [for example to calculate the time taken by particular events or tasks] • Measure the perimeter of simple 2-D shapes <p>Geometry</p> <ul style="list-style-type: none"> • Draw 2-D shapes • Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables • Solve on-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	<p>digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Fractions, Decimals, Percentages</p> <ul style="list-style-type: none"> • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • Recognise and show, using diagrams, families of common equivalent fractions • Add and subtract fractions with the same denominator • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Recognise and write decimal equivalents of any number of tenths and hundredths • Recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$ • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Solve simple measure and money problems involving fractions and decimals to two decimal places <p>Measurement</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Estimate, compare and calculate different measures • Estimate, compare and calculate different measures, including money in pounds and pence • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares <p>Geometry</p> <ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify lines of symmetry in 2-D shapes presented in different orientations • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Complete a simple symmetric figure with respect to a specific line of symmetry • Describe position on a 2-D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete a given polygon <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
<p>Maths Homework</p>	<p>Worksheet linked to week's coverage or gaps in learning Include problem solving and mastery challenges as well as fluency questions.</p>	<p>Worksheet linked to week's coverage or gaps in learning Include problem solving and mastery challenges as well as fluency questions. Daily 3 min sessions on Times Tables Rock Stars.</p>	<p>Worksheet linked to week's coverage or gaps in learning Include problem solving and mastery challenges as well as fluency questions. Daily 3 min sessions on Times Tables Rock Stars.</p>	<p>Worksheet linked to week's coverage or gaps in learning Include problem solving and mastery challenges as well as fluency questions. Daily 3 min sessions on Times Tables Rock Stars.</p>
<p>Computing and E Safety</p>	<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</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</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</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</p>

	<p>and I can give examples of when and how to speak to an adult I can trust.</p> <p>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.</p> <p>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.</p> <p>Online Bullying: I can talk about the rules I need to follow to stay safe online at school and at home.</p> <p>I can listen to and sign the school E-Safety rules.</p> <p>I can follow the school E-Safety rules</p> <p>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.</p> <p>Health and Wellbeing: I can talk about the rules I need to follow to stay safe online at school and at home.</p> <p>Personal Information: I can explain what information is personal to me and explain why passwords are used</p> <p>Copyright: 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.</p> <p>History: Use search engines to research Victorian toys and facts about Florence Nightingale</p> <p>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>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.</p> <p>I can give examples of issues that might make someone feel sad, embarrassed, worried or upset and give examples of how to get help.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Managing Online Information: I can follow the school E-Safety rules and use the shield appropriately.</p> <p>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.</p> <p>I can use key words to search on the internet</p> <p>Health and Wellbeing: I can explain simple guidance for using technology in different environments and settings and how the rules/guidance helps me.</p> <p>Personal Information: can identify what things count as personal information and what rules I follow to keep it private.</p> <p>I can explain what passwords are and use the school password to logon.</p> <p>I can explain devices in my home that could be connected to the internet and list them</p> <p>Copyright: 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 an 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>myself online and how this might change depending on what I am doing online (e.g. gaming, social media)</p> <p>Online Relationships: I can recognise online behaviours that would be unfair.</p> <p>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.</p> <p>Online Reputation: I can think before sending and comment on consequences of sending/posting and I can search for myself online.</p> <p>I can talk about my digital footprint</p> <p>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</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>Copyright: 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>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”.</p> <p>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.</p> <p>Online Relationships: I can consider other people’s feelings on the Internet and give examples of how to be respectful to others online.</p> <p>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</p> <p>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).</p> <p>Managing Online Information: I can use key words to search the internet and make inferences about the effectiveness of the strategies.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>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</p> <p>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.</p> <p>Copyright: 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 observations/represent findings. Art: Research information about structures or Egyptian artefacts importing pictures to make a montage</p> <p>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>
<p>Science</p>	<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</p> <p>Plants: identify and name common wild and garden plants including deciduous and evergreen trees *</p> <p>Seasonal Changes: seasons and weather*</p> <p>Materials and states of matter: identify materials describing physical properties, compare and group according to properties.</p> <p><i>*continue to observe across the year to make links with changes that occur</i></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.</p> <p>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,</p> <p>Plants: how seeds and bulbs grow into mature plants *, know how plants need water, light and suitable temperature to grow</p> <p>Materials and states of matter: identify and compare everyday materials for particular uses, how can solid objects be changed?</p> <p><i>*continue to observe across the year to make links with changes that occur</i></p>	<p>Animals including humans: right types and amount of nutrition and identify parts of skeleton and muscles needed for support, protection and movement</p> <p>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*</p> <p>Forces and Magnets: compare how different things move on different surfaces, use of forces, magnets attract and repel,.</p> <p>Light: we need light to see and darkness is the absence of light, reflection, light from the sun, shadows.</p> <p>Rocks: compare and group different rocks, how fossils are formed, explore soils and how they are made.</p> <p><i>*continue to observe across the year to make links with changes that occur</i></p>	<p>Animals including humans: Digestive system, teeth and their functions, food chains: producers, predators and prey</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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>
	<p>Incidental Science that may link to other topic areas -</p> <ul style="list-style-type: none"> Electricity: is needed to make something work Forces and Magnets: floating, 	<p>Incidental Science that may link to other topic areas</p> <ul style="list-style-type: none"> Batteries and mains electricity Earth and Space: The sun is a star, moon orbits earth, name 	<p>Incidental Science that may link to other topic areas -</p>	<p>Incidental Science that may link to other topic areas</p>

	sinking, pushes and pulls	planets <ul style="list-style-type: none"> Forces and Magnets: surfaces and its effect on moving objects and magnetic poles. 		
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 	<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</p> <p>Technical Knowledge: levers and sliders building structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Skills: cutting, shaping, joining and finishing</p> <p>Developing, planning and communicating ideas Begin to draw on own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products; what they are for, how they work materials used, start to suggest ideas and explain what they are going to do .</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings.</p> <p>Complete a simple design board.</p> <p>Working with tools, equipment, materials and component's Make their design using appropriate techniques.</p> <p>Build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use sliders in their products.</p> <p>With help measure, mark and cut out and shape a range of materials</p> <p>Explore using tools eg scissors and hole punches safely</p> <p>Assemble, join and combine materials and components together using a variety of methods eg glues, tape, staples etc.</p> <p>Use simple techniques to finish and improve their product.</p> <p>Evaluating Processes and Products Evaluate their product by discussing how well it works in relation to the purpose.</p> <p>When looking at existing products explain what they like and dislike about products and why,</p> <p>Evaluate their finished product.</p> <p>(links with Art/Science)</p>	<p>Design, Make and Evaluate: make a glove puppet and a moving car</p> <p>Technical Knowledge: wheels and axles, stitching</p> <p>Skills: drawing, templates, mock ups and using a needle and thread</p> <p>Developing, planning and communicating ideas Generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p> <p>Understand how to identify a target group for what they intend to design and make .</p> <p>Develop their ideas through talk and drawings an label parts.</p> <p>Complete a simple design board.</p> <p>Working with tools, equipment, materials and component's Select tools and materials use correct vocabulary to name and describe them.</p> <p>Build structures; using templates, drawings and mock ups. Learn how to use a needle and thread safely.</p> <p>With help measure, cut and score. Use hand tools safely.</p> <p>Assemble, join and combine materials to make a product.</p> <p>Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques.</p> <p>Choose and use appropriate finishing techniques based on their own ideas.</p> <p>Evaluating Processes and Products Evaluate their work against the design criteria.</p> <p>Look at a range of existing products explain what they like and dislike about products and why.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>Talk about their ideas, saying what they like and dislike about them.</p> <p>(links with Art/Science)</p>	<p>Design, Make and Evaluate: Make an Egyptian mask or pyramid and a kite</p> <p>Technical Knowledge: strengthen, stiffen and reinforce</p> <p>Skills: annotated sketches, pattern pieces, design boards</p> <p>Developing, planning and communicating ideas Generate ideas for an item, considering its purpose and the user/s.</p> <p>Start out and order the main stage of making a product, identify a purpose and establish criteria for a successful product.</p> <p>Understand how well products have been designed, made, what materials have been used and the construction technique.</p> <p>Know how to make drawing with labels when designing.</p> <p>When planning explain their choice of materials and components including function and aesthetics .</p> <p>Make templates and mock ups of their ideas in card, paper of using ICT.</p> <p>Complete a more complex design board using above features.</p> <p>Working with tools, equipment, materials and component's Select and use a wider range of tools and techniques for making their product, explaining their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Measure, mark out, cut score and assemble components with more accuracy</p> <p>Think about their ideas as they make progress and be willing to change things if this helps them to improve their work</p> <p>Measure, tape or pin, cut and join fabrics with accuracy.</p> <p>Evaluating Processes and Products Evaluate their products as they are developed, identifying strengths and possible changes they might make to processes, products, materials and tools.</p> <p>Evaluate their product against original design and identify how well if met its intended purpose.</p> <p>(links with Art/History)</p>	<p>Design, Make and Evaluate: Make a Roman shield and attached an inside holder. Make an Anderson Shelter.</p> <p>Make a pulley and gear system</p> <p>Technical Knowledge: structure, form, gears, pulleys, cams and levers</p> <p>Skills: cross sectional diagrams, prototypes and design boards.</p> <p>Developing, planning and communicating ideas Generate ideas, considering the purpose for which they are designing.</p> <p>Label drawings from different views using cross sectional diagrams.</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making, if the first attempts fail.</p> <p>Identify strengths and areas for development in their ideas and products.</p> <p>When planning consider the views of others in order to improve their work</p> <p>When planning explain their choice of materials and components including function and aesthetics.</p> <p>Complete a more complex design board using above features.</p> <p>Working with tools, equipment, materials and component's Select and use a wider range of tools and techniques for making their product, explaining their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Measure, mark out, cut score and assemble components with more accuracy.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Know how mechanical systems such as cams, pulleys, gears and levers create movement.</p> <p>Understand how to reinforce and strengthen as 3D framework.</p> <p>Measure, tape or pin, cut and join fabrics with accuracy.</p> <p>Evaluating Processes and Products Evaluate their products as they are developed, identifying strengths and possible changes they might make to processes, products, materials and tools.</p> <p>Evaluate their product against original design and identify how well if met its intended purpose.</p> <p>(links with Art/History)</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	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	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	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
History	Changes in living memory:	Changes within living memory:	Significant people in History who are from	A study of an aspect or theme of British

	<p>Toys. Planes, trains and automobiles (History of travel and transport)</p> <p>Lives of Significant People: All about me/ Superheroes- Florence Nightingale and Mary Seacole. Pirates-Sir Frances Drake, Anne Bonney, Blackbeard.</p> <p>Significant Events: Guy Fawkes and the Gunpowder Plot</p> <p>Changes beyond living memory: Pirates. Planes, trains and automobiles (History of travel and transport)</p>	<p>Stanbridge now and then. Beside the seaside (History of Seaside holidays)</p> <p>Lives of Significant People: Famous explorers- Neil Armstrong and Christopher Columbus.</p> <p>Significant Events beyond living memory: Great Fire of London and Samuel Pepys.</p> <p>Significant events and places in own locality: Stanbridge now and then.</p> <p>Changes beyond living memory: Castles and Knights</p>	<p>cultures that are represented in school- Molly Malone and St Patrick (Irish) and Henry VIII(British)Rosa Parks (Black history)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Crime and punishment- from the Romans to the present (Romans, Anglo Saxons, Tudors, Victorians)Study famous highwayman Dick Turpin.</p> <p>An overview of where and when the first civilizations appeared and an in-depth study- Ancient Egyptians.</p> <p>A non-European society that provides contrasts with British history: The Mayans (South America).</p>	<p>history that extends pupils' chronological knowledge beyond 1066- WW2- A child's eye from the home front.</p> <p>The Roman empire and its impact on Britain: The Romans in Britain</p> <p>A local history study: Stanbridge and Leighton Buzzard through the ages- Significant people and places in own locality- Mary Norton</p> <p>Britain' settlements by the Anglo Saxons and Scots: Vikings vs Anglo Saxon</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.</p> <p>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.</p> <p>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?</p> <p>Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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</p> <p>Interpretations of history Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.</p> <p>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.</p> <p>Organisation and communication Communicate their knowledge and understanding.</p>
Geography	<p>Our school- Use simple fieldwork and observational skills (see below) to study the Geography of our school grounds looking at simple human/ physical features.</p> <p>Sensational safari Locational Knowledge: To know what a continent is and know that we live in Europe</p> <p>Place Knowledge: name, locate and identify characteristics of a country within Africa.</p> <p>Wonderful weather Human and Physical Geography: Seasonal changes and daily/ seasonal weather patterns in our locality/ another place we have studied. Locate hot/ cold areas of the world To be able to investigate and describe local weather using fieldwork skills and some appropriate vocabulary</p> <p>Pirates Human and Physical Geography: Compare and contrast Leighton Buzzard and Caribbean coastal town. Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, and weather - key human features, including: village, town, farm, house, office, port, harbour and shop Treasure map work involving simple compass directions (N,S,E,W) and directional language (see skills section)</p>	<p>Famous explorers Locational Knowledge: Name and locate the world's seven continents and five oceans (when thinking about where famous explorers travelled in the world)</p> <p>Stanbridge now and then Enquiry and skills: Our local area- Make and use simple maps with routes, follow and give directions using directional language (paper and digital) Use aerial images, plans and maps to describe what our local area is like and locate key physical/ human features. Read, use and make simple symbols on maps.</p> <p>Castles Locational Knowledge, map skills: Where are castles in the UK? Use atlases and globes to name, locate and identify the UK, its countries, capital cities and surrounding seas.</p> <p>Amazing Australia Human and physical geography: Location of hot and cold areas of the world in relation to the equator and the north and south poles</p> <p>Place knowledge To compare Stanbridge to a non- European country looking at human/ physical features- geographical similarities/ differences (see features to include below)</p> <p>Beside the seaside. Mapping skills and locational knowledge: Find nearest seaside resort to Stanbridge using Google maps. Locate different seaside resorts across the UK. Human and physical geography: Look at human and physical features at the coast (see features to include below)</p> <p>Use basic geographical vocabulary to refer to: key human features through topics covered above must include by end of KS1; city, town, village, factory, farm, house, office,</p>	<p>We are the United Kingdom 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 Name and locate high ground in the UK</p> <p>Mapping skills: Use a map/ atlas to locate areas of high ground in the UK Use a map to locate some of the counties of the UK Use a map to name and locate the main rivers and seas of the UK Use the eight compass directions to describe the location of countries and cities of the UK.</p> <p>Rivers Human and physical geography: The river Nile. Look at the human/ physical features of the Nile. Human geography: types of settlement and land use of the Nile, economic activity including trade links</p> <p>Locational knowledge : How has land use changed over time? Extreme weather Human and Physical Geography: Volcanoes and earthquakes</p> <p>Around the world Human and physical geography: Focus Leighton- Linslade's twin town in France called Coulommiers. Compare and contrast key aspects of human geography settlements, land use, economic activity, trade links and natural resources. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Leighton Buzzard- local) and a region in a European country (Coulommiers- France)</p> <p>Rainforests Physical and human geography: Biomes and vegetation belts. Describe the key</p>	<p>Incredible India Locational/ place knowledge: Locate India, some of its major cities and surrounding countries using maps, globes, atlases and digital mapping.</p> <p>Physical and human geography: investigate how mountains and mountain ranges are formed. They will identify different types of mountains and explore six different Indian mountain ranges, describing their facts and features using appropriate geographical vocabulary. Describe and understand climate in India and climate zones across the world. Describe and understand key aspects of human/ physical geography in the context of India's capital city. Compare human/ physical geography of New Delhi with London.</p> <p>All around the world Locational knowledge and map skills: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <p>Water world</p>

		port, harbour and shop key physical features though topics covered about must include by end of KS1; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	aspects of a tropical climate. Describe and understand the features of the layers of a rainforest. Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Rushmere country park- local) a region in South America (Amazon rainforest) Locational knowledge/ skills: Use maps, atlases, globes and digital/computer mapping to locate rainforests of the world	Human and physical geography: Describe and understand key aspects of the water cycle Explore why we need water and how we use it Place knowledge/ Human geography: Describe and identify key aspect of human geography including minerals and water- Explore water usage in UK compared with water scarce countries e.g. Kenya. Identify local bodies of water. Investigate and explore a local body of water. Is it safe to drink? Do water quality test (Include fieldwork and skills- see below)
Geographical fieldwork and skills	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] Describe the location of features and routes on a map. Use aerial photographs, plans and maps to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of our surrounding environment.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
PE Following Twinkl Move, Future Games, Maypole Manual, Val Sabin schemes. See detailed Progression Chart for further progression in skills, particularly gymnastics	Dance: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. 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. 	Dance: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transition within a dance motif. Move in time to music. Improve the timing of their actions. 	Dance: <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythms and expression. 	Dance: <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.
	Gymnastics: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 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. 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. Begin to move with control and care. 	Gymnastics: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. 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. Climb onto and jump off the equipment safely. Move with increasing control and care. 	Gymnastics: <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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. 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. Begin to show flexibility in movements. 	Gymnastics: <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 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. 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. Develop strength, technique and flexibility throughout performances.
	Games: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. 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. 	Games: <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. 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 	Games: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Demonstrate successful hitting and striking skills. 	Games: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and

<ul style="list-style-type: none"> • 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"> • 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. • Use at least one technique to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> • 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. • Know how to play a striking and fielding game fairly. 	<ul style="list-style-type: none"> • 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. • Adapt rules to alter games.
<p>Athletics:</p> <ul style="list-style-type: none"> • <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> • <i>Participate in team games, developing simple tactics for attacking and defending.</i> <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. • Improve the distance they can throw by using more power. 	<p>Athletics:</p> <ul style="list-style-type: none"> • <i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> • <i>Participate in team games, developing simple tactics for attacking and defending.</i> <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. • Investigate ways to alter their throwing technique to achieve greater distance. 	<p>Athletics:</p> <ul style="list-style-type: none"> • <i>Use running, jumping, throwing and catching in isolation and in combination.</i> • <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i> • <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i> • <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> <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:</p> <ul style="list-style-type: none"> • <i>Use running, jumping, throwing and catching in isolation and in combination.</i> • <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</i> • <i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</i> • <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> <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. • Continue to develop techniques to throw for increased distance.
		<p>Outdoor Adventurous Activity:</p> <ul style="list-style-type: none"> • <i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i> • <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> <ul style="list-style-type: none"> • Orientate 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. • Communicate with others. 	<p>Outdoor Adventurous Activity:</p> <ul style="list-style-type: none"> • <i>Take part in outdoor and adventurous activity challenges both individually and within a team.</i> • <i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i> <ul style="list-style-type: none"> • Orientate themselves with accuracy around a short trail. • Create a short trail for others with a physical challenge. • Start to recognise features of an orienteering course. • 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.

				<ul style="list-style-type: none"> • 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. • Begin to use a map to complete an orienteering course.
				<p>Swimming:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.
	<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 performance. • Describe how their performance has improved over time. 	<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 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.
	<p>Health and Fitness:</p> <ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Carry and place equipment safely. 	<p>Health and Fitness:</p> <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. 	<p>Health and Fitness:</p> <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. 	<p>Health and Fitness:</p> <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.
	<p>Sports Partnership: Sports festivals and competitions.</p>		<p>Sports Partnership: Sports festivals, competitions, Bikeability, Young Leader training. Grafham Residential Field Trip for Yr 3/4</p>	
<p>RE Following CBC agreed Syllabus for RE</p>	<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 (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? (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? Marking significant events of life. What was the impact of Pentecost? Festivals and worship for Muslims. (following CB agreed syllabus for RE)</p>
<p>Music Following KAPOW Music - See the 'Progression of skills' sheet to support and the 'Curriculum Overview' for an extended break down.</p>	<p>Through our scheme (Kapow) the children in year one will develop the following skills. Performing, Listening and Composing.</p> <p>Performing (KS1):</p> <ul style="list-style-type: none"> - Use their voices too expressively and creatively by singing songs and speaking chants and rhymes. (KS1) - Play tuned and un-tuned instruments musically. <p>Listening (KS1):</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live recorded music. <p>Composing (KS1):</p> <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Skills are developed and progression can be seen in the break-down of each half-termly topic – see the 'Progression of skills' document for further evidence of this.</p> <p>Half termly topics:</p> <ul style="list-style-type: none"> - All about me (Focus: Pulse and Rhythm) - Animals (Classical music, dynamics and tempo) - Space (Focus: Chanting and Tuned percussion) - Under the sea (Focus: Musical vocabulary) - Fairytales (Timbre and Rhythmic patterns) - Superheroes (Pitch and Tempo) <p>Extra-Curricular Music lessons on request: Piano lessons by specialist teacher. Choir club is offered across KS1 and KS2.</p>	<p>Through our scheme (Kapow) the children in year two will develop the following skills. Performing, Listening and Composing.</p> <p>Performing (KS1):</p> <ul style="list-style-type: none"> - Use their voices too expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and un-tuned instruments musically. <p>Listening (KS1):</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live recorded music. <p>Composing (KS1):</p> <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Skills are developed and progression can be seen in the break-down of each half-termly topic – see the 'Progression of skills' document for further evidence of this.</p> <p>Half termly topics:</p> <ul style="list-style-type: none"> - Animals (Focus: African call and response song) - Traditional Western Stories (Focus: Orchestral instruments) - Musical Me (Focus: Dynamics, composition, timbre and melodies) - Space (Focus: Dynamics, timbre, tempo and motifs) - On this Island (Focus: British songs and sounds- soundscapes) - Myths and Legends (Focus: Rhythm, structure, graphic score, composition and performing). <p>Extra-Curricular Music lessons on request: Piano lessons by specialist teacher. Choir</p>	<p>Through our scheme (Kapow) the children in year three will develop the following skills. Performing, Listening, Composing and The History of Music.</p> <p>Performing (LKS2):</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations. <p>Listening (LKS2):</p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (History of music link). <p>Composing (LKS2):</p> <ul style="list-style-type: none"> - Improvise and compose music for a range of different purposes using the inter-related dimensions of music. - Use and understand staff and other musical notations. <p>The History of music (LKS2):</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music. <p>Skills are developed and progression can be seen in the break-down of each half-termly topic – see the 'Progression of skills' document for further evidence of this.</p> <p>Half termly topics:</p> <ul style="list-style-type: none"> - Ballads (Focus: Writing lyrics and 	<p>Through our scheme (Kapow) the children in year four will develop the following skills. Performing, Listening, Composing and The History of Music.</p> <p>Performing (LKS2):</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notations. <p>Listening (LKS2):</p> <ul style="list-style-type: none"> - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (History of music link). <p>Composing (LKS2):</p> <ul style="list-style-type: none"> - Improvise and compose music for a range of different purposes using the inter-related dimensions of music. - Use and understand staff and other musical notations. <p>The History of music (LKS2):</p> <ul style="list-style-type: none"> - Develop an understanding of the history of music. <p>Skills are developed and progression can be seen in the break-down of each half-termly topic – see the 'Progression of skills' document for further evidence of this.</p> <p>Half termly topics:</p> <ul style="list-style-type: none"> - Rainforests (Focus: Body and

		club is offered across KS1 and KS2.	<ul style="list-style-type: none"> - performing ballads) - Mountains (Focus: Creating compositions in response to animations) - The Vikings (Focus: Developing singing techniques) - Chinese New Year (Focus: Pentatonic melodies and compositions) - Jazz (Focus: Exploring rhythms, call and response and motifs) - India (Focus: Traditional instruments and improvisation) <p>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- Inspiring music. Choir club is offered across KS1 and KS2</p>	<ul style="list-style-type: none"> - tuned percussion) - Rock and Roll (Focus: Performance, playing in time) - Rivers (Focus: Changes in pitch, tempo, and dynamics) - Hanami Festival (Focus: Haiku, music and performance) - South America (Focus: Samba, Carnival sounds and instruments) - Romans (Focus: Adapting and transposing motifs) <p>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- Inspiring music. Choir club is offered across KS1 and KS2..</p>
Art and Design Breath of Study	Suggested Artists: Yr1: Monet, Picasso and Aboriginal Art Suggested Architects: Yr1: Sir Christopher Wren	Suggested Artists: Yr2: Gaudi, Henri Matisse Suggested Architects: Yr2: Gaudi	Suggested Artists: Yr3: Banksy, Kandinsky Suggested Architects: Yr3: Christo – Egyptian artefacts	Suggested Artists: Yr4: William Morris, Andy Warhol Suggested Architects: Yr4: ZahaHadid – structures
Art and Design Progression in skills	<p>Drawing Communicate something about themselves in their drawing Create moods in their drawings Draw using pencil and crayons Use lines of different shapes and thickness Use 2 different grades of pencil Use and evaluate line, shape, colour, pattern and texture in my work</p> <p>Painting Communicate something about themselves in their painting Create moods in their painting Choose to use thick and thin brushes as appropriate I can control my brushwork – dragging, not pushing, the brush Paint a picture of something they can see name the primary and secondary colours</p> <p>Printing Print with sponges, vegetables and fruit Print onto paper and textile Design their own printing block Create a repeating pattern</p> <p>Textiles Sort threads and fabrics Group fabrics and threads by colour and texture Weave with fabric and thread or paper Cut and tear paper and card for their collages Gather and sort the materials they will need</p> <p>3d Form Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine Use simple clay techniques such as coil and pinch</p> <p>Exploring and Developing Ideas Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Evaluating and Developing Work Review what they and others have done and say what they think and feel about it.</p>	<p>Drawing Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it When drawing decide where the light falls on an object or person Use layers of repeating patterns in my work to create light and dark Carefully observe shape and form, looking for geometric shapes (i.e. cylinders, spheres and cuboids)</p> <p>Painting Mix paint to create all the secondary colours Mix and match colours, predict outcomes Mix their own brown Make tints by adding white Make tones by adding black</p> <p>Printing Create a print using pressing, rolling, rubbing and stamping Create a print like a designer</p> <p>Textiles Join fabric using glue Sew fabrics together using a running or blanket stitch to embroider or join materials together Create part of a class patchwork Create individual and group collages Use different kinds of materials on their collage and explain why they have chosen them Use repeated patterns in their collage</p> <p>3d Form Make a clay pot Join two finger pots together Add line and shape to their work Explore and develop simple clay techniques such as coil, pinch and slab</p> <p>Exploring and Developing Ideas Say how other artist/craft maker/designer have used colour, pattern and shape Create a piece of work in response to another artist’s work (not copy)</p> <p>Evaluating and Developing Work When looking at creative work express clear preferences and give some reasons for these. Identify what they might change in their current work/ future work.</p>	<p>Drawing Show facial expressions in their drawings Use their sketches to produce a final piece of work Use different grades of pencil shade, to show different tones and texture Use light and dark in my work to make objects stand out or fade into a background Write an explanation of their sketch in notes in sketch book</p> <p>Painting Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects</p> <p>Printing Make a printing block Make a 2 colour print</p> <p>Textiles Add onto their work to create texture and shape Use more than one type of stitch - Use running stitch and backstitch with care to create form and shape in my work Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work Cut very accurately Overlap materials Experiment using different colours Use mosaic Use montage</p> <p>3d Form Use an additive (construction) process to make a standing sculpture use sculpting wire to create insects, animals or people. Bend and twist wire around a paper/plastic sculpture</p> <p>Exploring and Developing Ideas Compare the work of different artists Explore work from other cultures Explore work from other periods of time</p> <p>Evaluating and Developing Work Reflect upon what they like and dislike about their work in order to improve it. Identify what they might change in their current work/ future work.</p>	<p>Drawing Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with Explore tonal gradients to represent things seen, remembered or imagined Use my pencil to help me achieve the correct proportions when drawing realistic images Annotate and note artistic information relating to their sketches and final piece in sketch books</p> <p>Painting Create all the colours they need Create mood in their paintings Use shading to create mood and feeling Use fine hair brushes of different sizes</p> <p>Printing Print using at least four colours Create an accurate print design Print onto different materials</p> <p>Textiles Use early textile and sewing skills as part of a project. Select and use contrasting colours and textures in stitching and weaving (using a variety of stitches and overlapping) Use ceramic mosaic Combine visual and tactile qualities</p> <p>3d Form Experiment with and combine materials and processes to design and make 3D form Use an additive (construction) process - Sculpt using modroc</p> <p>Exploring and Developing Ideas Experiment with different styles which artists have used Explain art from other periods of history</p> <p>Evaluating and Developing Work Discuss and review own and others work, expressing thoughts and feelings explaining their views. Adapt their work according to their views and describe how they might develop it further.</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 materiel 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</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. 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>

			Our School Time	
PSHCE and Relationships Education Following PSHCE Associations planning guidance CORE THEME 1 Health and Wellbeing	Healthy lifestyles Growing and changing CORE THEME 1	YEAR 1 Health, wellbeing, healthy eating, physical activity, sleep dental hygiene, likes and dislikes, choices, feelings, managing feelings, hygiene, cleanliness, germs Health, wellbeing, healthy eating, physical activity, sleep dental hygiene, likes and dislikes, choices, feelings, managing feelings, hygiene, cleanliness, germs	Healthy lifestyles Growing and changing CORE THEME 1	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 Yr 3 covered Autumn Term
	Growing and Changing CORE THEME 1	YEAR 1 Achievements, strengths, goals, target setting, change, loss, growing, changing, young to old, independence, correct terminology, body parts, external genitalia Achievements, strengths, goals, target setting, change, loss, growing, changing, young to old, independence, correct terminology, body parts, external genitalia	Growing and Changing CORE THEME 1	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 CORE THEME 1	YEAR 1 Medicines, household products, safety, risk, safety on road, water, rail, fire, online and rules, asking for help, privacy, respecting privacy Medicines, household products, safety, risk, safety on road, water, rail, fire, online and rules, asking for help, privacy, respecting privacy	Keeping Safe CORE THEME 1	Risk, danger, hazard, responsibility, safety, safety on roads, cycle, Rail, water, fire, safety online, personal information, passwords, images, advice, support asking for help Yr 3 covered Autumn Term
Core Theme 2 Relationships	Feelings and Emotions CORE THEME 2	YEAR 1 Communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying Communicating, feelings, empathy, behaviour, fair/unfair, right/wrong, feelings, bodies, hurt, comfortable, teasing, bullying	Feelings and Emotions CORE THEME 2	Feelings, empathy, recognising other's feelings, confidentiality, secrets, surprises, personal safety, dares, challenges Yr 3 covered Spring Term
	Healthy Relationships CORE THEME 2	YEAR 1 Secrets, surprises, safety, special people, caring, physical contact, touch, acceptable/unacceptable Secrets, surprises, safety, special people, caring, physical contact, touch, acceptable/unacceptable	Healthy Relationships CORE THEME 2	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 Yr 3 covered Spring Term
	Valuing Difference CORE THEME 2	YEAR 1 Sharing, discussion, views, opinions, people, similarities, differences Sharing, discussion, views, opinions, people, similarities, differences	Valuing Difference CORE THEME 2	Listening, viewpoints, opinions, respect, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes
Core Theme 3 Living in the wider world	Rights and Responsibilities CORE THEME 3	YEAR 1 Classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individuals, unique, special people, similarities and commonalities, help, emergencies Classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individuals, unique, special people, similarities and commonalities, help, emergencies	Rights and Responsibilities CORE THEME 3	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, Yr 3 Summer term
	Taking Care of the Environment CORE THEME 3	The environment	Taking Care of the Environment CORE THEME 3	Rights, duties, home, school, environment Yr 3 Summer term
	Money CORE THEME 3	Money, spending, saving, safety	Money CORE THEME 3	Money, spending, saving, budgeting, interest, loan, tax debt, resources, sustainability economics, choices Yr 3 Summer term
British Values	Year 1 Democracy Page 9-12 School rules, views, opinions, choices, teamwork Spring term	Year 2 Mutual Respect, Tolerance and Diversity Page 20-23 Similarities, differences, abilities, families, cultural backgrounds, appearance, gender Spring Term	Year 3 Democracy Page 25-28 debate Spring Term	Year 4 Mutual Respect, Tolerance and Diversity Page 41-46 Similarities, differences, abilities, families, cultural backgrounds, appearance, gender, identity Spring Term
	Year 1 Rule of Law Page 13-15 community, teamwork, right/wrong Summer Term	Year 2 Individual Liberty Page 16-19 Respect, views, decisions Summer Term	Year 3 Rule of Law Page 29-31 Rules, community, teamwork, right/wrong Summer Term	Year 4 Individual Liberty Page 32-40 Respect, views, decisions, diversity, pointillism Summer Term
Online Relationships	Safer Internet Day	Exploring respect and relationships online	Safer Internet Day	Exploring respect and relationships online
Forest Schools	These are planned for each half term on topic plans. They may link to the topic or any part of the curriculum. Sessions are planned for holistic development using SPICES. Social, Physical, Intellectual, Creativity, Emotional and Spiritual. Individual and teamwork sessions should also be planned for.			
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) 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) 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) 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.