

Key Stage 2 Curriculum Map Year A Summer Term

Ramsey/Kelso Year A Summer Terms 1 and 2	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Shakespeare Henry V 3 weeks Discuss: Character study of one character showing understanding of story and themes. Persuade: Speech to motivate an army ready for battle. Persuasive essay argument to answer key question from text (e.g. What makes Henry V a good leader?). Watership Down by Richard Adams 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> <hr/> <p>Non fiction-Non-chronological report De De 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 • 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 all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals Addition and subtraction • add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • practise adding and subtracting decimals, including a mix of whole numbers and decimals * • add and 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 • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Properties of shapes • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems * • use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals * • use conventional markings for parallel lines and right angle • Multiplication and division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling Fractions • recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements >1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • connect equivalent fractions >1 that simplify to integers with division, and other fractions >1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions Measurement (volume and capacity) • convert between different units of metric measure (for example litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as pints • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure [for example volume] using decimal notation, including scaling Number – Addition and subtraction • add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • add and 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 • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling. Percentages (including fractions and decimals) • recognise the per cent symbol (%) and understand that per cent 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 $1/2, 1/4, 1/5, 2/5, 4/5$ and those fractions with a denominator of a multiple of 10 or 25 • make connections between percentages, fractions and decimals Geometry – Position and direction • identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not changed Number – Multiplication and division • multiply numbers up to four digits by a two-digit number using a formal written method, including long multiplication for two-digit numbers • 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 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables</p>

Year 6 Addition, subtraction, multiplication and division • perform mental calculations, including large numbers • practise addition and subtraction for larger numbers, using the formal written methods of columnar addition and subtraction * • use knowledge of the order of operations to carry out calculations involving the four operations • 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 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 shapes accurately, using measuring tools and conventional markings and labels for lines and angles * • illustrate and name parts of circles, including radius, diameter and circumference, and know that the diameter is twice the radius Multiplication and division • multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication • 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 Number – Decimals • multiply one-digit numbers with up to two decimal places by whole numbers • multiply numbers with up to two decimal places by two-digit whole numbers 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, $1/4 \times 1/2 = 1/8$ Measurement (volume and capacity) • 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 volume from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places • recognise when it is possible to use formulae for volume of shapes • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³] 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 • solve problems involving addition, subtraction, multiplication and division Ratio and proportion • 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 Geometry – Position and direction • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes • draw and label rectangles (including squares), parallelograms and rhombuses, specified by coordinates in the four quadrants, predicting missing coordinates using the properties of shapes Multiplication and division • multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to four digits by a two-digit whole number using the formal written method of long 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 • identify common factors and common multiples • 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 and determine, in the context of a problem, an appropriate degree of accuracy Number – Decimals • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • multiply numbers with up to two decimal places by two-digit whole numbers * • divide numbers with up to two decimal places by one-digit and two-digit whole numbers 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, $3/8$] • solve problems that require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison Statistics • interpret and construct pie charts and line graphs and use these to solve problems • draw graphs

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Crime and Punishment	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	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	Understand the changing landscape of crime and punishment from Roman Britain through to modern day. Consider the social impact, human rights implications and British values that have led to these changes. Discuss how the growth of democracy has affected the notion of crime and punishment

<p>Science- Properties and Changes in materials</p>	<p>5c1: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>5c2: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>5c3: use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>5c4: give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>5c5: demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>5c6: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>6d1: recognise that light appears to travel in straight lines</p> <p>6d2: use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>6d3: explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>6d4: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>uks2w1: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>uks2w2: taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>uks2w3: recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>uks2w4: using test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>uks2w6: identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton. Pupils might work scientifically by: carrying out tests to answer questions, for example, ♦Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?♦ They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials</p> <p>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur)</p>
<p>R.E</p>	<p>Life Journey-Rights of passage in Hinduism and Islam</p>	<p>How do Hindus show they belong?</p> <p>☑What value does religion bring for religious people?</p> <p>☑How does this relate to ideas about community, identify and belonging?</p> <p>☑Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation</p>	<p>Hinduism:</p> <p>Samskaras (rites of passage that mark the move from one phase of life to the next): 1. Birth (namakarana and jatakarma – naming ceremony and welcome ceremony) 2. Initiation (upanayana – sacred thread ceremony) 3. Marriage (vivaha)</p>

		<p>in Christianity (cf. Life Journey – Christianity). How do Muslims show they belong? ☒What value does religion bring for religious people? ☒How does this relate to ideas about community, identify and belonging?</p>	<p>4. Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma Judaism 1. Birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel) 2. Initiation (bar/bat mitzvah [lit. ‘son’ or ‘daughter of the commandment’ – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration, etc.) 3. Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant) 4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes, this is the act of keri'ah to show their grief; Jews are buried, not cremated) ☒ Islam 1. Birth (reciting the adhaan [call to prayer] into the baby’s ear, giving them something sweet to taste, shaving the baby’s head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony) 2. Marriage (a social contract, mahr [a financial gift given to the bride], the nikah [marriage ceremony]; the role of cultural traditions in Muslim weddings) 3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated) The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community?</p>
<p>Music 5.5 At the Movies</p>	<p>Pupils should be taught to: •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</p>	<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 Play from pitched notation (read music)</p>	<p>Musical focus: Composition Subject link: English Explore movie music from 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores and compose their own movie music</p>

<p>5.6 Celebrations</p>	<ul style="list-style-type: none"> •use and understand staff and other musical notations <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>Show understanding of how music is produced in different ways and described through relevant established and invented notations</p> <p>Sing/play with increased control, expression, fluency and confidence Sing with clear diction, a sense of phrase and musical expression Control breathing, posture and sound projection. Breathe in agreed 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>Musical focus: Performance Subject link: English Lively pieces that can be developed into a school celebration, concert or fete</p>
<p>DT Key Designers</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •investigate and analyse a range of existing products •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •understand how key events and individuals in design and technology have helped shape the world 	<p>Identify great designers and their work and use research of designers to influence work</p>	<p>Consider the work of designers throughout history and their impact on the human landscape around us (including the works of Isambard Kingdom Brunel, Gaudi, Hundertwasser, Mackintosh, Frank Lloyd Wright, Frank Gehry, Norman Foster)</p>
<p>Computing 5.5 We are bloggers</p> <p>5.6 we are architects</p>			
<p>MFL 5.5 En Vacances</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</p>	<p>Où vas-tu en vacances? Je vais à la campagne. Je vais à la montagne. Je vais au bord de la mer. Je vais au camping. Je vais au parc d'attractions J'aime ça.</p>

5.6 Chez Moi	<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>L5.1 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</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 O5.3 Listen attentively and understand more complex phrases and sentences O5.4 Prepare a short presentation on a familiar topic</p> <p>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</p> <p>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>Je n'aime pas ça J'adore ça. Je déteste ça. Qu'est-ce que tu vas faire en vacances? Je vais faire du bateau. Je vais faire du ski. Je vais nager. Je vais faire du sport. Je vais faire du vélo. Je vais voir mes grands-parents. Je vais faire les manèges.</p>
PE Cricket Badminton Athletics	Pupils should be taught to: <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns 	Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others	Cricket and badminton Athletics

PSHE/RE Being Safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice from e.g. family, school and/or other sources	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	Yr 5/6 Lessons H11. H20, R20, L20

Sempringham/Lindisfarne Year A Summer 1 and 2	
English Fiction Associated grammar Non fiction Associated AP sentence	Macbeth-Shakespeare Discuss: Character study of one character showing understanding of story and themes. Persuade: Persuasive essay argument to answer key question from text (e.g. Who is responsible for King Duncan's death?). 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 Haiku and Kennings Non fiction-Persuasive Texts-I had a Dream The More, the More sentences

<p>Maths</p>	<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, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value Addition and subtraction • 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 Measurement (money) • estimate, compare and calculate different measures, including money in pounds and pence Geometry – Properties of shapes • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 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 Fractions • use factors and multiples to recognise equivalent fractions and simplify where appropriate [for example, $6/9=2/3$, or $1/4=2/8$] • recognise and show, using diagrams, families of common equivalent fractions • add and subtract fractions with the same denominator • solve simple measure and money problems involving fractions. Measurement (volume and capacity) • convert between different units of measure • estimate, compare and calculate different measures Number – Addition and subtraction • 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 Measurement (money) • estimate, compare and calculate different measures, including money in pounds and pence Decimals • extend understanding of the number system and decimal place value to tenths and then hundredths • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $1/4, 1/2, 3/4$ • 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 • 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 and money problems involving decimals to two decimal places Geometry – Position and direction • describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon Multiplication and division • use place value, known and derived facts to divide mentally, including dividing by 1 • practise to become fluent in the formal written method of short division with exact answers • 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 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>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 • 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 all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals Addition and subtraction • add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • practise adding and subtracting decimals, including a mix of whole numbers and decimals • add and 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 • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Properties of shapes • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles • use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems • use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals • use conventional markings for parallel lines and right angles Number – Multiplication and division • multiply and divide numbers mentally drawing upon known facts • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling Fractions • recognise mixed numbers and improper fractions and convert from one form to the other, and write mathematical statements >1 as a mixed number [for example, $2/5+4/5=6/5=1\ 1/5$] • multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • connect equivalent fractions >1 that simplify to integers with division, and other fractions >1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions Measurement (volume and capacity) • convert between different units of metric measure (for example litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as pints • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • use all four operations to solve problems involving measure [for example volume] using decimal notation, including scaling Number – Addition and subtraction • add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) • add and 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 • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling. Percentages (including fractions and decimals) • recognise the per cent symbol (%) and understand that per cent 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 $1/2, 1/4, 1/5, 2/5, 4/5$ and those fractions with a denominator of a multiple of 10 or 25 • make connections between percentages, fractions and decimals Geometry – Position and direction • identify, describe and represent the position of a shape following a reflection, using the appropriate language, and know that the shape has not</p>
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	<p>changed Number – Multiplication and division • multiply numbers up to four digits by a two-digit number using a formal written method, including long multiplication for two-digit numbers • 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 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Measurement (money) • use all four operations to solve problems involving measure [for example, money] using decimal notation, including scaling Statistics • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables</p>		
	Key knowledge	Key skills	Key content/vocabulary
Topic theme Walls and Barricades	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Year 4 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</p> <p>Year 5 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>Children to investigate different barriers- physical and social that have had an impact on British Values and life today Children to use a variety of sources to establish what life was like when Hadrian's Wall was built., to investigate the Battle of Britain and how the Channel acted as a barrier to invasion, to investigate the rise of The Berlin Wall. The children will show an understanding of how events escalate and how lives are affected by rapid change. Children to create timelines to order the significant event in the life of Nelson Mandela. Children to demonstrate their knowledge of key historical figures-Nelson Mandela, Martin Luther King, Winston Churchill</p>
Science- Classification	<p>4a1: recognise that living things can be grouped in a variety of ways</p> <p>4a2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>4d1: identify how sounds are made, associating some of them with something vibrating</p> <p>4d2: recognise that vibrations from sounds travel through a medium to the ear</p> <p>4d3: find patterns between the pitch of a sound and features of the object that produced it</p> <p>4d4: find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>lks2w1: 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 use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions</p>

Sound	4d5: recognise that sounds get fainter as the distance from the sound source increases		based on their observations of animals and what they have found out about other animals that they have researched. 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.
R.E	In depth study of Judaism	To be able to explain what it means for a story to have “authority”, to identify ways in which religious practices vary depending on social and cultural contexts, to be able to explain connections between beliefs and traditions of a religious community	What is pilgrimage, what does it involve, Jewish pilgrimage to Jerusalem
Music 4.9 Communicati on 4.10- Time 4.11 In the past, 4.12 Food and drink	Pupils should be taught to: •listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionDevelop an understanding of the history of music	Copy rhythms and a short melody, compose a rapSing a song with three simple independent parts • Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations • Combine singing, playing and dancing in a performance • Play an instrumental accompaniment of rhythms, chords and riffs, compose a fanfare • Learn a dance and play music from a 19th century German opera • Listen to and learn about Renaissance instruments • Learn a 1960s pop song and popular dance styles of the time	Musical Focus; composition Subject link English Children create a news programme with thme music and school news headlines Musical focus: Beat Subject link: mathematics Music featuring clocks to understand rhythm and syncopation Musical Focus:Notation Subject Link:PE Children use a variety of notations to build performances from different periods and styles Musical Focus: Performance Subject Links DT The children cook up a musical feast of healthy beans, tudor banquets and DIY pizza

<p>Art Portraits</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Yr 4 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 Yr 5 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 Show tonal qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight</p>	<p>Create a variety of portraits using pencil and charcoal (including pouncing) developing ways of mark making</p>
<p>Computing E safety 4.5 we are co-authors 4.6 we are meteorologists</p>			
<p>MFL 4.5 On manger</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>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</p>	<p>Food items: du pain (bread), du fromage (cheese), de la limonade (lemonade), de la crème (cream), des fraises (strawberries), des tomates (tomatoes) Qu'est-ce que tu veux? (What do you want?)</p>

Associated AP sentence	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).
	Non fiction-letters home from around the Commonwealth De'de sentences
Maths	<p>Yr 3 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 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>Geometry – Properties of shapes • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p> <p>Number – Multiplication and division • write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>Fractions • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • solve problems that involve all of the above</p> <p>Measurement (volume and capacity) • measure, compare, add and subtract volume/capacity (l/ml)</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 context</p> <p>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; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p>Number – Multiplication and division • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p> <p>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>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, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value</p> <p>Addition and subtraction • 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>Measurement (money) • estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Geometry – Properties of shapes • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</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>Fractions • use factors and multiples to recognise equivalent fractions and simplify where appropriate [for example, $\frac{6}{9} = \frac{2}{3}$, or $\frac{1}{4} = \frac{2}{8}$] • recognise and show, using diagrams, families of common equivalent fractions • add and subtract fractions with the same denominator • solve simple measure and money problems involving fractions.</p> <p>Measurement (volume and capacity) • convert between different units of measure • estimate, compare and calculate different measures</p> <p>Number – Addition and subtraction • 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>Measurement (money) • estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Decimals • extend understanding of the number system and decimal place value to tenths and then hundredths • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ • 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 • round decimals with one decimal</p>

	<p>place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving decimals to two decimal places Geometry – Position and direction • describe positions on a 2-D grid as coordinates in the first quadrant • plot specified points and draw sides to complete a given polygon Multiplication and division • use place value, known and derived facts to divide mentally, including dividing by 1 • practise to become fluent in the formal written method of short division with exact answers * • 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 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>		
	<u>Key knowledge</u>	<u>Key skills</u>	<u>Key content/vocabulary</u>
Topic theme The Commonwealth	<p>Hi2/2.2 Extended chronological study Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> 	<p>Identify and give reasons for historical events, situations and changes</p> <p>Identify some of the results of historical events, situations and changes</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Identify and begin to describe historically significant people and events in situations</p>	<p>Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.</p> <ul style="list-style-type: none"> Children will think carefully about how people's lives have shaped their country and how Britain has influenced and been influenced by the wider world. Children will begin to understand such abstract terms as 'empire', 'civilisation', and 'parliament'. Children will use maps to understand where Britain had its Commonwealth and where it had the most influence as part of the British Commonwealth Pupils should be taught about: the contribution The Commonwealth has made to British Values and key people from the Commonwealth
<p>Science- Animals inc humans Skeletons and muscles</p> <p>Plants Functions of different parts of a plant, requirements for growth, transportation of water</p>	<p>3b2: identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>3a1: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>3a2: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>3a3: investigate the way in which water is transported within plants</p>	<p>lks2w1: 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 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> <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>
R.E	Salvation-Christianity UC2a.5	PUPILS WILL KNOW THAT:	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Big Questions Who am I, what is a good liofe

• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.

Opportunity to look at guidelines and laws in various religions and non-religious worldviews ☞Chance to explore whether 'good' means the same thing to everybody

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. Recognise that the word 'good' means different things to different people (see KS2

Additional Unit: Any other Unit designed by the School – Do you have to believe in God to be Good?): 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 explanations of what good is in a number of religions and non-religious

worldviews: Christianity: the 'Golden Rule' (Mark 12:30-31) – 'love God and love your neighbour as yourself', the Sermon on the Mount (Matthew 5:1-12), a range of parables to exemplify how to act towards others, e.g. the Good Samaritan, the Lost Sheep; ways in which Christians live this out, e.g. foodbanks, street pastors, links with global Christian communities or other Christian denominations, the ways in which beliefs affect daily living, e.g. choosing which food to buy (fairtrade or not?), how to travel on holiday (environmental impact?), etc.

Islam: Hadith (teachings/sayings/advice given by the Prophet Muhammad) – "None of you truly believes unless he loves for his brother what he loves for himself" (Hadith

Nawawi 13); the importance of good character/behaviour (akhlaq), e.g. Qur'an 33.21, 33.21; the importance of charity (zakat), e.g. Quran 2.215, 2.274; the importance of looking after the environment, e.g. Quran 2. 60, 6.38, 6.99; ways in which beliefs affect daily living, e.g. giving in charity, engaging with the wider local community through events such as #VisitMyMosque, etc. 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;
Music 3.2 Buildings	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 Improvise and compose music for a range of purposes using the interrelated dimensions of music* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Layer rhythms using untuned percussion instruments Make choices about musical structure Understand how music can be organised in sequences and layers	Musical Focus: Beat Subject link ; DT The sight and sounds of the building site provide the inspiration for exploring and creating rhythms, the children sing and compose music
Art Create art based native arts of the Commonwealth countries	Pupils should be taught to: •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)	Create 3D shapes and sculptures using a range of materials, inc papier mache Develop confidence working with clay adding greater detail and texture Add colour once clay is dried Investigate ways of joining clay - scratch and slip Introduce 'modroc' Create work on a larger scale as a group Use pipe cleaners/wire to create sculptures of human forms 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	Create artworks from the following Basket weaving from Africa Block printing from India Aboriginal art from Australia etc
Computing SoC3.5 we are communicators SoC 3.6 we are opinion pollsters			

		Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)	
PSHE/RE Being Safe	<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice from e.g. family, school and/or other sources</p>	<p>Yr 3 H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Yr 4 R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	Yr 3 H10, H23, Yr 4 R21
Economic well being			