

Key Stage 2 Curriculum Map Year A Spring Terms 1 and 2

Ramsey/Kelso Year A Spring Terms 1 and 2	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Hiawatha Narrative Poetry 3 weeks Persuade: Short comment to accompany chosen poem explaining why everyone should read it. Discuss: Personal responses to their chosen poem using different language forms showing understanding of ideas, language and themes. Greta Thunberg-environmental issues Use of the colon to introduce a list Hyphens used to avoid ambiguity (e.g. man eating shark versus man- eating shark, or recover versus re-cover)</p> <p>Non fiction-Newspaper report, persuasion, biography Outside/Inside and If, If, If, then sentences</p>
<p>Maths</p>	<p>Year 5 Number and place value • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100,1000, 10 000 and 100 000 • solve number problems and practical problems that involve the above Addition and subtraction • subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction)• subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • practise adding and subtracting decimals, including a mix of whole numbers and decimals Geometry – Properties of shapes</p> <p>• know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles• draw given angles, and measure them in degrees (°) • identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and a turn (total 180°) – other multiples of 90°Multiplication and division • divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Fractions • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths Measurement (length)• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) • understand and use approximate equivalences between metric units and common imperial units such as inches • use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling Decimals • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places Addition and subtraction • mentally add and subtract tenths, and one-digit whole numbers and tenths * • practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, 0.83 + 0.17 = 1] Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables Multiplication and division • multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Percentages (including fractions and decimals) • recognise the per cent symbol (%) and understand that percent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal • solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 and 25 Measurement (perimeter and area) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres</p> <p>Year 6 Number and place value • use negative numbers in context, and calculate intervals across zero Number – Addition, subtraction, multiplication and division • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • 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 Algebra • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns• enumerate possibilities of combinations of two variables Geometry – Properties of shapes • draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles Multiplication and division • practise multiplication for larger numbers, using the formal written method of long multiplication * • multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication • perform mental calculations, including large numbers • use estimation to check answers to calculations Multiplication and division •</p>

	<p>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 * • perform mental calculations • use estimation to check answers to calculations Number – Decimals • multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by one digit whole numbers *Measurement (mass) • 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 mass from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places Fractions • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • add and subtract fractions with different denominators and mixed numbers using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$ • divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$ Ratio and proportion</p> <p>• recognise proportionality in contexts when the relations between quantities are in the same ratio [for example, similar shapes and recipes] * • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • consolidate understanding of ratio when comparing quantities, sizes and scale drawings by solving a variety of problems * • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples Statistics • interpret and construct pie charts and line graphs and use these to solve problems • draw graphs relating two variables * • calculate and interpret the mean as an average Multiplication and division • practise division for larger numbers, using the formal written method of long division * • divide numbers up to four digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders or fractions • perform mental calculations, including with large numbers • use estimation to check answers to calculations Multiplication and division • perform mental calculations • solve problems involving addition, subtraction, multiplication and division • solve problems that require answers to be rounded to specified degrees of accuracy • use estimation to check answers to calculations Number – Decimals • use written division methods in cases where the answer has up to two decimal places • divide numbers with up to two decimal places by one-digit and two-digit whole numbers *Measurement (perimeter and area) • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area of shapes • calculate the area of parallelograms and triangles</p>		
	Key knowledge	Key skills	Key content/vocabulary
<p>Topic theme The Pilgrim Fathers</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the Past showing a greater depth and range of knowledge. Describe and begin to make links between main events, situations and changes within and across different periods and societies. Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual Give reasons why some events, people or developments are seen as more significant than others</p>	<p>Understand the reasons for the Pilgrim Fathers leaving England and settling in America, explain the consequences, describe their way of life and the impact on the indigenous people, assess the impact on current American society</p>
<p>Science- Forces</p>	<p>5e1: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 5e2: identify the effects of air resistance, water resistance and friction, that act between moving surfaces 5e3: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>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</p>	<p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p>

		<p>trust in results, in oral and written forms such as displays and other presentations</p> <p>uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
R.E	<p>Creation/Fall Creation and science-Conflict and complementary</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</p>
<p>Music 5.3 Life Cycles</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 dimension of music •listen with attention to detail and recall sounds with increasing aural memory •use and understand staff and other musical notations 	<p>Compose music for different occasions using appropriate musical features and devices (melody, rhythms, chords and structures)Use standard and additional methods of notation as appropriate across a range of different contexts. Be aware of some of the basic major scales</p> <p>Play from pitched notation (read music)</p> <p>Show understanding of how music is produced in different ways and described through relevant established and invented notations</p>	<p>Musical focus: Structure Subject link: PSHE</p> <p>Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>
<p>5.4 Keeping Healthy</p>	<p>Pupils should be taught to:</p>	<p>Sing/play with increased control, expression, fluency and confidence</p> <p>Sing with clear diction, a sense of phrase and musical expression</p> <p>Control breathing, posture and sound projection. Breathe in agreed</p>	<p>Musical focus: Beat Subject link: PE</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 	<p>places to identify phrases. Recognise structures in known songs (identify repeated phrases) Sing a round in two parts - identify the melodic phrases and how they fit together Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies</p>	<p>From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>
<p>DT Design, create evaluate a model sailing ship</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately •select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	<p>Carry out research, using surveys, interviews, questionnaires and web-based resources Identify the needs, wants, preferences and values of particular individuals and groups. Develop a simple design specification to guide their thinking. Recognise when their products have to fulfil conflicting requirements. Select tools and equipment suitable for the task. Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities. Order the main stages of making Produce detailed lists of tools, equipment and materials that they need. Follow procedures for safety</p> <p>Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>	<p>Identify the design requirements for a model sail ship, incorporating specific construction techniques to ensure the ship will sail in a given direction</p>
<p>Computing 5.3 We are cryptographers</p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>This unit will enable the children to: be familiar with semaphore and Morse code understand the need for private information to be encrypted; encrypt and decrypt messages in simple ciphers; appreciate the need to use complex passwords, and to keep them secure; have some understanding of how encryption works on the web.</p>	<p>The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.</p>
<p>5.4 we are web designers</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p>This unit will enable the children to: develop their research skills to decide what information is appropriate; understand some elements of how search engines select and rank results; question the plausibility and quality of information; develop and refine their ideas and text collaboratively; develop their understanding of e-safety and responsible use of technology.</p>	<p>In this unit, the pupils work together to create a website explaining e-safety and responsible online behaviour.</p>

	<p>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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>MFL 5.3 La nourriture</p> <p>5.4 En Ville</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</p> <p>O5.2 Understand and express simple opinions</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <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>O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences</p> <p>O5.4 Prepare a short presentation on a familiar topic</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <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>	<p>Je voudrais... s'il vous plaît. un sandwich au poulet, un sandwich au thon, un sandwich au fromage, un sandwich à la tomate une glace au chocolat, une glace à l'orange, une glace à la fraise, une glace à la vanille les tomates, le thon, le fromage, une baguette, le beurre, mangez, coupez, prenez, mettez J'aime/Je n'aime pas... les gâteaux, les frites, les bonbons, les pommes, les carottes, les haricots [Les carottes], c'est bon pour la santé/ce n'est pas bon pour la santé.</p> <p>Qu'est-ce que c'est? C'est... la boulangerie, le centre sportif, le château, l'école, le jardin public, le marché, la piscine, le supermarché [La piscine] s'il vous plaît? Tournez à droite/à gauche. Allez tout droit. D'abord... ensuite... enfi n... + directions Où vas-tu? Je vais au château/centre sportif/jardin public/marché/supermarché. Je vais à la boulangerie/piscine. Je vais à l'école. Il est [deux] heure(s). Je vais au/à la/à l' + places</p>
<p>PE Gym</p> <p>Adventurous activity</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best 	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances. Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling . Perform balances with control, showing good body tension . Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore</p>	<p>Gym</p>

		<p>symmetrical and asymmetrical balances on own and with a partner . Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge. Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe</p>	<p>Orienteering</p>
<p>PSHE/RE Respect</p> <p>Esafety</p>	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness† that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help what a stereotype is, and how stereotypes can be unfair, negative or destructive the importance of permission-seeking and giving in relationships with friends, peers and adults how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private why social media, some computer games and online gaming, for example, 	<p>L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p>H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>Yr 5/6 Lessons L5, L6,</p> <p>H25</p>

	are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online†		
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Sempringham/Lindisfarne Year A Spring 1 and 2	
English Fiction Associated grammar Non fiction Associated AP sentence	<p>Coraline -Neil Gaiman Entertain: Extended narrative- story using structure of the book studied (a story set on an island such as Kensuke’s Kingdom or a story set in an alternative world such as Coraline). Diary- a character’s diary telling the story from their point of view (e.g. Tim Diamond or Coraline). Describe: Detailed description of one setting from a text (e.g. Kensuke’s island). Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) Use of inverted commas to punctuate direct speech</p> <hr/> <p>Non fiction-Autobiography of a child in pre roman times Outside/inside sentences sentences</p>
Maths	<p>Year 4 Number – Number and place value • count backwards through zero to include negative numbers • 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 or 100 • solve number and practical problems that involve all of the above and with increasingly large positive numbers Addition and subtraction• practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Geometry – Properties of shapes• identify acute and obtuse angles and compare and order angles up to two right angles by size Number – Number and place value • count in multiples 25 and 1000 Number – Multiplication and division • 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, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects Fractions • extend the use of the number line to connect fractions, numbers and measures * • understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10• 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 Measurement (length) • convert between different units of measure [for example, kilometre to metre] • estimate, compare and calculate different measures Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Statistics • 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 Number – Multiplication and division • multiply 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 digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects Decimals • extend understanding of the number system and decimal place value to hundredths * • recognise and write decimal equivalents of any number of hundredths • 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• compare numbers with the same number of decimal places up to two decimal places Measurement (perimeter and area) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • relate area to arrays and multiplication</p> <p>Year 5</p>

	<p>Number and place value • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100,1000, 10 000 and 100 000 • solve number problems and practical problems that involve the above Addition and subtraction • subtract whole numbers with more than four digits, including using formal written methods (columnar subtraction)• subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • practise adding and subtracting decimals, including a mix of whole numbers and decimals Geometry – Properties of shapes. • know angles are measured in degrees: estimate and compare acute, obtuse and refl ex angles• draw given angles, and measure them in degrees (°) • identify: – angles at a point and one whole turn (total 360°) – angles at a point on a straight line and a turn (total 180°) – other multiples of 90°Multiplication and division • divide numbers up to four digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Fractions • compare and order fractions whose denominators are all multiples of the same number • add and subtract fractions with the same denominator and denominators that are multiples of the same number • recognise and use thousandths and relate them to tenths and hundredths Measurement (length)• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre) • understand and use approximate equivalences between metric units and common imperial units such as inches • use all four operations to solve problems involving measure [for example, length] using decimal notation, including scaling Decimals • read and write decimal numbers as fractions • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places Addition and subtraction • mentally add and subtract tenths, and one-digit whole numbers and tenths * • practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 [for example, 0.83 + 0.17 = 1] Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables Multiplication and division • multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • solve problems involving addition, subtraction, multiplication and division, and a combination of these, including understanding the meaning of the equals sign Percentages (including fractions and decimals) • recognise the per cent symbol (%) and understand that percent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal • solve problems that require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 and 25 Measurement (perimeter and area) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres</p>		
<p>Topic theme Anglo Saxon and Scots</p>	<p>Key knowledge Pupils should be taught about: •Britain’s settlement by Anglo-Saxons and Scots</p>	<p>Key skills Yr 4 Develop increasingly secure chronological knowledge and understanding of history, local,British and world. Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch. Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes. Identify and begin to describe historically significant people and events in situations Yr 5 As Year 4, and Use greater depth and range of knowledge Record knowledge and understanding in a variety of ways, using dates and key terms appropriately . Devise, ask and answer more complex questions about the past, considering key concepts in history Begin to offer explanations about why people in the past acted as they did Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual. Give reasons why some events, people or developments are seen as more significant than others</p>	<p>Key content/vocabulary Gain an understanding of the reasons for and life of the Anglo Saxon and Scot invasions and life in the historical period</p>
<p>Science-</p>	<p>3e1: compare how things move on different surfaces</p>	<p>lks2w1: asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Pupils should observe that magnetic forces can act without direct contact,</p>

<p>Forces and Magnets</p>	<p>3e2: notice that some forces need contact between two objects, but magnetic forces can act at a distance 3e3: observe how magnets attract or repel each other and attract some materials and not others 3e4: compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 3e5: describe magnets as having two poles 3e6: predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>lks2w2: setting up simple practical enquiries, comparative and fair tests 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 lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions lks2w7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions lks2w8: identifying differences, similarities or changes related to simple scientific ideas and processes lks2w9: using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe). Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>
<p>Sound</p>	<p>4d1: identify how sounds are made, associating some of them with something vibrating 4d2: recognise that vibrations from sounds travel through a medium to the ear 4d3: find patterns between the pitch of a sound and features of the object that produced it 4d4: find patterns between the volume of a sound and the strength of the vibrations that produced it 4d5: recognise that sounds get fainter as the distance from the sound source increases</p>		<p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>

R.E	<p>How do Hindu's Worship? (Community-Hinduism</p>	<p>Recap of key beliefs: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma</p> <p>☒ Worship in the home: home shrine often including a murti (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of Brahman, the ultimate reality), importance of the family and the way in which dharma relates to family life</p> <p>☒ Worship in the mandir: puja (see https://www.bbc.com/education/clips/zh2hyrd); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the Brahmin [priest] shares the light with the community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir</p> <p>☒ Festivals:</p> <p>Diwali – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts;</p>	<p>How is Hindu belief expressed collectively?</p> <p>☒ How does Hindu worship and celebration build a sense of community?</p> <p>☒ 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>
<p>Music</p> <p>4.5 Buildings</p> <p>4.3 Sounds</p> <p>4.4 recycling</p> <p>4.7 Ancient Worlds</p>	<p>Pupils should be taught to:</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 	<p>Recognise and explore the ways sounds can be combined and used expressively</p> <p>Identify how songs are structured and accompanied</p> <p>Express song meanings/lyrics using voices or instruments</p> <p>Identify and control different ways instruments make sounds</p> <p>Develop musical imagination through experimenting, improvising and adapting sounds</p> <p>Explore different textures of un-tuned sounds</p> <p>Explore the relationship between sounds</p> <p>Explore different combinations of vocal sounds</p>	<p>They learn building-themed songs allow the children to explore different music textures. The children use layers and rondo structure to combine ostinati using body percussion and tuned instruments. They look at the way sounds are produced and classified. The children use their voices to make beatbox sounds, learn to sing four-part songs, and perform a jazzy round. provides an opportunity for the children to be creative and make their own instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of different musical styles They explore 20th Century minimalist music inspired by the story of Akhenaten and compose music using a layered pyramid structure.</p>

<p>Art Materials</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>Research embroidery designs from around the world, create own designs based on these Sew simple stiches using a variety of threads and wool Investigate tie-dying Create a collage using fabric as a base Make felt Develop individual and group collages, working on a range of scales Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</p>	<p>Use ideas and stimulus from the work of Anglo Saxon peoples to design and create collages and weavings to represent an Anglo Saxon landscape</p>
<p>Computing 4.3 We are musicians</p> <p>4.4 We are html designers</p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content. 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>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.</p> <p>Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p>	<p>use one or more programs to edit music create and develop a musical composition, refining their ideas through reflection and discussion develop collaboration skills develop an awareness of how their composition can enhance work in other media.</p> <p>This unit will enable the children to: understand some technical aspects of how the internet makes the web possible use HTML tags for elementary mark up use hyperlinks to connect ideas and sources code up a simple web page with useful content understand some of the risks in using the web.</p>	<p>How many children in your class play an instrument? How many of them like singing, or simply enjoy listening to music? In this unit, the children produce music suitable for any purpose they choose.</p> <p>In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.</p>
<p>MFL 4.3 Les fetes</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* 	<p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and</p>	<p>festivals: le Nouvel An (New Year), la Fête des Rois (Feast of Kings/Epiphany), la Saint-Valentin (St Valentine's day), Pâques (Easter), la Fête Nationale (Bastille Day), Noël (Christmas)</p>

<p>4.4 Ou vas-tu?</p>	<ul style="list-style-type: none"> •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>pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory IU4.1 Learn about festivals and celebrations in different Cultures</p> <p>O4.1 Memorise and present a short spoken text O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics</p> <p>L4.1 Read and understand a range of familiar written phrases L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately L4.4 Write simple words and phrases using a model and some words from memory</p> <p>IU4.2 Know about some aspects of everyday life and compare them to their own IU4.4 Learn about ways of travelling to the country/countries</p>	<p>presents: un vélo (bike), un jeu (a game), un livre (a book), un ballon (a ball), un Père Noël en chocolat (chocolate Father Christmas), un oeuf de Pâques (Easter egg) numbers 31–60 instructions: touchez le nez/les pieds! (touch your nose/feet!), comptez! (count!), sautez! (jump!), levez les bras! (raise your arms!), tournez! (turn around!), hochez la tête! (nod your head!) saying where you are going: Je vais à (I'm going to)... Paris/Bordeaux/Strasbourg/Nice/Grenoble. directions: tournez à droite (right), tournez à gauche (left), allez tout droit (straight on), arrêtez (stop) weather: Quel temps fait-il? (What's the weather like?), il fait beau. (It's sunny), il fait froid. (It's cold), il fait chaud. (It's hot), il pleut. (It's raining), il neige. (It's snowing) weather in a particular town: À Paris/Bordeaux/ Strasbourg/Nice/ Grenoble, il fait beau/il fait froid/il fait chaud/il pleut/il neige. (In Paris [etc.], it's sunny/cold/hot/raining/snowing.)</p>
<p>PE Gym</p> <p>Outdoor activities</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>pupils should be taught to:</p>	<p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently</p> <p>Orientate simple maps and plans, Mark control points in correct position on map or plan Find way back to a base point Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe</p>	<p>Gym</p> <p>Orienteering</p>

swimming	<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 (e.g. front crawl, backstroke and breaststroke) •perform safe self-rescue in different water-based situations 		Swimming (Sempringham and Phoenix)
PSHE/RE Respect	<p>the importance of self-respect and how this links to their own happiness† • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>R13 that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p>	Yr 4/5 R13, R16, R17, R18, L8
E safety	<ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online† 	<p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>	Yr 4/5 R18, H24

Fountains Year A Spring 1 and 2

English Fiction Associated grammar	<p>The BFG-Roald Dahl The Stone Age Boy-Kitamura Entertain: Narrative- writing a missing story from the collection explain how a creature came to be the way it is (based on stories from Just So Stories or How the Whale Became). Playscript- retelling a story as a playscript (and then performing it).</p>
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Non fiction Associated AP sentence	Inform: A short non-fiction text about a creature from one of the books studied (e.g. what the rhinoceros or whale are actually like)
	Non fiction-autobiography of a stone age or Iron Age boy Simile sentences
Maths	<p>YEAR 3</p> <p>Number – Number and place value • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas</p> <p>Number – Addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, Measurement (money) • add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Geometry – Properties of shapes • draw 2-D shapes and describe them • recognise angles as a property of shape</p> <p>Number – Number and place value • count from 0 in multiples of 4 and 8</p> <p>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</p> <p>Fractions • recognise, find and write fractions of a discrete set of objects: unit and non-unit fractions with small denominators • recognise and use fractions as numbers: unit and non-unit fractions with small denominators • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above</p> <p>Measurement (length) • measure, compare, add and subtract lengths (m/cm/mm)</p> <p>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 • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</p> <p>Measurement (money) • add and subtract amounts of money to give change, using both £ and p in practical contexts, Statistics • interpret and present data using bar charts, pictograms and tables, • solve one-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> <p>Number – Number and place value • count from 0 in multiples of 50 and 100; find 100 more or less than a given number</p> <p>Number – Multiplication and division • recall and use multiplication and division facts for the 3, 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</p> <p>Fractions • recognise and show, using diagrams, equivalent fractions with small denominators • subtract fractions with the same denominator within one whole • compare and order unit fractions and fractions with the same denominators • solve problems that involve all of the above</p> <p>Measurement (perimeter) • measure the perimeter of simple 2-D shapes</p> <p>Year 4</p> <p>Number – Number and place value • count backwards through zero to include negative numbers • 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 or 100 • solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • subtract numbers with up to four digits using the formal written method of columnar subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Geometry – Properties of shapes • identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>Number – Number and place value • count in multiples 25 and 1000</p> <p>Number – Multiplication and division • 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, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</p> <p>Fractions • extend the use of the number line to connect fractions, numbers and measures * • understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths * • count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole</p> <p>Number Measurement (length) • convert between different units of measure [for example, kilometre to metre] • estimate, compare and calculate different measures</p> <p>Number – Addition and subtraction • practise mental methods with increasingly large numbers to aid fluency * • add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Statistics • 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> <p>Number – Multiplication and division • multiply 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 digit, integer scaling problems, and harder correspondence problems such as n objects are connected to m objects</p> <p>Decimals • extend understanding of the number system and decimal place value to hundredths * • recognise and write decimal equivalents of any number of hundredths • 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 • compare numbers with the same number of decimal places up to two</p>

	decimal places Measurement (perimeter and area) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • relate area to arrays and multiplication		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Celts-from Stone Age to Iron Age	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual Identify and begin to describe historically significant people and events in situations	Explain and describe the changes in Britain from the Stone to Iron ages and the lives of the people involved
Science- Rocks and Soils	3c1: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 3c2: describe in simple terms how fossils are formed when things that have lived are trapped within rock 3c3: recognise that soils are made from rocks and organic matter	lks2w1: asking relevant questions and using different types of scientific enquiries to answer them lks2w2: setting up simple practical enquiries, comparative and fair tests 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 lks2w4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions lks2w5: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables lks2w6: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions lks2w7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions lks2w8: identifying differences, similarities or changes related to simple scientific ideas and processes lks2w9: using straightforward scientific evidence to answer questions or to support their findings.	Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed
R.E	God- Incarnation, UC2a.3	Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity,

	<p>What is the Trinity</p>	<p>Belief in one God, the Father, Son and Holy Spirit (the Trinity) – ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there’s only one of me...) ☒ Examples of symbols of the Trinity in the Bible (e.g. Jesus’ baptism in Matthew 3:13-17, the Grace in 2 Corinthians 13:14) and in art/church architecture ☒ What the Trinity tell Christians about what God is like – relationship at the heart of God as a model for how humans should relate to each other ☒ Holy Communion – a shared meal modelled on the last meal Jesus shared with his friends (the Last Supper); key features – blessing and sharing of bread and wine, remembering Jesus’ words to his friends, etc.; key artefacts, e.g. paten and chalice; references to God as Trinity as part of a Holy Communion service, e.g. Eucharistic prayers, the Nicene Creed, which is recited by participants before they take part in the Holy Communion ☒ Examples of Trinitarian language in Christian worship, e.g. the texts used on Trinity Sunday, e.g. Matthew 28:19, language of blessings (“in the name of the Father, the Son and the Holy Spirit...”), language of hymns (e.g. Shine, Jesus, Shine), etc.</p>	<p>expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>How do symbols in the Bible help Christians relate to God? ☒ What do symbols in the story of Jesus’ baptism reveal about the nature of God? ☒ What visual symbols and symbolic acts can be seen in a Christian church? ☒ How might language within worship express Christian beliefs?</p>
<p>Music 3.7 In the Past</p> <p>3.10 Singing French</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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☒play and perform in solo and ensemble contexts, using their voices and playing musical instrumentswith increasing accuracy, fluency, control and expression 	<p>Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Express song meanings/lyrics using voices or instruments Identify and control different ways instruments make sounds</p> <p>Keep in time with a steady pulse when chanting, singing or moving. Be aware of correct posture whilst singing/playing Play singing games and clapping games Sing/perform rhythmically straightforward parts (i.e. minims, crotchets, quavers in simple common meter)</p>	<p>the origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. They learn basic dance steps and prepare a performance.</p> <p>Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games</p>
<p>DT Design, construct and evaluate a cart</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately •select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Select tools and equipment suitable for the task</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need Follow procedures for safety Use a wider range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</p>	<p>Create a cart that will carry 250g and will push in a straight line</p>

<p>Computing 3.3 We are presenters</p> <p>3.4 We are network engineers</p>	<p>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. Work with various forms of input and output. Use technology safely, respectfully and responsibly.</p> <p>Understand computer networks, including the internet; how they can provide multiple services. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>This unit will enable the children to: gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing edit video, including adding narration and editing clips by setting in/out points understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p> <p>understand the physical hardware connections necessary for computer networks to work understand some features of internet protocols understand some diagnostic tools for investigating network connections develop a basic understanding of how domain names are converted to IP addresses.</p>	<p>This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p> <p>the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (C:) tools for testing network connections.</p>
<p>MFL 3.3 Mon Corps</p> <p>3.4 Les Animaux</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>O3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p>	<p>parts of the body: les yeux (eyes), le nez (nose), la bouche (mouth), les oreilles (ears), les cheveux (hair), la jambe (leg), le bras (arm), la tête (head) colours: vert (green), rouge (red), marron (brown), jaune (yellow), bleu (blue) adjectives: long (long), court (short) days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche adjectives describing character: Je suis... grand(e), petit(e), timide, bavard(e), drôle, sympa</p> <p>animals: un chien (dog), un chat (cat), une tortue (tortoise), un lapin (rabbit), un oiseau (bird), une souris (mouse), un dragon (dragon) numbers 11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt il/elle s'appelle... (s/he's called...) adjectives describing character: grand(e) (tall), petit(e)</p>

			(small), drôle (funny), sévère (strict), timide (shy)
PE Dance	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team	Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently Orientate simple maps and plans, Mark control points in correct position on map or plan Find way back to a base point Co-operate and share roles within a group Listen to each other’s ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe	Gym Orienteering
PSHE/RE Respect	the importance of self-respect and how this links to their own happiness† • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults	Yr 3 R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others’ points of view. R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) R15. to recognise and manage ‘dares’ L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs Yr 4R13 that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) R16. to recognise and challenge stereotypes R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) . L8. to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.	Yr 3 R10, R14, R15, L11, L12 Yr 4 R13, R16, R18, L8
Esafety	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online. • how to consider the effect of their online actions on others and know how to	Year 3 H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves R9. the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ and others	Yr 3 H22, R9

	<p>recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted • where and how to report concerns and get support with issues online</p>	<p>Yr 4 H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	<p>Yr 4 H24, R18</p>
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