


Key Stage 2 Curriculum Map Year A Autumn 2

Ramsey/Kelso/Hyde Year A Autumn 2

<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Treasure Island-RL Stevenson 3 weeks Entertain: Extended narrative- story using structures, devices or characters from the novel studied (e.g. 'the further adventures of...'; another story set in the same world; or a short story around a similar theme). Interview- interview with one significant character in magazine/online format Discuss: Personal responses to the story showing understanding of ideas, language and themes.</p> <p>Non fiction-persuasion Imagine sentences</p>		
<p>Maths</p>	<p>Yr 5 Addition and subtraction • add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Decimals • read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, $0.83 + 0.17 = 1$) * • recognise and describe linear number sequences involving decimals, and find the term-to-term rule Measurement (mass) • convert between different units of metric measure (for example, gram and kilogram) • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known Facts • multiply whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 Measurement (time) • solve problems involving converting between units of time Year 6, Addition and subtraction • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Decimals • identify the value of each digit in numbers given to three decimal places, and multiply and divide numbers by 10, 100 and 1000 giving the answers up to three decimal places • multiply decimals by whole numbers, starting with the simplest cases, such as $0.4 \times 2 = 0.8$, and in practical contexts, such as measures and money * • solve problems that require answers to be rounded to specified degrees of accuracy Measurement (length) • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • convert between miles and kilometres Multiplication and division • practise division for larger numbers, using the formal written method of short division * • divide numbers up to four digits by a two-digit number using the formal written method of short division where appropriate • perform mental calculations, including with large numbers • identify common factors, common multiples and prime numbers • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations Percentages (including fractions and decimals) • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] • recall and use equivalences between simple fractions, decimals and percentages • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Measurement (time) • use, read, write and convert between standard units, converting units</p>		
	<p>Key knowledge</p>	<p>Key skills</p>	<p>Key content/vocabulary</p>
<p>Topic theme Compare and Contrast- America</p>	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places</p>	<p>Compare and contrast key geographical features of America and England</p>

		Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They recognise some of the links and relationships that make places dependent on each other.	
Science- Animals Inc Humans	6b1: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 6b2: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 6b3: describe the ways in which nutrients and water are transported within animals, including humans.	uks2w1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary uks2w2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate uks2w3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs uks2w4: using test results to make predictions to set up further comparative and fair tests uks2w5: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time
R.E	Big Questions-Do you have to believe in God to be Good?	Recognise that the word 'good' means different things to different people is a tsunami that floods a village a 'good' tsunami? A cancer cell that proliferates a 'good' cancer cell? What does 'good' look like in your school? At home? Amongst your friends? In the different religions you have studied? ☑ Think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not) ☑ Examples of religions and worldviews that do not have a concept of God: Buddhism: the story of Siddhartha Gautama and his discovery of the Four Noble Truths; following the Eightfold Path as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the Eightfold Path and the Five Precepts as moral guidance	Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice

		<p>Humanism: key principles – trusting scientific method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same; see here for further teaching materials: https://understandinghumanism.org.uk/uhtHEME/ethics/  Practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc</p>	
<p>Music 5.2 Solar System</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory 	<p>Develop musical imagination through experimenting, improvising and adapting sounds Explore different textures of un-tuned sounds Explore the relationship between sounds Explore different combinations of vocal sounds</p>	<p>a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>
<p>Art Andy Warhol-printing</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •create sketch books to record their observations and use them to review and revisit ideas •improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) 	<p>Create polystyrene printing blocks to use with roller and ink Explore mono-printing (see below for artists) Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point Experiment with screen printing Design and create motifs to be turned into printing block images Investigate techniques from paper printing to work on fabrics</p>	<p>Explore the work of Andy Warhol and use his work as the impetus for their own printmaking</p>
<p>Computing 5.3 We are artists</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>develop an appreciation of the links between geometry and art become familiar with the tools and techniques of a vector graphics package, develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers develop some awareness of computer-generated art, in particular fractal-based landscapes.</p>	<p>The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex ‘fractal’ landscapes.</p>
<p>MFL 5.2 A l’école</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •listen attentively to spoken language and show understanding by joining in and responding •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts</p>	<p>C’est... l’anglais, le français, le sport, l’histoire-géo, les sciences, les maths, la musique J’aime/Je n’aime pas + subjects C’est bien/cool/nul Quelle heure est-il? Il est une heure et quart/et demie/moins le quart. Il est midi/minuit La récré, le déjeuner, l’école commence à... heure(s) et fi ni à...</p>

	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures 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* 	<p>L5.3 Write words, phrases and short sentences, using a reference source</p> <p>IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>IU5.2 Recognise similarities and differences between places</p> <p>IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	
PE Dance	perform dances using a range of movement patterns	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>	Dance
PSHE/RE Friendship and community	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	<p>L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	Yr 5/6 Lessons L8, L9, L10

<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Hugo-Brian Selznick Entertain: Extended narrative- story using structures, devices or characters from the novel studied (e.g. 'the further adventures of...'; another story set in the same world; or a short story around a similar theme). Discuss: Personal responses to the novel showing understanding of ideas, language and themes. Describe: Detailed description of one character from the text.</p> <p>Non fiction-persuasion Imagine sentences</p>		
<p>Maths</p>	<p>Yr 4 Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency *• add numbers with up to four digits using the formal written method of columnar addition where appropriate • estimate answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Decimals • extend understanding of the number system and decimal place value to tenths *• recognise and write decimal equivalents of any number of tenths • 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 • solve simple measure problems involving decimals to two decimal places Measurement (mass) • convert between different units of measure • estimate, compare and calculate different measures Number – Number and place value • count in multiples of 7 Number – Multiplication and division • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-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 digit Measurement (time) • convert between different units of measure • 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; Yr 5 Addition and subtraction • add whole numbers with more than four digits, including using formal written methods (columnar addition) • add numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Decimals • read and write decimal numbers as fractions [for example, $0.71 = 71/100$] • round decimals with two decimal places to the nearest whole number and to one decimal place • practise adding decimals, including complements of 1 (for example, $0.83 + 0.17 = 1$) * • recognise and describe linear number sequences involving decimals, and find the term-to-term rule Measurement (mass) • convert between different units of metric measure (for example, gram and kilogram) • understand and use approximate equivalences between metric units and common imperial units such as pounds • use all four operations to solve problems involving measure [for example, mass] using decimal notation, including scaling Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • multiply numbers up to four digits by a one-digit number using a formal written method • multiply and divide numbers mentally drawing upon known Facts • multiply whole numbers by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division, including using their knowledge of squares and cubes • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Multiplication and division • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 Measurement (time) • solve problems involving converting between units of time.</p>		
<p>Topic theme Compare and Contrast- Europe</p>	<p>Key knowledge Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Key skills Yr 4 Pupils show their knowledge, skills and understanding in studies at a local scale. They are aware that different places may have both similar and different characteristics. Yr 5 Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts of the world. They begin to recognise geographical patterns and to appreciate the importance of wider geographical location in understanding places Pupils show their knowledge, skills and understanding in studies of a range of places at more than one scale and in different parts</p>	<p>Key content/vocabulary Compare and contrast key geographical features of Europe and England</p>

		of the world. They recognise some of the links and relationships that make places dependent on each other.	
Science- Animals Inc Humans	4b1: describe the simple functions of the basic parts of the digestive system in humans 4b2: identify the different types of teeth in humans and their simple functions	uks2w1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary uks2w2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate uks2w3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs uks2w4: using test results to make predictions to set up further comparative and fair tests uks2w5: reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images
R.E	How do Muslims Worship?	The ideas we might explore ☑ Recap of key beliefs: God, tawhid, everything created in harmony (muslim), humans as 'abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets ☑ Ummah – the global community of Muslims and the way this relates to the idea of harmony and the straight path ☑ Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out at a later time; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God; the impact of the hajj on the environment ☑ Umrah – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs ☑ The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community (e.g. #VisitMyMosque day)☑	How is Muslim belief expressed collectively? ☑ How does Muslim worship and celebration build a sense of community? ☑ Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world

<p>Music 4.6 Around the World 4.8 Singing Spanish</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •improvise and compose music for a range of purposes using the inter-related dimensions of music •listen with attention to detail and recall sounds with increasing aural memory 	<p>Improvise - devise melodic phrases – using pentatonic scales (limited range of notes: DEGAB or CDEGA) Recognise combinations of pitched sounds - concords and discords Identify and play CM diatonic Chords C-F-G-Am-Dm Improvise - developing rhythmic and melodic material within given structures - when performing</p>	<p>the children explore pentatonic melodies and syncopated rhythms, and learn that the fundamental dimensions of music are the same all over the world. the children sample the sights and sounds of the Spanish-speaking world as they learn greetings, count to twelve and play a singing game.</p>
<p>Art Monet-life and paintings</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> •about great artists, architects and designers in history 	<p>Use first hand observations using different viewpoints, developing more abstract Representations Introduce perspective, fore/back and middle ground Investigate proportions Use a range of mediums on a range of backgrounds Work indoors and outdoors</p>	<p>Use the work of artists to replicate ideas or inspire own work e.g. Consider work by artists such as Cezanne, Derain, Van Gogh (colour)</p>
<p>Computing 4.2 We are toy designers</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in programs; work with various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>design and make an on-screen prototype of a computer-controlled toy understand different forms of input and output (such as sensors, switches, motors, lights and speakers) design, write and debug the control and monitoring program for their toy.</p>	<p>the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Finally, they pitch their toy idea to a Dragons' Den-style panel.</p>
<p>MFL 4.2 Qu'elle Heure est'il?</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •listen attentively to spoken language and show understanding by joining in and responding •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* •speak in sentences, using familiar vocabulary, phrases and basic language structures •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* 	<p>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts O5.2 Understand and express simple opinions O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic L5.1 Re-read frequently a variety of short texts L5.2 Make simple sentences and short texts L5.3 Write words, phrases and short sentences, using a reference source IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country IU5.2 Recognise similarities and differences between places IU5.3 Compare symbols, objects or products which represent their own culture with those of another country</p>	<p>activities: je regarde (I am watching)... la télé (TV), un DVD (a DVD); j'écoute (I am listening to)... mes CD (my CDs), la radio (the radio); je joue (I'm playing)... au football (football), au tennis (tennis) telling the time: il est... heure(s) activities at certain times: Je regarde la télé à cinq heures, etc. J'aime/Je n'aime pas + subjects C'est bien/cool/nul Quelle heure est-il? Il est une heure et quart/et demie/ moins le quart. Il est midi/minuit La récré, le déjeuner, l'école commence à... heure(s) et fi nit à...</p>
<p>PE Dance</p>	<p>perform dances using a range of movement patterns</p>	<p>Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p>	<p>Dance</p>

		Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music	
PSHE/RE Friendship and community	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	Yr 4/5 L3, L4, L7

Fountains/Central Year A Autumn 2	
English Fiction Associated grammar Non fiction Associated AP sentence	The Seven Voyages of Sinbad the Sailor by John Yeoman) Entertain: Extended narrative- retelling the story as first-person narrative, with own adventures, Diary- a character's diary telling the story from their point of view (e.g. Sinbad). Letters- letters from characters in the stories to one another Describe: Detailed description of one setting from a text Inform: A short non-fiction text about a country or time in history from one of the books studied. Poetry: Nations favourite Children's Poems Entertain: Write own poems based on existing poems (e.g. a narrative poem with a based on Adventures of Isobel by Ogden Nash or a poem set in school, such as those in Please Mrs Butler.) Non fiction-Instructions on travel options between different places Imagine sentences
Maths	Yr 3 Number – Addition and subtraction • add and subtract numbers mentally, including: – a three-digit number and ones– a three-digit number and tens– a three-digit number and hundreds • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Geometry – Properties of shapes • 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, Number – Number and place value • count from 0 in multiples of 4 and 8 Number – Multiplication and division • recall and use multiplication and division facts for the 4 and 8 multiplication tables • 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 Measurement (time) • 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; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Yr 4 Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • add numbers with up to four digits using the formal written method of columnar addition where appropriate • estimate answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Decimals • extend understanding of the number system and decimal place value to tenths * • recognise and write decimal equivalents of any number of tenths • 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 • solve simple measure problems involving decimals to two decimal places Measurement (mass) • convert between different units of measure

	<ul style="list-style-type: none"> estimate, compare and calculate different measures Number – Number and place value count in multiples of 7 Number – Multiplication and division recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-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 digit Measurement (time) convert between different units of measure 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; 		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Maps of the World	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Gather information</p> <p>Ask geographical questions, Use a simple database to present findings from fieldwork, Record findings from fieldtrips, Use a database to present findings</p> <p>Use appropriate terminology. Sketching-Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction, Audio/Visual-Select views to photograph</p> <p>Add titles and labels giving date and location</p> <p>Information, -Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map</p>	<p>Identify key regions of the world including compass points and tropics</p>
Science- Animals Inc Humans	<p>3b1: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>ks2w1: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>lks2w2: setting up simple practical enquiries, comparative and fair tests</p> <p>lks2w3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>lks2w7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>lks2w8: identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>lks2w9: using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions</p>
R.E	God- Islam	<p>oneness of God (tawhid) and its reflection in the shahadah (statement of faith)</p> <p>☒ God as creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path</p>	<p>What do the main concepts in Islam reveal about the nature of Allah?</p> <p>☒ What is the purpose of visual symbols in a mosque?</p>

		<p>☑ The connection between iman (faith/beliefs) and ibadah (worship/practice) – the ways in which key practices express Muslim beliefs:</p> <p>Five Pillars:</p> <ol style="list-style-type: none"> 1. Shahadah (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets 2. Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony 3. Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don’t have enough 4. Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world 5. Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the <i>ummah</i>) and their belief in one God <p>☑ The <i>masjid</i> (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. <i>qibla</i>, <i>minaret</i>, <i>minbar</i>, prayer mats, facilities for <i>wudu</i>); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.</p>	
Music 3.3 Sounds- Around the World	Pupils should be taught to: ☑play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Select instruments and create sounds to describe visual images	how instruments can be classified according to the sounds they produce. Music from around the world introduces the children to different timbres and structures as they create musical conversations.
Art Monet-life and paintings	Pupils should be taught: •about great artists, architects and designers in history	Use sketchbooks to record drawings from observation, Experiment with different tones using graded pencils, Include increased detail within work Draw on a range of scales, Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them, Develop shadows, Use of tracing	Use the work of artists to replicate ideas or inspire own work e.g. Picasso
Computing 3.2 We are Bug Fixers	Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	develop a number of strategies for finding errors in programs, build up resilience and strategies for problem solving, increase their knowledge and understanding of Scratch, recognise a number of common types of bug in software.	The children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The children learn to recognise some common types of programming error,

			and practise solving problems through logical thinking.
MFL 3.2 En Classe	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •listen attentively to spoken language and show understanding by joining in and responding •explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* •speak in sentences, using familiar vocabulary, phrases and basic language structures •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* 	<p>O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>O3.2 Recognise and respond to sound patterns and words</p> <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p>	<p>classroom objects: une trousse (pencil case), un stylo (pen), une règle (ruler), un crayon (pencil), un cahier (exercise book), un livre (text book), un sac (bag), une gomme (rubber)</p> <p>colours: rouge (red), rose (pink), bleu (blue), jaune (yellow), marron (brown), orange (orange) give your age: J'ai... ans. classroom instructions: écoutez, regardez, lisez, asseyezvous, levez-vous, écrivez, chantez</p>
PE Dance	perform dances using a range of movement patterns	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>	Dance
PSHE/RE Friendship and community	<p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>Yr 3 R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>Yr 4 L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>	<p>Yr 3 R12, L2</p> <p>Yr 4 L3, L4, L7</p>

