

Marine Academy Primary Curriculum Progression and Coverage







Foreword

At Marine Academy Primary, our mission is to provide an outstanding education that ensures all pupils reach their greatest potential and live by life's highest values.



We have developed our own Marine Curriculum, which is comprehensive, where children learn through exploration, has a clear process of learning with specific learning goals for every National Curriculum subject, for personal learning and for international mindedness. The Marine Curriculum sets out clear progression and application of skills across all areas. We aim to ensure pupils are independently minded and confident citizens of the future.

Our curriculum drives progress through establishing a rigorous knowledge base and a life-long love of learning. We have considered the knowledge, skills and attitudes that are required to achieve academic excellence at secondary school and beyond. Subject leaders and teachers then plan backwards from this point. This ensures that pupils in each year group receive a rigorous, coherent and intelligently sequenced curriculum, which builds on what has come before. The curriculum at Marine Academy Primary is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term – focusing in particular on research from cognitive science.

At Marine Academy Primary, subject leaders and teachers think about the curriculum at three levels. The first is the intended curriculum – what we intend pupils to learn. Subject leaders set out this detail meticulously, drawing on their academic knowledge, the National Curriculum and experience of what is necessary to flourish in their subject. The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. An example of these are the knowledge organisers, bespoke work booklets, lessons or resources that have been written for each subject and year group. Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils that they know so well.

Ensuring that the impact on the children is great in all subjects, this includes their progress and attainment but also that their cultural capital is developed and the children become successful and internationally minded citizens. Each half term, Curriculum Stars are chosen from each year group and are celebrated for excelling in the given subject. This is further complemented by going on trips, fully funded by the Academy, six times per year.

We expect learning to have context, with rich learning opportunities that link to and build upon previous learning to enable children to develop transferable knowledge and skills. We maximise learning by carefully weaving our curriculum together so that subjects within a theme connect wherever possible. Our curriculum makes sense - everything has a purpose. It also takes full advantage of our locality and in selecting our areas of study, we consider our local area; what it is now and what it has been through history and how our city and its surroundings have been shaped over time.

What we want for our children:

- To develop awe and wonder and a lifelong love of learning in a range of subjects.
- To be curious, motivated and excited about coming to school.
- 🦈 To adopt fundamental British Values and be responsible citizens with strong moral standards and able to contribute to society.
- To develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others, especially those throughout Modern Britain.
- To be brave: to try new things without fear of failure.
- To collaborate: to learn with and from others.
- To talk about their learning and to know and remember more.
- 🦈 To be resilient, resourceful, develop meaningful relationships and reflect upon their learning.
- To see that making mistakes and taking risks is a good thing.
- To be up for a challenge.
- For learning to stick, so that their knowledge can build upon and connect with previous knowledge.

We are confident that the impact of our approach is that we truly offer a broad and balanced curriculum to

all pupils. It offers the chance for all pupils to encounter and understand the very best that has been thought, said, sung, danced, made and played. We believe that this will inspire pupils to go on and excel in their chosen field, with the widest range of opportunities available to them.

We encourage Parents/Carers to be involved as much as possible with their children's learning; there are regular opportunities for Parent/Carer engagement with the school through Children's Progress Meetings, Early Morning Learning and numerous school events. From Reception, Parents/Carers are encouraged to come into the classroom at the start of the school day and learn alongside their children. Parents can have total confidence that the needs of every child, as they grow and develop, can be catered for throughout their years in education with us at Marine Academy Primary.





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Long Term Curriculum Map Overview

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Marine Academy Primary Subject Long Term Curriculum Maps







Marine Academy Maths Long Term Curriculum Map

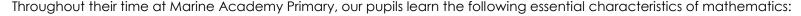
At Marine Academy Primary, our aim is to deepen children's understanding of Maths and not accelerate learning; as a result our children develop fluency before moving onto reasoning and problem solving. Our teaching is richly supported by the use of pictorial and concrete resources throughout all year groups, before moving to the abstract. Children will draw on all three of aspects throughout their time in primary school. We value the microscopic gains pupils make in Maths and, therefore believe offering opportunities for all pupils to deliberately practise their fluency is vitally important and this is a key feature of every one of our lessons.

Throughout each year, children will cover and build on their understanding in: knowing and using numbers, addition and subtraction, multiplication and division, using fractions, understanding the properties of shape, describing position, direction and movement, using measures, using statistics and using algebra.

Once they have a firm grasp of each mathematical technique, we challenge our pupils to use what they have learnt and to make rich connections across the distinct areas in order to solve problems. We believe it is important for children to be able not only to find the answers to problems but also to be able to explain the reasoning behind their lines of enquiry using accurate mathematical vocabulary. Children will be regularly told 'the answer is just the beginning'!

By celebrating learning and through engaging challenges, we inspire our pupils to increase their fluency in maths and to become increasingly sophisticated problem solvers, both in Maths and across the curriculum.

Teachers plan professionally sculpted lessons according to the needs of each class.



- An understanding of the important concepts and an ability to make connections within mathematics;
- A broad range of skills in using and applying mathematics;
- ▶ Fluent knowledge and recall of number facts and the number system;
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual;
- The ability to think independently and to persevere when faced with challenges;
- To embrace the value of learning from mistakes and false starts;



- The ability to reason, generalise and make sense of solutions;
- ★ Fluency in performing written and mental calculations and mathematical techniques;
- A wide range of mathematical vocabulary;
- A commitment to and enthusiasm in the subject.
- Broadly the children will learn the following in each year group:
- Year 1 children will explore numbers to 100, identifying and representing those using objects and pictorial representations. Children will look at basic fractions, shapes and measurements, applying their new knowledge to the world around them.
- Year 2 children will use place value and number facts to solve problems using addition and subtraction, recall and use multiplication and division facts, recognise a variety of fractions and shapes and use measurement.
- Year 3 children will count in varying difficulties of multiples, fractions, develop their time telling, use Roman Numerals and interpret data using varying charts.
- Year 4 children will solve number and practical problems, use formal addition and subtraction methods, solve multiplication problems, continue working on fraction knowledge, convert between units of measurement, classify geometric shapes and look at translation of shapes.
- Year 5 work with numbers to at least 1,000,000, use the formal method with increasingly formal written methods, use rounding to check answers, identify prime and square numbers, compare and order fractions, convert between measurements, identify and problem solve with missing angles and interpret information in tables.
- Year 6 use rounding to compare numbers, determine the value of digits up to 8 digits, use wider knowledge to solve fraction problems, use formal multiplication methods, solve problems involving relative size, ratio and proportion, calculate missing numbers, master properties of shapes, describe positions on the full coordinate grid and interpret and construct pie charts and line graphs.

Parents/Carers can find out more about what Maths their child is learning weekly on the Home Learning letter.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Cardinality and</u>	<u>Comparison</u>	<u>Composition</u>	Shape and Space	<u>Pattern</u>	<u>Measures</u>
	<u>Counting</u>	Understanding that	Understanding that one	Understanding what	Looking for and finding	Comparing different
	Understanding that the	comparing numbers	number can be	happens when shapes	patterns helps children	aspects such as length,
	cardinal value of a	involves knowing which	composed from two or	move, or combine with	notice and understand	weight and volume, as a
	number refers to the	numbers are worth more	more smaller numbers	other shapes, helps	mathematical	preliminary to using units
	quantity, or	or less than each other		develop wider	relationships	to compare later.
Reception	'howmanyness' of things		WK1: Part-whole:	mathematical thinking		
	it represents	WK1: More than / less	identifying smaller		WK1: Continuing and	WK1:Recognising
		than	numbers within a	WK1: Developing spatial	copying a simple	attributes
	WK 1: Counting: saying		number	vocabulary	pattern	
	number words in	WK2: Identifying groups				WK2: Comparing
	sequence	with the same number of	WK2: Inverse operations		WK2: Creating simple	amounts of continuous
		things			patterns	quantities

	WK 2: Counting: tagging		WK3: A number can be	WK2: Identifying		
	WK 2: Counting: tagging	M/K2: Comparing		, •	WK2: Spotting an arror in	MK2: Estimating and
	each object with one	WK3: Comparing	partitioned into different	similarities between	WK3: Spotting an error in	WK3: Estimating and
	number word	numbers and reasoning	pairs of numbers	shapes	a simple pattern	predicting
)		14024)	NA (12.4 . 1 . 12.5	
	WK 3: Counting: knowing	WK4: Knowing the 'one	WK4: A number can be	WK3: Properties of shape	WK4: Identifying the unit	WK4:Comparing
	the last number counted	more than/one less	partitioned into more		of repeat in a pattern	indirectly
	gives the total so far	than' relationship	than two numbers	WK4: Relationships		
		between counting		between shapes	WK5: Continuing a	WK5: Recognising the
	WK 4: Subitising:	numbers	WK5: Number bonds:		pattern which ends mid-	relationship between the
	recognising small		knowing which pairs	WK5: Revisit, review and	unit	size and number of units
	quantities without	WK5: Collecting and	make a given number	extend		
	needing to count them	comparing data			WK6: Revisit, review and	WK6: Use units to
	all	·	WK6: Revisit, review and		extend	compare things
		WK6: Problem Solving	extend			J. 1
	WK5: Numeral meanings		57.1.5.1.6.			WK7: Use time to
		WK7: Revisit, review and				sequence events
	WK6: Conservation:	extend				304001100 0101113
	knowing that the	3,13114				
	number does not					
	change if things are					
	_					
	rearranged					
	WK:7 Revisit, review and					
	extend					
	exieria					
	Place Value (Within 10)	Addition and Culphynolics	Place Value (Within 20)	Disco Value (Milhis 50)	AAHimliamkiam amad Divisiam	Place Value (Within 100)
		Addition and Subtraction (Within 10)	Addition and Subtraction	Place Value (Within 50)	Multiplication and Division	
	Identify one more and one	(**************************************	(Within 20)		Count in multiples of twos,	Count to and across 100,
	less of a given number	Identify and represent		Identify and represent	fives, and tens from 0.	forwards and backwards,
	Decall at least form of the	numbers using objects and	Demonstrate an	numbers using objects and		beginning with 0 or 1, or
	Recall at least four of the six number bonds for 10 and	pictorial representations	understanding of inverse relationships involving	pictorial representations	Count and read numbers to	from any given number.
	reason about associated	including the number line,	addition and subtraction	including the number line,	100 in numerals.	Partition and combine
	facts (e.g. 6 + 4 = 10 ,	and use the language of:	(e.g. if 3 + 2 = 5, then 5 - 2 =	and use the language of:		numbers using apparatus if
	therefore 4 + 6 = 10 and 10 -	equal to, more than, less	3).	equal to, more than, less	Count and write numbers to	required e.g. partition 76
	6 = 4).	than (fewer), most, least	- / -	than (fewer), most, least	100 in numerals.	into tens and ones;
	<u> </u>	Read and write numbers	Represent and use	Length and Height	Count to and across 100,	combine 6 tens and 4 ones.
Year 1	D	read and wille hollinely		Lengin and neigni		
	Demonstrate an	from 1 to 20 in numerals	subtraction facts within 20.		forwards and hackwards	
	understanding of the	from 1 to 20 in numerals		Compare, describe and	forwards and backwards, beginning with 0 or 1, or	Identify and represent
	understanding of the commutative law (e.g. 3 + 2	from 1 to 20 in numerals Read and write numbers	Read and interpret	Compare, describe and solve practical problems for	beginning with 0 or 1, or	numbers using objects and
	understanding of the		Read and interpret mathematical statements	Compare, describe and solve practical problems for lengths and heights e.g.		numbers using objects and pictorial representations
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5).	Read and write numbers	Read and interpret mathematical statements involving addition (+),	solve practical problems for lengths and heights e.g. long/short, longer/shorter,	beginning with 0 or 1, or	numbers using objects and pictorial representations including the number line,
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret	Read and write numbers from 1 to 20 in words. Represent and use number	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals	solve practical problems for lengths and heights e.g.	beginning with 0 or 1, or from any given number. Solve one-step problems	numbers using objects and pictorial representations including the number line, and use the language of:
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret mathematical statements	Read and write numbers from 1 to 20 in words.	Read and interpret mathematical statements involving addition (+),	solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	beginning with 0 or 1, or from any given number. Solve one-step problems that involve addition,	numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret mathematical statements involving addition (+),	Read and write numbers from 1 to 20 in words. Represent and use number bonds within 20.	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals	solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. Measure and begin to	beginning with 0 or 1, or from any given number. Solve one-step problems that involve addition, subtraction and missing	numbers using objects and pictorial representations including the number line, and use the language of:
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret mathematical statements	Read and write numbers from 1 to 20 in words. Represent and use number bonds within 20. Add one-digit and two-digit	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	beginning with 0 or 1, or from any given number. Solve one-step problems that involve addition, subtraction and missing numbers using concrete	numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read and write numbers from 1 to 20 in words. Represent and use number bonds within 20. Add one-digit and two-digit numbers to 20, including	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-)	solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. Measure and begin to record length/height.	beginning with 0 or 1, or from any given number. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial	numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Money
	understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5). Read and interpret mathematical statements involving addition (+), subtraction (-) and equals	Read and write numbers from 1 to 20 in words. Represent and use number bonds within 20. Add one-digit and two-digit	Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving	solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. Measure and begin to	beginning with 0 or 1, or from any given number. Solve one-step problems that involve addition, subtraction and missing numbers using concrete	numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

	addition (+), subtraction (-)	Subtract one-digit and two-	Represent and use number	Compare, describe and	Solve one-step problems	denominations of coins and
	and equals (=) signs.	digit numbers to 20,	bonds within 20.	solve practical problems for	involving multiplication by	notes.
		including zero.		mass/weight e.g.	calculating the answer	
			Add one-digit and two-digit	heavy/light, heavier than,	using concrete objects,	Time
		Shape	numbers to 20, including	lighter than.	pictorial representations	
			zero.		and arrays with the support	Sequence events in
		Recognise and name		Compare, describe and	of the teacher.	chronological order using
		common 2-D shapes e.g.	Subtract one-digit and two-	solve practical problems for	California atau analalana	language e.g. before and
		rectangles (including	digit numbers to 20,	capacity and volume e.g. full/empty, more than, less	Solve one-step problems	after, next, first, today,
		squares), circles and triangles.	including zero.	than, half, half full, quarter.	involving division by calculating the answer	yesterday, tomorrow, morning, afternoon and
		mangles.		man, nan, nan ion, quarier.	using concrete objects,	evening.
		Recognise and name		Measure and begin to	pictorial representations	everiing.
		common 3-D shapes e.g.		record mass/weight.	and arrays with the support	Compare, describe and
		cuboids (including cubes),		Measure and begin to	of the teacher.	solve practical problems for
		pyramids and spheres.		record capacity and	or me reacher.	time e.g. quicker, slower,
		12 / 12 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		volume.		earlier, later.
					Fractions	
						Measure and begin to
					Recognise, find and name	record time (hours, minutes,
					a half as one of two equal	seconds).
					parts of an object, shape or	
					quantity.	Recognise and use
						language relating to dates,
					Recognise, find and name	including days of the week,
					a quarter as one of four	weeks, months and years.
					equal parts of an object,	Tell the time to the hour and
					shape or quantity.	half past the hour and draw
						the hands on a clock face
					D 111	to show these times.
					Position and Direction	
					Describe position, direction	
					and movement, including	
					whole, half, quarter and	
					three-quarter turns.	
				Place Value (Within 50)	Multiplication and Division	Place Value
	Place Value (Within 10)	Addition and Subtraction	Place Value (Within 20)	,	•	
	Pocall all number bands to	(Within 10)	Addition and Subtraction	Use place value and	Recall doubles and halves	Use place value and
	Recall all number bonds to and within 10 and use these		(Within 20)	number facts to solve	to 20 e.g. knowing that	number facts to solve
	to reason with and	Count in steps of 2, 3, and 5	(**************************************	problems.	double 2 is 4, double 5 is 10	problems.
	calculate bonds to and	from 0, and in tens from any	Demonstrate an		and half of 18 is 9.	
Year 2	within 20, recognising other	number, forward and	understanding of inverse	Use reasoning about		Use reasoning about
	associated additive	backward.	relationships involving	numbers and relationships	Recall and use	numbers and relationships
	relationships (e.g. If 7 + 3 =	backwara.	addition and subtraction	to solve more complex	multiplication and division	to solve more complex
	10, then 17 + 3 = 20; if 7 - 3 =	Recall the multiples of 10	(e.g. if 3 + 2 = 5, then 5 - 2 =	problems and explain	facts for the 2, 5 and 10	problems and explain
	4, then 17 - 3 = 14; leading	below and above any	3).	his/her thinking e.g. 29 + 17	multiplication tables,	his/her thinking e.g. 29 + 17
	to if 14 + 3 = 17, then 3 + 14	given 2 digit number e.g.	J.	= 15 + 4 + ?; 'Together Jack	including recognising odd	= 15 + 4 + ?; 'Together Jack
	17.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	g.: 2:: 2 d.g.: ::0::::0:0;		and Sam have £14. Jack	and even numbers.	and Sam have £14. Jack

= 17, 17 - 14 = 3 and 17 - 3 = 14).

Recognise the place value of each digit in a two-digit number (tens, ones).

Identify, represent and estimate numbers using different representations, including the number line.

Compare and order numbers from 0 up to 100; use <, > and = signs.

Read and write numbers to at least 100 in numerals.

Read and write numbers to at least 100 in words.

Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

say that for 67 the multiples are 60 and 70.

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5.

Represent and use subtraction facts within 20.

Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds within 20.

Add one-digit and two-digit numbers to 20, including zero.

Subtract one-digit and twodigit numbers to 20, including zero.

Ask and answer questions about totalling and comparing categorical data.

Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required. has £2 more than Sam. How much money does Sam have?' etc.

Length and Height

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Mass and Volume

Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

Order and arrange combinations of mathematical objects in patterns and sequences. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (*), division (÷) and equals (=) signs.

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Solve problems involving multiplication and division, using concrete materials and mental methods.

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.

Fractions

Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate has £2 more than Sam. How much money does Sam have?' etc.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100.

Read scales in divisions of ones, twos, fives and tens

Read scales where not all numbers on the scale are given and estimate points in between.

Solve missing number problems using addition and subtraction.

Money

Recognise and know the value of different denominations of coins and notes.

Time

Compare and sequence intervals of time

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Tell and write the time to five minutes, including quarter past/to the hour

Solve word problems		understanding that all parts	and draw the hands on a
involving multiplication and		must be equal parts of the	clock face to show these
division with more than one		whole.	times.
step e.g. which has the		WHOIC.	111103.
		Write simple fractions for	Remember the number of
most biscuits, 4 packets of		Write simple fractions for	
biscuits with 5 in each		example, $1/2$ of $6 = 3$ and	minutes in an hour and the
packet or 3 packets of		recognise the equivalence	number of hours in a day
biscuits with 10 in each		of 2/4 and 1/2.	
packet.			Read the time on a clock to
·		Position and Direction	the nearest 15 minutes.
Recognise the relationships			
between addition and		Use mathematical	
subtraction and rewrite		vocabulary to describe	
addition statements as			
		position, direction and	
simplified multiplication		movement, including	
statements e.g. 10 + 10 + 10		movement in a straight line	
$+ 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times$		and distinguishing between	
10.		rotation as a turn and in	
		terms of right angles for	
Recognise and use symbols		quarter, half and three-	
for pounds (£) and pence		quarter turns (clockwise	
(p); combine amounts to		and anti-clockwise).	
make a particular value.		and ann olderwisej.	
make a particular value.			
Find different combinations			
of coins that equal the			
same amounts of money.			
Solve simple problems in a			
practical context involving			
addition and subtraction of			
money of the same unit,			
including giving change.			
incloding giving change.			
Shape			
Identify and describe the			
properties of 2-D shapes,			
including the number of			
sides and line symmetry in a			
vertical line.			
I al a ratific a read of the section of the			
Identify and describe the			
properties of 3-D shapes,			
including the number of			
edges, vertices and faces.			
Name some common 2-D			
and 3-D shapes from a			
group of shapes or from			
pictures of the shapes and			
describe some of their			
properties (e.g. triangles,			
1 121	L	<u>l</u>	

	Place Value	rectangles, squares, circles, cuboids, cubes, pyramids and spheres). Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.	Multiplication and Division B	Fractions A	Fractions B	Shape
Year 3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. 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. Read and write numbers up Solve number problems and practical problems involving these ideas.	Addition and Subtraction (Continued) Add and subtract numbers mentally, including a three-digit number and hundreds. 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. Multiplication and Division A Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, 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 mobjects. Length and Perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	Fractions A Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Mass and Capacity	Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7. Subtract fractions with the same denominator within one whole e.g. 6/7 - 1/7 = 5/7. Compare and order unit fractions, and fractions with the same denominators Solve fraction problems. Money Add and subtract amounts of money to give change, using both £ and p in practical contexts. Time Tell the time from an analogue clock, including	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles and identify whether other angles are greater or less than a right angle. Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. Statistics Solve one-step and two- step questions e.g. 'How

	Addition and Subtraction	Г	T	Mogeliro compara add	using Roman numerals frame	many more?! and !!!a
	Add and subtract numbers mentally, including a three-digit number and ones Add numbers with up to three digits using the formal method of columnar addition. Add and subtract numbers mentally, including a three-digit number and tens. Subtract numbers with up to three digits using the formal method of columnar subtraction.		Measure the perimeter of simple 2-D shapes.	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (I/mI).	using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Write the time using 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 e.g. to calculate the time taken by particular events or tasks.	many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables. Interpret and present data using bar charts, pictograms and tables.
		Multiplication and Division	Multiplication and	Fractions A	Decimals B	Shape
	Place Value	-	Division/Area			-
	Find 1000 more or less than a given number. Count backwards through zero to include negative	Count in multiples of 6, 7, 9, 25 and 1000. Recall multiplication and division facts for	Find the area of rectilinear shapes by counting squares.	Recognise and show, using diagrams, families of common equivalent fractions.	Compare numbers with the same number of decimal places up to two decimal places.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
	numbers.	multiplication tables up to 12 × 12.	Find the effect of dividing a	Count up and down in hundredths; recognise that	Round decimals with one decimal place to the	Identify acute and obtuse
Year 4	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Use place value, known and derived facts to multiply and divide mentally, including:	one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	hundredths arise when dividing an object by one hundred and dividing tenths by ten.	nearest whole number. Recognise and write decimal equivalents to 1/4, 1/2, 3/4.	angles and compare and order angles up to two right angles by size. Identify lines of symmetry in
	Count backwards through zero to include negative numbers.	multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	Multiplication and Division/Length and Perimeter	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide	Money Solve simple measure and	2-D shapes presented in different orientations. Complete a simple
	Recognise the place value of each digit in a four-digit	Recognise and use factor pairs and commutativity in mental calculations.	Measure and calculate the perimeter of a rectilinear	quantities, including non- unit fractions where the answer is a whole number	money problems involving fractions and decimals to two decimal places.	symmetric figure with respect to a specific line of symmetry.

least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits.

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 ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding.

Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

Add and subtract numbers mentally with increasingly large numbers.

Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

Establish whether a number up to 100 is prime and recall prime numbers up to 19.

Recognise and use square numbers and the notation for squared (2).

Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

Recognise and use cube numbers and the notation for cubed (3). Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

Multiply and divide numbers mentally drawing upon known facts.

Multiplication and Division B

Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.

Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret given fraction, represented visually, including tenths and hundredths.

Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Compare and order fractions whose denominators are all multiples of the same number.

Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5.

Fractions B

Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?.

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.

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 which 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.

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 (cm²) and square metres cuboids, from 2-D representations

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°).

Identify angles at a point on a straight line and 1/2 a turn (total 180°).

Identify other multiples of 90°.

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.

Position and Direction

Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).

Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

Solve problems involving converting between units of time.

Volume

Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water.

Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.

		remainders appropriately		(m²) and estimate the area		
	Use rounding to check	for the context.		of irregular shapes.		
	answers to calculations and					
	determine, in the context of	Multiply and divide		Estimate volume e.g. using		
	a problem, levels of	numbers mentally drawing		1 cm³ blocks to build		
	accuracy.	upon known facts.		cuboids (including cubes)		
				and capacity e.g. using		
	Solve addition and			water.		
	subtraction multi-step					
	problems in contexts,			Use all four operations to		
	deciding which operations			solve problems involving		
	and methods to use and			measure e.g. length, mass,		
	why.			volume, money using		
				decimal notation, including		
	Solve problems involving			scaling.		
	addition, subtraction,			0		
	multiplication and division			Statistics		
	and a combination of			Calva a a mana antia a mana		
	these, including			Solve comparison, sum and		
	understanding the meaning of the equals sign.			difference problems using information presented in a		
	or the equals sign.			line graph.		
	Solve problems involving			line graph.		
	multiplication and division,			Complete, read and		
	including scaling by simple			interpret information in		
	fractions and problems			tables, including timetables		
	involving simple rates.			Tables, meleaming minerables		
	Place Value	Fractions A	Fractions, Decimals and		Shape	Problem Solving
			Percentages	Algebra		
	Read, write, order and	Use common factors to			Draw 2-D shapes using	Use his/her knowledge of
	compare numbers up to 10	simplify fractions; use	Demonstrate an	Express missing number	given dimensions and	the order of operations to
	000 000 and determine the	common multiples to	understanding of place	problems algebraically.	angles.	carry out calculations
	value of each digit.	express fractions in the	value including decimals	Final region of according to the	De la considera de confleta considera	involving the four
	Day was all assessments and a second assessment	same denomination.	e.g. 28.13 = 28 + ? + 0.03.	Find pairs of numbers that	Recognise, describe and	operations.
	Round any whole number to a required degree of	Compare and order	Solve problems involving	satisfy an equation with two unknowns.	build simple 3-D shapes, including making nets.	Solve addition and
		fractions, including fractions	the relative sizes of two	UTIKTIOWTS.	including making hels.	subtraction multi-step
	accuracy.	> 1.	quantities where missing	Enumerate possibilities of	Compare and classify	problems in contexts,
	Use negative numbers in	/ 1.	values can be found by	combinations of two	geometric shapes based	deciding which operations
Year 6	context, and calculate	Add and subtract fractions	using integer multiplication	variables.	on their properties and sizes	and methods to use and
	intervals across zero.	with different denominators	and division facts e.g. find	valiables.	and find unknown angles in	why.
	il lici vais across zero.	and mixed numbers, using	7/9 of 108.	Area, perimeter and	any triangles, quadrilaterals,	willy:
	Solve number and practical	the concept of equivalent	777 01 100.	volume	and regular polygons.	Solve problems involving
	problems that involve	fractions.	Solve problems involving	Volonie	and regular polygons.	addition, subtraction,
	ordering and comparing	in definition.	the calculation of	Use, read, write and	Illustrate and name parts of	multiplication and division.
	numbers to 10 000 000,	Fractions B	percentages e.g. of	convert between standard	circles, including radius,	
		1	measures, and such as 15%	units, converting	diameter and	Use estimation to check
	rounding to a required		I High social as 13%			
	rounding to a required degree of accuracy, using	Multiply simple pairs of	•		circumference and know	
	degree of accuracy, using	Multiply simple pairs of proper fractions, writing the	of 360 and the use of	measurements of length,		answers to calculations and
	degree of accuracy, using negative numbers and		of 360 and the use of percentages for		circumference and know	
	degree of accuracy, using	proper fractions, writing the	of 360 and the use of	measurements of length, mass, volume and time	circumference and know that the diameter is twice	answers to calculations and determine, in the context of

Addition, subtraction, multiplication and division

Perform mental calculations with mixed operations to carry out calculations involving the four operations.

Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?.

Solve problems involving addition and subtraction.

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

Divide numbers up to 4 digits by a two-digit number using the formal written

Divide proper fractions by whole numbers e.g. $1/3 \div 2$ = 1/6

Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 and e.g. 0.375 is equivalent to 3/8.

Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.

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.

Solve problems which require answers to be rounded to specified degrees of accuracy.

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake.

Describe positions on the full coordinate grid (all four quadrants).

Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

Ratio

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.

Use simple formulae e.g. perimeter of a rectangle or area of a triangle.

Generate and describe linear number sequences.

and vice versa, using decimal notation to up to three decimal places

Convert between miles and kilometres.

Recognise that shapes with the same areas can have different perimeters and vice versa.

Recognise when it is possible to use formulae for area and volume of shapes.

Calculate the area of parallelograms and triangles.

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 e.g. mm³ and km³.

Statistics

Interpret and construct pie charts and line graphs and use these to solve problems.

Calculate and interpret the mean as an average.

Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?.

method of short division where appropriate, interpreting remainders according to the context.			
Perform mental calculations, including with mixed operations and large numbers.			
Identify common factors, common multiples and prime numbers.			







At Marine Academy Primary, we love reading and value the many benefits that it provides. We believe Reading for Pleasure is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners.

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go!"

- Dr. Seuss

Reading happens every day in our Academy, in many different ways. All year groups have Drop Everything and Read (DEAR) sessions at least once a day. This might involve the children reading independently or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else!

In EYFS, through daily storytelling and Literacy sessions, the children become immersed in stories that are at the heart of the learning and used as stimulus to develop language, vocabulary and foundational skills. Years 1 to 6 have Whole Class Reading lessons which focus on a different book each term; these are quality texts chosen by the Reading Leader and supported by Literacy Shed+ resources. Adults and children read the book together; discussion and learning are focused

around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary, or summarising what they have read so far. Key Stage Two classes also have Independent Reading Time throughout the week. This is a time for the children to read books independently, with their friends or as a class. They are able to enjoy 'book talk', sharing their likes and dislikes, and making recommendations to each other. Most importantly of all, all of these lessons focus on the pleasure of reading, of discussing a text in depth and sharing each other's thoughts as they enjoy reading together.

Each classroom has its own 'Class Library', containing a selection of books which is directly linked with the class topic, amongst other books chosen by the children and adults. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic. The Academy's Library is a well-loved space which all children from Nursery to Year 6 visit regularly, either to choose a book or to work with our Library Assistant. Sessions can include input from adults about different authors, discussing and listening to stories, or children can take out a book to share at home with their family. We work closely with our local Schools' Library Service to keep our book stock current, and to ensure that we have something for everyone. Children are encouraged to make suggestions to staff of any books that they'd like to see in the Academy's Library.

Children in Years 3 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and

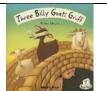
earn AR points as they progress. We love Accelerated Reader because it: gives children significantly greater choice in levelled books that offer appropriate challenge; provides immediate and regular feedback to children; allows teachers to make in depth and accurate assessments of children's reading and comprehension; motivates children to read independently and more frequently; and helps to develop a love of reading! Children are able to choose books within their level from in their classrooms or from the Academy's Library.

Children who are not yet following AR, progress through Phonics books – these are Phase and Set specific, in keeping with our Phonics programme, Little Wandle Letters and Sounds Revised, which match the children's attainment in Phonics. Adults will regularly listen to children read to assess their fluency and understanding, and then match this to the appropriate book level. We encourage families to regularly read with their children at home and record this in their child's electronic reading record on BoomReader.

"Reading is to the mind what exercise is to the body."

- Joseph Addison

	Pre-School									
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
Topics	How do I feel?	Who can help us?	What is in the woods?	What can I build?	What can I cook?	What can I grow?				
			Reading							
Main Stories	Week 1 – 2: The Ugly Duckling by DK Ugly Duckling Week 3 – 4: Three Billy Goats Gruff by Alison Edgson	Week 1-2: Zog and the Flying Doctors by Julia Donaldson Week 3-4: Little Red Riding Hood by Mara Alperin	Week 1-2: Goldilocks and the Three Bears by Susanna Davidson Goldlocks Week 3-4: The Gruffalo by Julia Donaldson	Week 1-2: The Three Little Pigs by Mara Alperin The Three Little Pigs Week 3-4: The Elves and the Shoemaker by Alison Edason	Week 1-2: The Gingerbread Man by Mairi MacKinnon Gingerbread Man Week 3-4: The Little Red Hen by Lesley Sims	Week 1-2: Jack and the Beanstalk by Mara Alperin Beanstalk by Mara Alperin Beanstalk Week 3-4: The Enormous Turnip by Katie Daynes				

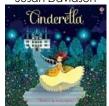


Week 5 -6: Elmer by David McKee





Week 5-6: Cinderella by Susan Davidson



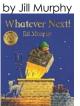


Week 5-6: We're Going on a Bear Hunt by Michael Rosen



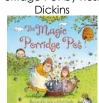


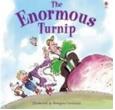
Week 5-6: Whatever Next!





Week 5-6: The Magic Porridge Pot by Rosie





Week 5-6: The Growing Story by Ruth Krauss



The Ugly Duckling

My emotions: Discuss how the story made them feel. How would they feel if they were the ugly duckling? Children will use mirrors to make different expressions. discussing how they feel. Can they make these expressions using slavdouah? (Personal, Social, Emotional Development)

My family: Did the ugly duckling look like his family? What made him special? Do you look like your family? Children create their own Bunting – using pictures from home. (Understanding the World)

Links to Wider

Curriculum

My friends: Discuss how the goats worked as a team to trick the troll! In small groups, can the children work together to create a bridge so that they can get across the river? Provide large wooden building blocks and shiny blue material for the river.

Zog and the Flying Doctors

Our bodies: It is x-ray time! Drawina around our friends' bodies, labelling body parts and drawing the bones. (Understanding the World)

Empathy: Show the children a doll and say she is poorly and feeling sad. Have any of the children ever felt sad? Discuss what they could do to help the doll to feel happy again. What helps the children to feel happy? (Personal, Social, Emotional Development)

Little Red Riding Hood

'Oh Grandma, what bia teeth you have': Children to learn about the importance of clean teeth. Children learn the song 'Brush your teeth' (Personal, Social, Emotional Development)

Story structure: Children to retell the story of Little Red Riding Hood using props and Makaton. (Literacy)

Goldilocks and the Three

Just right: Children to match the objects to the correct sized bear. (Mathematics)

Beginning, middle and

end: Provide the children with a story sack. Discuss the story with the children. Encourage them to talk about the story events and retell the story in their own words. Use story sequencing cards to support language. (Literacy)

The Gruffalo

Who is the Gruffalo?

Children to paint a picture of the Gruffalo, identifying the colour of the prickles on his back or the colour of his eves! Can they remember what he looks like? Read the description together. (Expressive Arts and Deign)

Characters: Using the story spoons, children to name and identify the characters

The Three Little Pias

Let's build a house: Using straw, wood and bricks to create their own houses just like the Three Little Pigs did. Can they blow their house down? Show children pictures of different houses from around the world. (Expressive Arts and Desian)

The number 3: Explain to the children that the three little pigs only like to collect things in groups of three. Can the children hunt around the setting to find a group of three objects? (Mathematics)

The Elves and the **Shoemaker**

Which shoe? Look at different types of shoes and talk about which shoes are most suitable for hot/dry weather or cold/wet weather. You could then investigate different materials to see which materials would

The Gingerbread Man

Run, run as fast as you can: Play a parachute game to encourage children to work together. One of the children, pretending to be The Gingerbread Man, will ao under the parachute and hide from the old woman. The other characters must try to find The Gingerbread Man whilst the rest of the group try to hide him by shaking the parachute up and down to disguise his movements. (Physical Development)

Where is the Gingerbread Man? Use a Gingerbread Man puppet and cardboard box to explore positional language. Encourage the children to describe where The Gingerbread Man is, using a variety of positional language. (Mathematics)

The Little Red Hen Where does food come from? Children discover where milk, cheese, fruit and vegetables come

Jack and the Beanstalk

A giant beanstalk: Make green handprints by painting one hand blue and one hand yellow. The children perform the 'magic trick' of rubbing their hands together to make green! (Expressive Arts and Design)

Planting: Each child to have their very own bean. Children to plant their bean using a clear bottle and wet tissue. Overtime, discuss the growth that happens. (Understanding the World)

The Enormous Turnip

Vegetables: Provide vegetables for children to investigate. Invite children to make observations and draw them, talking about similarities and differences. (Understanding the World)

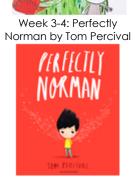
Shopping List: Suggest children make vegetable shopping lists or labels for a vegetable patch using their mark making skills. (Literacy)

Three Billy Goats Gruff

(Personal, Social and from the story. Can the make good shoes for the from. Compare this to the Emotional) children use their fine motor story of the Little Red Hen. different environments. Cinderella The Growing Story skills to create headbands (Understanding the World) (Understanding the World) Prince and Princess crowns: Order by size: Children to cut for each character? Decorate and make crowns out and order the pictures of My senses: Set up a Three (Physical Development) Billy Goats Gruff scene in a using different 2D shapes. Textures: Place grains, different sizes dogs or Making shoes: Make some wheat, flour and bread into large activity tray using (Mathematics) chickens, just like from the clothes for the elves using natural materials, such as We're Going on a Bear story. Children to discuss separate feely baas or pieces of felt. The children mud, grass and rocks, with a boxes. Encourage children how we are all growing! Visit Hunt could sew or glue pieces My dreams: Ask the children container of water. The to be hands-on and the animals in our garden We can't ao over it...: what they would like from a of felt together to make children can explore the describe the different area and match the pictures Children explore positional fairy godmother. How could the different items of textures they touch. different materials. of a chick with the chickens language vocabulary by the addmother help you? clothina. and the bunnies with the comparing the different (Understanding the World) placina a bear in different Would they want clothes to (Expressive Arts and textures that they can feel. parts and areas of the cave. rabbits. wear? A type of transport? A Desian) (Understanding the World) (Mathematics) (Mathematics) palace to live in? Or The Magic Porridge Pot something else? Pass a Cook little pot, cook: can Whatever Next! magic wand around a circle the children remember the Baby pictures: Children to Elmer Kite making: Children to Lam a builder: Children to My Self-Portrait: Elmer was and encourage the children then test their kites outside in words to stop and start the talk about their baby full of colour! What colours to talk about what they build their own rocket porridge? Play a listening pictures which have been the wind. Does your kite fly? do vou need to paint vour would like. Children to use game where one child is sent in from home. How (Understanding the World) using various construction face? Children to use a these in their role play as blindfolded in the middle of materials. Where will their have they changed and range of colour paints to well. a circle. The children in the grown? rocket take them? paint a picture of their face (Communication and circle take it in turns to say (Personal, Social, Emotional (Expressive Arts and Language) Development) on paper plates. 'Cook, little pot, cook!' The Design) (Expressive Arts and Design) blindfolded child guesses who was speaking/where in What next: Children to the room the child was. My uniqueness: Children to discuss what the 'baby (Communication and use their fine motor skills to bear' should build next. Language) create their very own Elmer. Children to use their fine How do our Elmer's look motor skills to draw and different? Does it matter that Healthy eating: Discuss share what he should they are not the same? different breakfast foods build! What makes your Elmer and why it is important to (Communication and special? eat breakfast. Encourage Language) the children to talk about (Physical Development and Personal, Social, Emotional what they like to eat for Development) breakfast. Some different breakfast foods could also be tasted, including porridge. (Physical Development) Reading at Children are able to bring books in from home to share with the class, as well as taking picture books from our Library to share at home. Home Drop Everything and Read (DEAR) Daily DEAR slots for the adult to read to the class, which the children vote on each day. Readina for Daily storytelling sessions are timetabled. **Pleasure** Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.

Reception										
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
Topics	Who am I? How special are you?	Festivals of Light What shall we celebrate?	Transport How will we get there?	Changes Do you know how wonderful our world is?	Marine Life What lives in our seas and oceans?	Our Big Wide World Where are we going				
			Reading							
	Week 1-2: The Colour Monster goes to school by Anna Llenas	Week 1-2: Little Glow by Katie Sahota and Harry Woodgate Little Glow Week 3-4: Shubh Diwali by Chitra Soundar	Week 1-2: My Gumpy's Motor Car by John Burningham. Mr Gumpy's Motor Car Week 3-4: The Runaway Train by Benedict Blathwayt	Week 1-2: Tad by Benji Davies Tad Week 3-4: The Very Hungry Caterpillar by Eric Carle	Week 1-2: Bright Stanley by Matt Buckingham Bright Stanley Week 3-4: The Whale Who Wanted More	Week 1-2: Handa's Surpi by Eileen Browne HANDA'S SURPISS Week 3-4: We're Going a Lion Hunt by David Ax				

Focus Texts



Week 5-6: The Smartest Giant in Town by Julia Donaldson

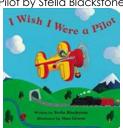


Week 5-6: The Christmas Pine by Julia Donaldson





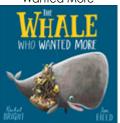
Week 5-6: I Wish I Were a Pilot by Stella Blackstone





Week 5-6: Pip and Egg by
Alex Latimer



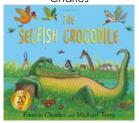


Week 5-6: Little Turtle and





Week 5-6: The Selfish Crocodile by Faustin Charles



	_				
	The Smartest GIANT in Town				
	The Colour Monster Starts SchoolDesigning and constructing a home: Children to think about what makes their home special, considering their favourite rooms in the home. How is school and home different? (DT) Creating pebble families: Children to talk about who they live with and who are special to them. When you leave school, who do you	Little Glow Pumpkin carving: Can the children create a tasty pumpkin snack in our mud kitchen? (DT) Light and Dark: Children use torches to explore light and dark alongside a collection of transparent and nontransparent materials. Encourage children to explore how light can shine	Mr Gumpy's Motor Car Map making: Line a large activity tray with paper. Provide children with pens and small world vehicles. Encourage children to draw a map to use with the toys. Can they draw information from their map to describe it to a friend? (Geography) Friction: Explore friction using a toy car. Encourage children to explore different	Tad Junk model life cycle: Children to create their own life cycle by using recycling/junk. Can they make a frog using boxes and collage? What else can they design? (DT and History) Visit our pond: Children to make observations of the pond, noticing the life in and around it. Children to draw and label what they see.	Bright Stanley Explore the ocean with Stanley: Program the Bee- bots to travel around the ocean to see what we can find. (Computing) Under the sea scene: Children to use a collage technique to create an under the sea scene, using the characters and objects from our story as inspiration. (Art)
Independent Learning Time Guided Challenges Linked to our Stories	leave school, who do you look forward to seeing? (PSHE and RE) Exploring emotions: Children to identify different facial expressions, recognising how they may be feeling. Can they make a happy or sad face using playdough? (PSHE)	through some materials. (Science) Bonfire Night: Children to create their own firework pictures. Encourage colour mixing. (Art) Shubh Diwali Diwali: Collect natural materials, such as leaves, conkers, pine cones and	materials on a ramp. (Science) Transport of the past: Use display photos to encourage children to talk about similarities and differences between modern types of transport and those used in the past. (History)	Discuss what stage of the life cycle the tadpole are at? (Science and Geography) Pond design: Cover a table with a sheet of paper. Provide pens and photos and invite children to draw a pond map. Can they draw the different stages of the life cycle? Can they draw information from their map? (Geography)	Camouflage: Talk about camouflage and how sea creatures, such as seahorses and octopuses, can change colour to blend in with their surroundings. Provide pictures of a seahorse or octopus for children to colour to match their surroundings. (Science)
	Perform in a talent show:	acorns. Can the children use	The Runaway Train	(Ocograpity)	

Perform in a talent show: Children to express their strengths by performing in the Theatre. (PSHE and Art)

Using mirrors to identify our features: Children to discuss their individual characteristics. (PSHE and Science)

acorns. Can the children use them to make large Rangoli patterns outside? (Art)

Diwali lamps: Using paper, children to create their own Diwali lamp. (DT)

Take a Bee-Bot on a journey: Using the Beeb-Bots, children to programme it to go on a journey, visiting different landmarks along the way. (Computing and Geography)

Junk model trains: Using a range of different materials and resources, children to

The Very Hungry Caterpillar

Fact finding: Using information from non-fiction texts, film clips and iPads, observe caterpillars and butterflies. Children can ask questions to learn how to encourage them into their setting and how to protect them.

anley

a scene:

The Whale Who Wanted More

Crabs: Who was the hero in our story? Children to create their own crabs, using paper plates, paint and different materials! Discuss with the children different crab facts. (DT)

Handa's Surprise

Fruit tasting: Provide the children with different exotic fruits, like the ones from the story! Children to taste the fruits and rate to see which is their favourite. Is fruit healthy? What makes a healthy diet? (Science)

Where does our food come from? Children to find out where favourite foods and fruits come from! Together, discuss where these places are on a globe or map. How did they travel to the UK? (Geography)

Home and buildings from around the world: Using different pictures of buildings from around the world and from the story, children to construct different buildings using construction materials. Do our homes all look the same? (DT and Geography)

We're Going on a Lion Hunt

Safari map: Encourage children to use a simple safari map to draw information from, Can children talk about the route they would take and the animals they can see? You

Self-portraits using the style of Andy Warhol: Children to paint their face by using contrasting colours. (Art)

The Smartest Giant in Town

Playing a team game: Children to practise their collaboration, friendship and teamwork skills to play a game. (PSHE)

Makina new friends:

Children to challenge
themselves to make a new
friend. Can they do
something kind to help their
friend, just like the giant did?
(PSHE)

Designing new clothes:

Children to design some new sets of clothes for the giant to wear on different occasions, e.g. to a dinner party.

(Art)

Diwali traditions: Children to share and discuss pictures of Diwali, discussing the where, when and why aspects of the festival. (History and RE)

The Christmas Pine

The Nativity: Arrange their own Nativity scene and talk about what happens. (RE)

A map for Father Christmas:

Provide plain paper and encourage the children to draw a map to help Santa find their house. What information do they think they need to put on their map for him? (Geography)

Christmas Carols: Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with. They may even like to make up their own songs.

(Music)

create their own train or mode of transport. (DT)

What can you see on your journey?: Pretend to go on a train or bus ride around the outside area. Invite children to talk about the natural world and the things that they see on their journey. They could take photos to share, including photos of any vehicles they see or hear.

(Science and Geography)

I Wish I Were a Pilot

Paper aeroplane: Children to make their own paper aeroplane. Discuss what forces are in action and why does our plane fall to the floor? What happens when you throw it from up high? Discuss who Amy Johnson is and why she is so significant. (Science and History)

Hot air-balloons: Use your papier-mâché hot-air balloon to encourage storytelling. Where might Teddy travel to? What might Teddy see? (DT)

Floating and Sinking:

Children to create paper plate boats or a boat using junk materials. Using the water tray, children to test whether their boat is able to float, or does it sink? (Science and DT) (Science and Computing)

The Life Cycle of a Butterfly: Explore the life cycle of the

butterfly using playdough.
Create the different phases
and promote children's
thinking by asking questions,
such as 'Why does a
butterfly lay its eggs on
leaves?' or 'Where do you
think a butterfly likes to live?'
(Science and History)

Symmetrical butterflies:

Explore different artistic effects when painting wings on a butterfly, such as printing, scraping and dribbling. Discuss how symmetrical butterflies are. How can we make our butterflies symmetrical?

(Art)

Pip and Egg

Exploring our senses:
Children to feel, smell, look,
listen in our natural
environment. Can we all
feel, smell and see the same
things? What bugs can they
find?
(PSHE and Science)

Encouraging wildlife:

Children to improve the bug hotel and to make their own minibeast habitats. (Science and DT)

Easter Eggs: Chalk on the floor large egg shapes.
Children to use various natural objects to create different Easter egg patterns. Discuss with the children the meaning behind Easter. Can they remember why we celebrate Easter?

(Art and RE)

Beautiful colours: A coral reef is full of colours! Using the story, can the children create their own coral reef using watercolour paints? (Art)

Trapped treasure: Freeze some small world fish ad sea artefacts inside ice cubes. Place these in a large activity tray or water tray. Can the children try to free the trapped fish or treasures? Provide the children with a range of tools that can be used safely in order to break the ice. Discuss the act of melting! (Science)

Little Turtle and the Sea

Recycling: The sea is full of our rubbish! Children to sort out and group the objects depending on what material they are made from. How do you think this rubbish impacts the sea? How do you think the Little Turtle feels?

(Science)

Posters: Children to create their own posters for the role play Aquarium to raise awareness about caring for our environment! (Science)

Ocean facts: Share nonfiction books and photos with children of contrasting ocean environments. For example, the Arctic Ocean and the coral reefs of the Pacific Ocean. Name and describe some plants and animals that deep sea divers could find as they explore underwater. (Science) may also like to look on a simple world map to locate areas where safari animals may live. (Geography)

Making Music: Listening to African music and making our own instruments and dances. (Music)

Similarities and differences:

Comparing school uniforms, the weather, buildings and lifecycles by sorting out pictures. Children to use non-fiction books. (Geography and PSHE)

The Selfish Crocodile

Who is who?: Looking carefully at the colours/patterns on African animals- identifying and recreating them. Children to create their own African animal.

(Art & Geography)

The Selfish Crocodile home:

Invite children to explore colour mixing as they create a safari sunset picture.
Provide yellow and red paint and encourage children to mix the two colours gradually, to create a sunset effect.

(Art)

Learning, growing and becoming better people:

Children to think about Year
One. How will it change?
What will we want to
learn/improve? Children to
write a letter to their
teacher, discussing their
hopes and dreams.
(PSHE)

Independent Reading and Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boomreader (Digital reading diary) Digital Diaries are checked daily by adults. Every child reads to an adult each week in school and children who do not regularly read at home read more than once to an adult in school.							
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for the adult to read to the class, which the children vote on each day. Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.							
Reading Assessment		tand simple sentences. ge to decode regular word	ds and read them aloud ac demonstrate an understan	ccurately. ding when talking with othe	ers about what they have r	read.		

Year 1								
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
	Dinosaurs	Location, Location, Location	Ancient Egypt	To Plymouth and Beyond!	Significant Sport Stars	Wonderful Weather		
Topics		STARS STINE				Cart and		
			Guided Reading					
Literacy Shed Texts	The Clockwork Dragon by Jonathan Emmett	Mog's Christmas by Judith Kerr	Sleep Well Siba and Saba by Nansubuga Nagadya Isdahl	Town Mouse Country Vouse Town Mouse, Country Mouse by Libby Walden	Dogs Don't Do Ballet by Anna Kemp	BEEGU Beegu by Alexis Deacon		
Links to Wider Curriculum	An exciting adventure story to introduce Year 1 to Guided Reading. Works well with their English text which is also an adventure story.	A festive and humorous story for the children to enjoy in the run up to Christmas.	A story set in Uganda and the African plains to link in with the children's learning around another African country - Egypt.	A story about what the word 'home' really means to encourage the children to think about where they live. With rhyming verse and lots of challenging vocabulary to discuss.	A hilarious story about following your dreams to link in with their learning about Sports Stars achieving their dreams.	One from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A heart- warming story about being lost and lonely, reminding us how we should treat outsiders.		
Literacy Shed Texts	Jim and the Beanstalk by Raymond Briggs	Winter's Child by Angela McAllister	Fairy Tale Pets by Tracey Corderoy	The Black and White Club by Alice Hemming	The Dark by Lemony Snicket	Grandad's Island by Benji Davies		
Links to Wider Curriculum	Raymond Briggs brings humour, excitement and a delightful freshness to this fairy tale. Children will enjoy the character of the grumpy, old giant, the repeating structure of the story and the mischievous twist at the	A magical, breath- taking story about friendship, change and nature to fit in with the time of year. Each illustration glimmers and gleams and the relationship between Tom and his family is touchingly explored,	This is a delightfully fresh and funny take on the traditional fairy tale stories. There's plenty to talk about and lots to laugh at as the various fairy tale characters wreak havoc and mayhem throughout poor Bob's house. The	A lovely, brightly illustrated book about friendship, acceptance and inclusion; that nobody should be treated differently, just because of what they look like.	A beautifully illustrated story about overcoming your fears. It follows on from the other Guided Reading book this term and also to link in with their learning in History about Significant Sports Stars who overcame	A stunning, moving picture book that subtly and sensitively tackles themes of loss, saying goodbye and grief. There is plenty to explore and enjoy on Grandad's peaceful island and this will link in well with the children's		

	end! This follows on nicely from the children's learning about Jack and the Beanstalk at the end of Reception.	linking in nicely to the children's SMSC learning this term on Valuing Difference.	story ends on an amusing cliff-hanger which will have younger children gasping in excitement!		fears and followed their dreams.	Science learning this term in the topic 'Treasure Island'.		
Independent Reading and Reading at Home	Adults at home record e Reading Diaries are chec	o read at least five times a ach time their child reads in cked daily by adults. t in school every two week	n their Reading Diary.					
	Adults read a range of g	pendent reading or for the enres covering poetry, ficti non-fiction topic themed te	on and non-fiction.	y Service to be kept in eac	h class's book corner.			
	Topic Related Texts:							
Reading for Pleasure	Goodnight Stories for Rebel Girls – Mary Anning Stone Girl, Bone Girl by Laurence Anholt and Sheila Moxley Dinosaur Bones by Bob Barner	Me on the Map by Joan Sweeney Collins First Atlas	Jeff Brown's Flat Stanley: The Great Egyptian Grave Robbery Goodnight Stories for Rebel Girls – Cleopatra Egypt Magnified by David Long Meet the Ancient Egyptians by James Davies	Usborne Illustrated Atlas of the Britain and Ireland The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams and Louise Lockhart Plymouth Sticker Book	 Goodnight Stories for Rebel Girls, Stories for Boys Who Dare to Be Different and Stories for Kids Who Dare to Be Different – Sports Men and Women Wilma Unlimited by Kathleen Krull G Is for Gold Medal: An Olympics Alphabet by Brad Herzog and Doug Bowles Ready Steady Mo! by Mo Farah, Kes Gray and Marta Kissi Olympig! By Victoria Jamieson The Frog Olympics by Brian Moses and Amy Husband 	The Story Orchestra: Four Seasons in One Day Ivy and the Lonely Raincloud by Katie Harnett The Little Raindrop by Joanna Gray and Dubravka Kolanovic Stories of the Seasons: Nature Stories Collection by Igloo Books All about Weather: A First Weather Book for Kids by Huda Harajli Lift-the-Flap Questions and Answers Weather: (Questions & Answers) by Katie Daynes and Marie-Eve Tremblay Wind by Carol Thompson		

						 Rain by Carol Thompson Sun by Carol Thompson Storm by Sam Usher Sun by Sam Usher
						Snow by Sam UsherRain by Sam Usher
Reading Assessment Target Tracker Statements	 Say sounds for 40+ grap Respond speedily with the for graphemes. (Word Read accurately by blestead many common existed and courately by blestead and courately by blestead aloud many wordstead aloud many wordstead aloud accurately words from pictures or the sead and correct in records. (Develop pleasure in records and sead and corrects in accurately words and corrects in accurately words. (Comprehension 19. Understand both the boreads and corrects in accurately words. (Comprehension 20. Understand both the boreads and corrects in accurately words. 	hemes, including one graphe correct sound to graphe eading) nding sounds in unfamiliar exception words from (Englistaught GPCs and -s, -es, -is containing taught GPCs are than one syllable that dictions e.g. I'm, I'll, we'll, and books that are consistent the context of the sentence odable books to build up to adding, motivation to read, and that at which he/she care ading, motivation to read, and that at which he/she care ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering their particular ading, motivation to read, and the considering the	sh appendix 1). (Word Reang, -ed, -er and -est ending quickly and accurately with contain taught GPCs. (Word dunderstand that the apowith developing phonic knee, to work out words. (Word fluency and confidence in vocabulary and understand rehension) read independently. (Convocabulary and understand rehension) read to by an adult (one-tovocabulary and understand rehersion) and understand rehersions and understand rehersions and understand rehersion) and understand rehersions and understand rehersions and understand rehersions and understand rehersions and understand read accurately and fluently dead accurately and fluently read accurately rea	phonemes. (Word Reading etters) for all 40+ phonemes at have been taught. (Word ding) as. (Word Reading) shout overt sounding and bid Reading) strophe represents the omit owledge and that do not reading) word reading. (Word Reading) word reading. (Word Reading by listening to and discomprehension) ding by being encouraged cone or in a small group). It ding by joining in with predicting by joining in with predicting by learning to appreceding by discussing word means and those he/she listens to a and those he/sh	including, where applied Reading) dending. (Word Reading) ted letter(s). (Word Reading) ted letter(s). (Word Reading) ted letter(s). (Word Reading) cussing a wide range of to talk about events in value (Comprehension) ctable phrases. (Comprehiliar with key stories, fairy interpretation and poems, canings, linking new medical by drawing on what is a by checking that the tello by discussing the signification by predicting what might	ding) egies, such as guessing poems, stories and non- what is read or heard read ehension) y stories and traditional and to recite some by anings to those already already known or on ext makes sense as he/she icance of the title and on the basis of what is being

	Year 2								
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Vile Victorians	What a Wonderful World	The Great Fire of London	Rainforests	World War II VE Day	Our Food, Our World			
Topics		TO THE PARTY OF TH							
			Guided Reading						
Literacy Shed Plus Texts	Izzy Gizmo	THE DEEP SARK WOOD The Deep Dark Wood by Algy Craig Hal	Eliot, Midnight Superhero by Anne Cottringer	The Monster Crisp-Guzzler by Malorie Blackman	THE CONQUERORS David M-Kee The Conquerors by David McKee	CEREAL SUPERFAN Cereal Superfan by Julia Donaldson			
Links to Wider Curriculum	A lively story about perseverance and overcoming your frustrations to inspire children at the start of Year 2 - a year of challenge and higher expectations.	A twist on the original story to prepare and inspire children for their English learning next term.	An exciting adventure story to prompt discussion around how Eliot, Midnight Superhero, would have saved London in 1666.	A hilarious, heart- warming, early chapter book about a very strange teacher indeed! Written by acclaimed black children's author, Malorie Blackman.	A story with a wonderful message about unconventional ways to deal with war and this message of warmth and kindness shines through.	A wonderful, fun, accessible story from Julia Donaldson. This book will stimulate lots of talk about favourite foods and where in the world they come from to link in with their Geography learning this term.			
Literacy Shed Plus Texts	Izzy Gizmo and the Invention Convention by Pip Jones	Little Red by Lynn Roberts	Toby and the Great Fire of London by Margaret Nash		Rooster Wore Skinny Jeans by Jessie Miller				
Links to Wider Curriculum	The sequel to the first book above to allow children to make comparisons and learn about stories from the same author.	Another wonderful, fresh re-telling of the classic fairy tale to inspire the children's writing in English next term. The story is witty	An action-packed historical adventure that seamlessly blends fact and fiction. Children will enjoy the pace and excitement,		A delightful story about overcoming the need to please others and the importance of being yourself.				

Independent Reading and Reading at Home	Children are expected the Adults at home record expending Diaries are che Children read to an adu	each time their child re ecked daily by adults.	ads in their Reading Dia	y.			
Reading for Pleasure	Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: Silly Poems School Poems Quick Let's Get Out of Here Poems to Perform Pie Corbett Selection x 4 books: A First Poetry Book Crazy Mayonnaisy Mum The Works KS1 Heard it in the Playground Topic Related Texts: * Vlad and the Florence Nightingale Adventure 10 Of Tacts Victorian Britain * You Wouldn't Want to Be a Victorian Schoolchild by John Malam and David Antram * Nictorian Schoolchild by John Malam and D						
Reading Assessment	 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading) Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading) Recognise alternative sounds for graphemes. (Word Reading) Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading) Read words containing common suffixes. (Word Reading) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading) Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading) 						

- 9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)
- 10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)
- 11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)
- 12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)
- 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)
- 14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension)
- 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)
- 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)
- 17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)

Year 3							
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topics	Prehistoric Britain	Mountains, Volcanoes and Earthquakes	The Shang Dynasty	Villages, Towns and Cities	Ancient Greece	Weather and the Water Cycle	
			Guided Reading				
Literacy Shed Plus Texts	Stone Age Boy by Satoshi Kitamura	One Christmas Wish by Katherine Rundell	Varjak Paw Si Said Varjak Paw by SF Said	Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	MALORIE BLACKMAN Operation Gadgetman by Malorie Blackman	Ted Hughes the Iron The Iron Man by Ted Hughes	
Links to Wider Curriculum	A story about a boy who travels back in time to the Stone Age, packed full of interesting facts.	A festive story about treasuring the people and values that really matter at Christmas.	A story about a cat who needs to save his family using a secret martial art to link in with the children's history learning and excite some of the reluctant readers in this year group.	It's a race to the top of the world! Packed full of jokes, characters and incident, the children will enjoy linking in their learning about mountains and cold, icy climates.	Written by award- winning author and past Children's Laureate, Operation Gadgetman is a thrilling story with lots of humour and suspense.	Taken from the Times Educational Supplement list of 100 Books to Read Before You Leave Primary School. A compelling and exciting story with many excellent opportunities for vocabulary development.	
Literacy Shed Plus KS2 Picture Books	Amazing Grace by Mary Hoffman	PROUDEST BLUE The Proudest Blue by Ibtihaj Muhammad					
Links to Wider Curriculum	An awesome story about being yourself and not letting barriers get in your way. You can be anything you want to be, even if people tell you, you can't. A ground-breaking book about	Olympic medalist Ibtihaj Mujammad explores the unbreakable bond between siblings and being proud of who you are. Follows on from the them of the previous term's picture book and links in to the children's SMSC					

	race, gender and self- esteem.	learning this term on Valuing Difference.						
Independent Reading and Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their Reading Diary. Reading Diaries are checked daily by adults. Children will read to an adult every week.							
Reading for	Adults read a range of	ependent reading or for genres covering poetry in topic themed texts from the state of the state	r the adult to read to the , fiction and non-fiction m the Schools' Library Se		n class's book corner.			
Pleasure	Topic Related Texts:							
	Stone Age • Stig of the Dump	Belonging by Jeannie Baker A World of Cities Flood	Willow Pattern Story Tales from China	Escape from Pompeii Amazing Islands Earth Shattering Events	The Ancient Greek Mysteries So You Think You've Got it Bad? A Kid's Life in Ancient Greece Greek Myths by Marcia Williams Meet the Ancient Greeks	The Rhythm of the Rain Storm by Sam Usher The Drop in my Drink: The Story of Water on Our Planet		
Reading Assessment								

- 14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech
- 15.Retrieve and record information from non-fiction
- 16.Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Year 4										
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
Topics	Roman Britain	Human Migration	Anglo-Saxons and Scots	Rivers	Vikings	Natural Resources				
	Guided Reading									
Literacy Shed Plus Texts	The Nothing to See Here Hotel by Steven Butler	The Legend of Spud Murphy by Eoin Colfer	Planet Omar: Accidental	· .	CRESSIDA COWEIL HOW TO TRAIN YOUR Dragon by Cressida Cowell	PHILIP PULLMAN IRRWORK-MAKER The Firework-Maker's Daughter by Philip Pullman				
Links to Wider Curriculum	An epic and hilarious adventure story to start the year, packed to the brim with amazing characters. It also links back to their Ancient Greece topic in Year 3.	A story about two boys who unwillingly have to spend time in the library with the nasty librarian and her potato gun! The boys discover a love of books and that Mrs Murphy isn't so bad after all. Boys in this year group particularly, will find this book funny and engaging.	The combination of Zanib Mian's hilarious text and Nasaya Mafaridik's fantastic cartoon-style illustrations make the Planet Omar series perfect for fans of Tom Gates and Wimpy Kid, which many of our children are. This book also links in well with the children's RE learning about Muslim as Omar and his family are Muslim.		This is a hilarious, face paced story with wonderful illustrations and exciting scenes – perfect for children in studying the Vikings.	A very different kind of story this term and more advanced in preparation for children moving on.				
Literacy Shed Plus KS2 Picture Books			My Name is Not Refugee by Kate Milner							
Links to Wider Curriculum			This is a powerful and n draws the young reade journey, inviting the c	noving exploration that r into each stage of the						

				ld make. Links in well with viopic, Migration.			
Independent Reading and Reading at Home	Children are expected to read at least five times a week at home. Adults at home record each time their child reads in their Reading Diary. Reading Diaries are checked daily by adults. Children will read to an adult every week.						
Reading for Pleasure	Drop Everything and Re Daily DEAR slots for inde Adults read a range of	ead (DEAR) ependent reading or for genres covering poetry topic themed texts from		ervice to be kept in each	n class's book corner.		
	Empire's End – A Roman Story Meet the Ancient Romans	Why Water's Worth It The Rhythm of the Rain		On the Move by Michael Rosen Lubna and Pebble Kind All Are Welcome	 Viking Boy There's a Viking in my Bed The Dragon's Hoard The 1000 Year-Old Boy 	Toby Alone Window by Jeannie Baker	
Reading Assessment	new words he/she mee 2. Read and decode furth word (linked to spelling 3. Maintain positive attitude fiction and reference be 4. Maintain positive attitude 5. Maintain positive attitude legends, and retell some 7. Maintain positive attitude imagination 8. Maintain positive attitude poetry 9. Maintain positive attitude poetry 9. Maintain positive attitude 10. Understand what he/sh meaning of words in co 11. Understand what he/sh 12. Understand what he/sh	ts, to include re-, sub-, interexception words accur English Appendix 1) des to reading and understooks or textbooks des to reading and understoes t	r-, super-, anti-, auto-, -atio rately, noting the unusual contactly, noting the unusual contactly, noting the unusual contactly, noting the unusual contactly and the she recontactly and the she rec	n, -ous; (English Appendix orrespondences between ads by listening to and discads by reading for a range ads by using dictionaries to ads by reading a wide range ads by discussing words and ads by recognising some diads by identifying themes a kes sense to him/her, discue his/her understanding of	spelling and sound, and who ussing a wide range of fiction of purposes check the meaning of worge of books, including fairy and phrases that capture the offerent forms of poetry e.g.	nere these occur in the on, poetry, plays, non-rds that he/she has read stories, myths and reader's interest and free verse, narrative ange of books and explaining the exity	

- 13. Understand what he/she reads independently by predicting what might happen from details stated and implied
- 14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
- 15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
- 16.Retrieve and record information from non-fiction over a wide range of subjects
- 17. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

Year 5									
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
Topics	Benin Kingdom	Informal Settlements	Medieval Monarchs	Earth's Biomes	Plymouth – A City of Voyage and Discovery	Energy and Sustainability			
Guided Reading									
Literacy Shed Plus Texts	Kensuke's Kingdom by Michael Morpurgo	Children of the Benin Kingdom by Dinah Orji	Harry Potter and the Ph Row		MICHAEL MORPURGO BEONULF MICHAEL MORPURGO BEONULF MICHAEL MORPURGO Beowulf by Michael Morpurgo	A Series of Unfortunate Events by Lemony Snicket			
	Year 5's Guided Reading books are all texts that the children will study in English in Year 6								
Links to Wider Curriculum	With themes of resilience, friendship and trust, this popular book can inspire children to live by life's highest values. This will support children's understanding of the development of a 'kingdom'.	A gripping adventure story about the culture of the people of the Benin Kingdom. A great opportunity to retrieve historical knowledge from last term.	A classic modern fiction book that all children should read/hear and a more advanced book to spread across two terms of Year 5.		The epic Anglo-Saxon legend is brilliantly recreated by one of the best children's authors. This will be an exciting reminder of their Anglo-Saxon topic in Year 4 and the children will go on to read the original in Year 6.	A bestseller in the top five bestsellers of the last decade. Its hilarious humour has proven to be popular amongst young children with rich and challenging vocabulary and language.			
Independent Reading and Reading at Home	Adults at home record Reading Diaries are ch			y.					
Reading for Pleasure	Children will read to an adult every week. Drop Everything and Read (DEAR) Daily DEAR slots for independent reading or for the adult to read to the class. Adults read a range of genres covering poetry, fiction and non-fiction. Topic Box of non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. Poetry Books: I Don't Like Poetry Fantastic Football Poems Pie Corbett Selection x 4 books								

	Favourite Poems: 101 Children's Classics Quick Let's Get Out of Here Cosmic Disco Be the Change Topic Related Texts:								
	Kingdom of Benin Short Stories: Ehi and Uki Diary of An Edo Princess	•	Divers DaughterTudor Tales	The Incredible Ecosystems of Planet Earth	 Daily Life in Ancient Sumer Gilgamesh the King 	Earth Heroes: Twenty Inspiring Stories of People Saving Our World Stories for Boys Who Dare to Be Different – David Attenborough			
Reading Assessment	 Maintain positive attitude poetry, plays, non-fictions. Maintain positive attitude legends and traditiona. Maintain positive attitude reasons for their choices. Maintain positive attitude. Understanding through. Understand what he/shing. Understand what he/shinferences with evidence. Understand what he/shinferences with evidence. Understand what he/shinferences and evaluate hing. Discuss and evaluate hing. Distinguish between state. 	des to reading and uncom and reference books des to reading and uncoul stories, modern fiction, des to reading and uncous des to reading and uncoust des to reading and uncoust to reading and uncount intonation, tone and value reads by checking the reads by drawing infected and the reads in increasingly and attements of fact and operesent information from a about books that are	lerstanding of what he/she or textbooks lerstanding of what he/she fiction from our literary her lerstanding of what he/she lerst	ets linked to the expectations a reads by continuing to read a reads by increasing their far ritage, and books from other a reads by recommending both a reads by identifying and disc a reads by making compariso a reads by preparing poems of a guardent of a read for himself and a read for h	and discuss an increasingly miliarity with a wide range of cultures and traditions tooks that he/she has read to cussing themes and converns within a book and plays to read aloud an understanding and exploring and motives from their activated is tated and implied and the reader	of books, including myths, o his/her peers, giving ntions in writing d to perform, showing ng the meaning of words in ons, and justifying			

Year 6										
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
Topics	Industrial Revolution	Local Field Work	Civil Rights	Population	Twentieth Century Conflict	Globalisation				
Guided Reading										
Literacy Shed Plus Texts	There's a Boy in the Girls' Bathroom by Louis Street Child by Berlie Journey to Jo-Burg by The Boy in the Striped Pyjamas by Jon Boyne The F				The Final Year by Matt Goodfellow					
Links to Wider Curriculum	A heart-warming story of a young boy's search for friendship and acceptance to start the children's last year of Primary School.	The unforgettable tale of an orphan in Victorian London, based on the boy whose plight inspired Dr Barnardo to found his famous children's homes. This exciting and gritty novel will engage children and link back to their learning about the Victorians from last term.	Gives the reader a glimpse into the life of a young black girl in South Africa under Apartheid, which the children will learn about during their topic.	A thought provoking sto the horrors of the Secor the children for	A story to complete the children's time in Primary School, exploring how we behave towards others. A must-read for every Primary school child!					
Independent Reading and Reading at Home		ecked daily by adults.	es a week at home. ads in their Reading Diar	y.						
Reading for Pleasure	Adults read a range of	ependent reading or for genres covering poetry n topic themed texts fror	the adult to read to the , fiction and non-fiction. n the Schools' Library Se		class's book corner.					

	Fantastic Football Poems Pie Corbett Selection x 4 books Rising Stars: New Young Voices in Poetry Cosmic Disco Quick Let's Get Out of Here								
	Topic Related Texts:								
	Abridged Oliver Twist Son of the Circus, A Victorian Story	•	 The Island by Armin Greder Stories for Boys Who Dare to Be Different – Nelson Mandela Goodnight Stories for Rebel Girls – Malala Yousafzai 	If the World Were a Village: A Book About the World's People	 Peace Lily Poems from the First World War Stories of the First World War 	• Planet Under Pressure			
Reading Assessment	 Maintain positive attiturange of purposes Maintain positive attituour literary heritage ar Maintain positive attituwide range of writing Maintain positive attitu Maintain positive attitu Maintain positive attitu Read age-appropriate Understand what he/s and using quotations f Understand what he/s Discuss and evaluate f Participate in discussion and challenging views 	udes to reading and under udes to reading and under and books from other cultur udes to reading and under udes to reading and under udes to reading and under ele books, including whole reads by summarising the for illustration where reads by identifying her how authors use language ons about books that are re- sis courteously and with clear	es and traditions rstanding of what he/she re rovels, with confidence and the main ideas drawn from ow language, structure and e, including figurative langu- ead to him/her and those the ar reasoning	eads by reading books the eads by increasing his/her eads by identifying and d eads by making comparis eads by learning a wider read fluency more than one paragrap presentation contribute to age, considering the importance of th	at are structured in different familiarity with a wide ran iscussing themes and conversons within and across bool range of poetry by heart oh, identifying key details the to meaning pact on the reader elf/herself, building on his/h	ge of books, including from entions in and across a ks at support the main ideas			



Marine Academy English Long Term Curriculum Map

At Marine Academy Primary, we endeavour to create a love for writing. We want every child to leave the Academy with the skills of an excellent writer who:

- > Has the ability to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Mas a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last all children achieve a 'Personal Best' which is kept inside their books; each time they beat it they receive a Headteacher's prize and a new Personal Best replaces the previous.

Throughout their time at Marine Academy Primary, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length. Teachers plan their writing sessions using No Nonsense Literacy, No Nonsense Grammar and Hamilton Trust resources.

Some of the genres that the children will experience are as follows:

FICTION

Adventure Fantasy

Classic fiction

Plays and dialogue

Myths

Legends

Fairy tales

FablesTraditional tales

Stories from other cultures

NON-FICTION

Letters

Information texts

Explanation texts

Instructions

Persuasion texts

Non-chronological reports

Recounts

Argument and debate

Blogs

	Year 1								
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6			
MAIN TOPIC	Dinosaurs	Location, Location, Location	Ancient Egypt	To Plymouth and Beyond!	Significant Sport Stars	Wonderful Weather			
Fiction Texts	Fantasy The Day Louis Got Eaten by John Fardell	Fairy Stories and Traditional Tales The Three Little Pigs by Mara Alperin	Poetry and Funny Stories Oi Frog by Kes Gray	Poetry and Story Writing Train Ride by June Crebbin	Stories in Familiar Settings Stuck by Oliver Jeffers	Stories with Repeating Patterns Fatou, Fetch the Water by Neil Griffiths			
Links to Wider Curriculum	An exciting story for children starting in Year 1, containing pictures that tell more of the story than the text, providing a fantastic opportunity for children to fill in the gaps. Children can easily innovate the story using dinosaurs that they learn about in their History lessons.	This popular story captures the children's imagination. A retelling of the traditional tale, Little Red Riding Hood sets out into the forest to take a basket of goodies to her poorly grandma. Along the way, she adds to her stores, picking beautiful flowers, gathering fallen acorns and receiving a gift of some nice, sticky honey. She thinks these treats will cheer up her grandma. But little does she know that they could just save her from the Big Bad Wolf	A humorous poetic picture book, which will give children the opportunity to explore rhyming words, as well as the opportunity for a giggle!	This is a rhythmic journey story of a little girl and her mother taking a train ride through the country side. This book will enable children to innovate and think about journeys they have been on in and around Plymouth, which they will explore more in their Geography topic.	A very funny cumulative story where a kite gets stuck in the tree and then other things are thrown up to try and release it. A good text to use to teach structure.	This is a journey story, similar to Handa's Surprise, with more detail and a slightly more patterned text. A charming tale of the joys of both giving and receiving, which includes a fun facts section about the culture and traditions of The Gambia where the story is set, providing opportunities for children to link to their Geography learning on climates around the world.			
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. being encouraged to link what is read or	Develop pleasure in reading, motivation to read, vocabulary and understanding by • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences.	Develop pleasure in reading, motivation to read, vocabulary and understanding by Iistening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. being encouraged to link what is read or heard	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences.			

- read to his/her own experiences.
- joining in with predictable phrases.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.
- making inferences on the basis of what is being said and done.
- predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.

- heard read to his/her own experiences.
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- joining in with predictable phrases.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.
- making inferences on the basis of what is being said and done.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 joining in with predictable phrases.
- learning to appreciate rhymes and poems, and to recite some by heart.
- discussing word meanings, linking new meanings to those already known.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.
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Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.

Vocabulary, Grammar and Punctuation

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.
 - Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
 - Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): until the boat.
 - Understand how words can combine to make sentences.
 - Join words and clauses using and.
 - Separate words with spaces.
 - Use capital letters and full stops to demarcate sentences in some of his/her writing.

	Use a capital letter for names of people	Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Begin to punctuate work using question marks or exclamation marks	Begin to punctuate work using question marks and exclamation marks	Begin to punctuate work using question marks and exclamation marks	Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
Key Terminology	capital letter full stop sentence	letter capital letter word sentence punctuation full stop exclamation mark	word sentence full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop	sentence capital letter full stop exclamation mark	sentence full stop exclamation mark question mark
Independent Purposeful Writing Outcomes	To write a story following the pattern of the text, changing the monsters to dinosaurs. Stories could be sent to Torquay's Dinosaur World.	To write a traditional tale based on the Three Little Pigs, innovating parts such as, characters, setting or even plot.	To write own humorous rhyming sentences based on the pattern of the text.	To write a story of a journey following the same rhymthic pattern of the text.	To write a story based on the pattern of Stuck. Children's stories could be sent to author, Oliver Jeffers.	Children will write a story using this pattern and a setting that is familiar to them.
Non-Fiction Texts	Instructions How to Wash a Woolly Mammoth by Michelle Robinson	Poetry A First Book of the Sea by Nicola Davies	Information Texts Creature Features: Dinosaurs by Natasha Durley	Letters Stella and the Seagull by Georgina Stevens and Izzy Burton	Poetry I Love Bugs by Emma Dodd	Information Texts Weather by Steffi Cavell- Clarke
Links to Wider Curriculum	A fun way to introduce children to instruction writing. Children will have the opportunity to draw upon their topic learning, as they can innovate to write instruction on how to wash a dinosaur.	A beautiful collection of poems all about the sea. Allows children to make links to learning in Reception, 'Deep Sea Divers'.	This is a vibrant information book about dinosaurs, organised according to their common features. Children will be able to recall their History learning from Term 1 about dinosaurs and use their knowledge to support their understanding of the text.	A story about a little girl on a campaign for change, after her seagull friend gets poorly. As Plymouth is best known for being the 'Ocean City' it makes for a great connection. Opportunities for environmental discussions, whilst linking to their topic looking at 'Plymouth and Beyond'.	A relatable story about a little boy's hunt for bugs in his garden. A great way for children to retrieve previous science learning around bugs and living things.	A science-based text that looks at weather. This text links perfectly with their topic learning, which the children will be able to discuss further and build on information taught.
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Istening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at

which he/she can read independently

discussing word meanings, linking new

meanings to those

already known.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.

which he/she can read independently.

- being encouraged to link what is read or heard read to his/her own experiences.
- joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by:

- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.
- predicting what might happen on the basis of what has been read so far.

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- drawing on what is already known or on background information and vocabulary provided by the teacher.
- discussing the significance of the title and events.

Participate in discussion about what is read to him/her, taking turns and listening to what others say.

Explain clearly his/her understanding of what is read to him/her.

Vocabulary, Grammar and Punctuation

- Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun.
 - Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
 - Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): until the boat.
 - Understand how words can combine to make sentences.
 - Join words and clauses using and.
 - Separate words with spaces.
 - Use capital letters and full stops to demarcate sentences in some of his/her writing.

	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	Understand how words can combine to make sentences. Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	
Key Terminology	letter capital letter word sentence punctuation full stop	capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word, sentence punctuation full stop question mark exclamation mark	capital letter sentence punctuation full stop question mark	sentence capital letter full stop	sentence punctuation full stop question mark	
Independent Purposeful Writing Outcomes	To write a set of instructions, on how to wash a dinosaur.	To write a poem about a sea creature. Children will be able to retrieve knowledge from previous learning in Reception. These could be sent to the National Marine Aquarium.	To make their own information book based on any topic they are knowledgeable about. The best content will be topics where it is easy to identify common features, e.g. birds, fish, buildings, toys, trees, etc.	To write a letter asking for help with an environmental issue. This could be a letter about littering on the school grounds. Letters could be published in newsletter, shared with children in school or emailed out to families.	To write a descriptive poem. This could link in with their topic learning, where the children could write poems about a sport or a 'Significant Sports Star'. These could be shared on social media with famous athletes.	To write simple pages for a class information book about weather, or a season of choice. A whole class book could be created.	
Spoken Language	 Participate in discussions, performances, role-play and improvisations Ask relevant questions to extend their understanding and build vocabulary and knowledge Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Listen and respond appropriately to their peers and adults. 						
Spelling		• Spe vrite the 40+ graphemes in St	ell words containing each of t andard 4 of English language Spell a few common exceptio • Spell some commo	he 40+ phonemes already tail comprehension and reading	on hearing the corresponding		

	 Name the letters of the alphabet in order. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Add prefixes and suffixes using the prefix un Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. Apply simple spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). 						
Handwriting	• Unc	Sit correctly at a table, holding a pencil comfortably and correctly. Form most lower-case letters correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.					
Composition	Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher						
Understand how words can combine to make sentences.	•	•	•	•	•	~	
Join words and clauses using 'and'.	•	•	•	~	•	~	
Separate words with spaces.	•	•	•	•	•	~	
Use capital letters and full stops to demarcate sentences in some of his/her writing.	•	•	•	•	•	v	
Begin to punctuate work using question marks and exclamation marks.		•	•	•		V	
Use a capital letter for names of people, places, the days of the week, and the personal	names personal pronoun 'I'	names places days of the week personal pronoun 'l'	names places days of the week personal pronoun 'l'	names places	names places	names places days of the week personal pronoun 'I'	

pronoun I.						
Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.	capital letter word sentence punctuation full stop	letter capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop question mark	capital letter sentence full stop	sentence punctuation full stop question mark exclamation mark

	Year 2								
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6			
MAIN TOPIC	Vile Victorians	What a Wonderful World	The Great Fire of London	Rainforests	World War II VE Day	Our Food, Our World			
Fiction Texts	Creative Story Writing How to Hide a Lion at School by Helen Stephens	Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al.	Traditional Tales Mixed Up Fairy Tales by Hilary Robinson	Adventure Story Writing Augustus and His Smile by Catherine Rayner	Poetry Zim Zam Zoom by James Carter	Postcards and Letters The Day the Crayons Quit by Drew Daywalt			
Links to Wider Curriculum	A comical tale of a lion, who wants to stay with his best friend, even if that means going to school and on a trip. The text provides ample opportunity for immaginative story writing and can be innovated in a number of ways that suit children's current knowledge and life experiences.	This is a great picture book about a little girl who is bored on a wet day. She doodles and enters an imaginary world and then returns. The images are part photo and part drawn making them very replicable for children.	A split-page book, allowing children to explore the possibility of fairytales being mixed up. Children will be able to retrieve fairytales that they have looked at in Reception and Year 1. It will also give them additional knowledge of fairytales moving through the school years.	A beautifully illustrated book about a tiger, named Augustus, on his search for his smile. Children will be able to innovate this story using their current topic knowledge of 'Rainforests' to change the main animal in their own story and the adventure that they go on.	A collection of poems especially written for performance. With delightful illustrations, this is a brilliant introduction to poetry for young children, making it more accessible and enjoyable for a young audience. Great topics including rockets, dragons, monsters, colours, animals, space, music, fairy tales and fireworks.	A playful and imaginative story that will have children laughing while learning about the basics of letter writing and developing character.			
Reading	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might			

	happen on the basis of what has been read so far. Explain what has happened so far in what he/she has read.		happen on the basis of what has been read so far. Explain what has happened so far in what he/she has read. g suffixes such as -ness, -er and Form adjectives using sectives and use -ly to turn adjectives and use -ly to turn adjectives and sectives of the such as sectives and use -ly to turn adjectives -ly turn -ly turn adjectives -ly turn -	uffixes such as -ful, -less.		happen on the basis of what has been read so far. Explain what has happened so far in what he/she has read.
Vocabulary, Grammar and Punctuation	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately.	Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately.	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately.	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate most sentences in his/her writing	Write poetry to develop positive attitudes toward and stamina for writing. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, soffly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate most sentences in his/her

				and use question marks correctly when required. Use question marks and exclamation marks appropriately. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.		writing and use question marks correctly when required. Use question marks and exclamation marks appropriately. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
Key Terminology	question exclamation	noun verb adverb adjective compound comma apostrophe question exclamation	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe	noun noun phrase adjective adverb verb question exclamation	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe
Independent Purposeful Writing Outcomes	To write a story about hiding an animal at school or on a trip, using their topic trip as inspiration or changing their setting to a Victorian school to compliment the History based topic, 'Vile Victorians'.	To write their own story using real and imaginary characters.	To rewrite a traditional tale, changing some key details or adding a twist. Children can take inspiration from their Guided Reading books from last term, The Deep Dark Wood and Little Red.	To write a story following the structure of Augustus and his smile, using knowledge learnt throughout the topic of the term, 'Rainforests'.	This sequence culminates in a poetry recital for parents or other classes. To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately. Write their own Kenning poem based on a model from the text. Some children may also write poems based on other models.	To write a story, using short letters with the same structure of 'The Day the Crayons Quit', innovating by using different objects, for example chairs.
Non-Fiction Texts	Recounts My Day at the Zoo by Jay Dale	Information Texts Could a Penguin Ride a Bike? by Camilla Bedoyere	Poetry Tell Me a Dragon by Jackie Morris	Information Texts I Don't Like Snakes by Nicola Davies	Explanation Text Seed to Sunflower by Camilla de la Bédoyère	Information Text This Is How We Do It by Matt Lamothe

Links to Wider Curriculum	A recount text written in chronological order, about children visiting a zoo. A great relatable text for the children, reflecting on their own trip to the zoo in Reception. Children will be able to use the topic inspired trip to Morwellham Quay to write their own chronological recount of their day.	A funny book which uses questions and answers to inform readers about the special features of the penguin. Children's independent writing can link to their Science learning this term about living things, habitats and food chains.	A beautifully illustrated book highlighting that everyone is different, and everyone has their own dragon that they love, whether it be big or small. Children will have the chance to use their own imagination to think about what their own dragon would look like before creating their own poems to describe.	This clever book has a mixture of fiction and non-fiction text, as it is a tale of a little girl whose family has pets snakes, but she hates snakes. Through a story of facts and information the little girl begins to change her mind about the creatures.	A great text for children to build upon their knowledge of life cycles including plants and animals, such as butterflies. With real life photographs, it makes for a great visual and information for children to understand and follow, before creating their own life cycles explanation text.	This is a fantastic information text which follows the lives of seven children from around the world. The book includes detail about their everyday lives, providing a genuine window into lives and traditions that may differ from our own. This will link in well with the children's Geography learning about food around the world.
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering and asking questions and making links. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering and asking questions and making links. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. Explain what has happened so far in what he/she has read.			Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. Explain what has	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and

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		·	g suffixes such as -ness, -er and • Form adjectives using s ectives and use -ly to turn adje	uffixes such as -ful, -less.	·	
Vocabulary, Grammar & Punctuation	Write about real events, recording these simply and clearly. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately. Use commas to separate items in a list.			 Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was 	Write about real events, recording these simply and clearly. Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark

	exclamation marks appropriately. • Use commas to separate items in a list.				shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.	actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.	
Key Terminology	question exclamation adjective verb adverb tense (past, present)	statement question compound			statement question exclamation command verb	noun noun phrase compound adjective verb adverb tense (present) comma	
Independent Purposeful Writing Outcomes	To write a recount of what they see on the bus journey to Morwellham Quay for their History trip.	To write a page or pages for a class book about an animal. Children can link to their Science learning this term about living things, habitats and food chains.	To write own dragon inspired poem with own uniqueness, which will then be used to create a whole class book of dragons.	To write own, 'I don't like' book about another animal, which includes facts and information.	To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the nonfiction voice of a scientist.	To add yourself to the seven children in the book and write how you live.	
Spoken Language	• Continue to build	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. • Discuss the sequence of events in books and how items of information are related. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss his/her favourite words and phrases. • Answer and ask questions. • Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.					

5	• Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.						
Spelling	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell many common exception words. Spell most common exception words. Spell some words with contracted forms. Spell most words with contracted forms. Spell by learning the possessive apostrophe (singular) e.g. the girl's book. Spell by distinguishing between homophones and near-homophones. Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.						
Handwriting	Porm lower-case letters of the correct size relative to one another in some of his/her writing. Form lower-case letters of the correct size relative to one another in most of his/her writing. Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. Use the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.						
Composition	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). Write poetry to develop positive attitudes toward and stamina for writing. Write effectively and coherently for different purposes to develop positive attitudes toward and stamina for writing. Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils. Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. Read aloud what he/she has written with appropriate intonation to make the meaning clear.						
Form nouns using suffixes such as - ness, -er and by compounding e.g. whiteboard, superman.				•		·	
Form adjectives using suffixes such as -ful, -less.				~		~	
Use suffixes -er, -est				>		·	

in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.						
Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.				•		v
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.			•	,	•	~
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	•		•	*		*
Use present and past tense mostly correctly and consistently.			•	`		~
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.				•		•
Use capital letters and full stops to demarcate most sentences in his/her	•	•	•	•	•	v

writing and use question marks correctly when required.						
Use question marks and exclamation marks appropriately.	а	•	•	•		V
Use commas to separate items in a list.		9		,	9	V
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name	•	*				
Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.	question exclamation adjective verb adverb tense (past, present)	noun verb adverb adjective compound comma apostrophe statement question exclamation	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe	noun noun phrase adjective adverb verb question exclamation statement command	noun noun phrase statement question exclamation command compound adjective verb adverb suffix tense (past and present) comma apostrophe

	Year 3							
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6		
MAIN TOPIC	Prehistoric Britain	Mountains, Volcanoes and Earthquakes	The Shang Dynasty	Villages, Towns and Cities	Ancient Greece	Water, Weather and Climate		
Fiction Texts	Traditional Tales Ratpunzel by Charlotte Guillain	Stories by the Same Author Mimi and the Mountain Dragon by Michael Morpurgo	Adventure Stories Blue John by Berlie Doherty	Plays and Dialogues Paddington Goes to Town/Goes for Gold by Michael Bond	Quest Story Oliver and the Seawigs by Philip Reeve and Sarah McIntyre	Wordless Picture Book Flotsam by David Wiesner		
Links to Wider Curriculum	A simple retelling of Rapunzel but with an animal twist. A text that follows the pattern of exploring traditional tales each academic year and innovating them in their own ways.	This is a slightly extended version of a tale that can be used to develop telling longer stories. It could be used in winter time as it is linked to Christmas Eve.	The Queen of Darkness lives underground with her child Blue John. When he wakes up he starts to explore and meets children who tempt him out of the cave into the light. His mother, The Queen of Darkness, begs him to stay but he doesn't and slowly turns to stone. A story created by listening to music.	This sequence uses the book at the learning about the text phase and then children write the story of one of the older versions of a Paddington story on film. The topic of Villages, Towns and Cities, can be incorporated within the innovation ideas.	Oliver grew up in a family of explorers - but his biggest adventure is about to begin! Along with his new friends, a grumpy old albatross, a short-sighted mermaid and a friendly island called Cliff, Oliver goes off in search of his missing parents. Children will be able to innovate using a different setting or different period in time, such as their topic, Ancient Greece.	This beautifully illustrated wordless picture book provides great stimulus for discussion and imagination. With the story not being written, it allows the children to get their own thoughts and ideas down using great description to set the scene.		
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: Iistening to and discussing a wide range of fiction, poetry, plays and nonfiction. increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	a wide range of fiction, poetry, plays and non- fiction.	familiarity with a wide range of books, including	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. increasing his/her familiarity with a wide range of books, including	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. Understand what he/she reads independently by:	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. Understand what he/she reads independently by:		

captur interes: Underst reads ir drawin as infet feeling motive actions inferen predict happe stated.	stand what he/she independently by: ng inferences, such erring characters' gs, thoughts and es from their ns, and justifying nces with evidence. eting what might en from details	Understand what he/she reads independently by: carawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		legends, and retell some of these orally. • identifying themes in books. • reading aloud poems and perform play scripts. • discussing words that capture the reader's interest and imagination. Understand what he/she reads independently by: • checking that the text makes sense to him/her, discussing his/her understanding of words. • asking questions to improve his/her understanding of a text. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. Retrieve and record information from nonfiction.	drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.	checking that the text makes sense to him/her, discussing his/her understanding of words. drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Vocabulary, Grammar & Punctuation	 Form nouns using a range of prefixes e.g. super-, anti-, auto Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. 					

	Begin to use paragraphs as a way to group related material. Begin to use inverted commas to punctuate direct speech. Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	Begin to use paragraphs as a way to group related material. Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use inverted commas to punctuate direct speech.	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	 Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation. Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. Begin to use inverted commas to punctuate direct speech. 	cause using co-ordinating and subordinating	Begin to use paragraphs as a way to group related material. Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use inverted commas to punctuate direct speech.
Key Terminology	conjunction subordinate clause direct speech inverted commas (or speech marks)	direct speech inverted commas (or speech marks) conjunction preposition clause	conjunction clause subordinate clause	conjunction word family prefix clause subordinate clause direct speech inverted commas (or 'speech marks')	preposition clause subordinate clause	clause inverted commas (or 'speech marks') direct speech
Independent Purposeful Writing Outcomes	To write an expanded, animal version of a traditional tale. Read the written stories to younger children.	To write a story about a monster that might be responsible for natural disasters.	To write a story about how a precious stone was created.	To write a story about how a precious stone was created.	To write a Paddington Bear story based on one of the old films.	To write part of the story of Flotsam including a detailed description of one of the settings.
Non-Fiction Texts	Letters Ask Dr K Fisher About Animals/Minibeasts/ Dinosaurs/Reptiles by Claire Llewellyn	Chronological Reports The Great Fire of London by Emma Adams	Poetry Poetry Pie by Roger McGough	Poetry Poetry Pie by Roger McGough	Instructions Grow Your Own Lettuce by Helen Lanz	Biography I Am Not a Label by Cherrie Burnell
Links to Wider Curriculum	A non-chronological text based on letters between Dr K Fisher and animals	Information on the historic events of 1666 told through different sections:		Roger McGough with puns n this book of poetry. The e poem Poetry Pie and the	A set of instructions about growing lettuce surrounded by other	In this stylishly illustrated biography anthology, the children will explore a

	with problems. Very funny! This can be substituted with other books in the same series.	an introduction to set the scene; dated reports; charted changes to firefighting; significant people and places. Set off by dramatic illustrations in a palette of oranges and blues. Children will have opportity to recall their Year 2 knowledge.	range of poems that children have access to.	information such as types of lettuce, harvesting and a calendar. There is a set of instructions about sowing lettuce seed but in fact the whole book is a set of extended instructions. A useful book for moving away from the one-page set of simple instructions.	mixture of 34 artists, thinkers, athletes and activists with disabilities, from past and present. They will find out how these iconic figures have overcome obstacles, owned their differences and paved the way for others by making their bodies and minds work for them. Each person is a leading figure in their field, be it sport, science, maths, art, breakdance or the world of pop.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Understand what he/she reads independently by: drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. discussing words that capture the reader's interest and imagination. Understand what he/she reads independently by: drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. identifying main ideas drawn from within one paragraph and summarise these.	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. reading aloud poems and perform play scripts. discussing words that capture the reader's interest and imagination. Understand what he/she reads independently by: checking that the text makes sense to him/her, discussing his/her understanding of words. asking questions to improve his/her understanding of a text. drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated.	Maintain positive attitudes to reading and understanding of what he/she reads by: • listening to and discussing a wide range of fiction, poetry, plays and nonfiction. • reading books that are structured in different ways. Understand what he/she reads independently by: • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays and nonfiction. reading books that are structured in different ways. Understand what he/she reads independently by: checking that the text makes sense to him/her, discussing his/her understanding of words. Ianguage, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. Retrieve and record information from nonfiction.
Vocabulary, Grammar & Punctuation	• Us	e the forms 'a' or 'an' accord	Form nouns using a range of prefixes e.g. super-, anti-, auto ding to whether the next word begins with a consonant or a lies based on common root words e.g. solve, solution, solve	a vowel e.g. a rock, an open b	oox.

	Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	Begin to use paragraphs as a way to group related material. Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use inverted commas to punctuate direct speech.		Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation.	Begin to use paragraphs as a way to group related material. Use headings and subheadings to aid presentation. Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
Key Terminology	conjunction clause subordinate clause	clause subordinate clause direct speech inverted commas (or 'speech marks')		conjunction preposition clause	preposition conjunction clause subordinate clause
Independent Purposeful Writing Outcomes	To write a letter to an agony aunt and a reply. This could be about animals or about a character from history etc.	To write a chronological sequence of reports on an historic event (which could be personal), with the option of writing one or more linked sections: an introduction to 'set the scene'; information on a feature that changed over time; short biographical entries; short entries on places of significance to the event.	To perform and write poetry.	To write a set of instructions with a detailed introduction.	To write about an inspiring person who has overcome challenge in their life. Publish with appropriate borders and illustration.
Spoken Language	 Participate in reasoned dis Compose and rehearse se Rea 	oems and play scripts to reace Discuss we Ask que cussion about books, poems of intences orally (including dialor d aloud his/her own writing us Give well-structured descrip	s a range of fiction, poetry, plays, non-fiction and reference all aloud and to perform, showing basic understanding throuvords and phrases that capture the reader's interest and impressions to improve his/her understanding and knowledge cand other materials that are read to him/her and those hey to what others say. Ogue), progressively building a varied vocabulary and an implementary and an implementary and controlling the tone and volume appropriate intonation and controlling the tone and volume and justify answers, arguments and opinions options, explanations and narratives for different purposes, in tively in collaborative conversations, staying on topic and interest and provided the same a	ugh intonation, tone, volume of agination. If a text. If he can read for himself/herse of sentence solume so that the meaning is a calculating expressing feelings	elf, taking turns and listening tructures (english appendix clear.

	 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of standard English. 							
Spelling	Use the prefixes un-, dis-, mis-, re-, pre Add suffixes beginning with vowel letters to words of more than one syllable e.g., forgetting, preferred, gardening, limited. Use the suffix -ly. Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. Spell words with endings which sound like 'zhun' e.g. division, decision. Spell words with endings which sound like 'zhun' e.g. division, decision. Spell words containing spell words with reference to English Appendix 1. Spell words that are often misspelt with reference to English Appendix 1. Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym. Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. Spell words with the 'ay' sound spelt 'ch' e.g. eight, they. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							
Handwriting		 Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 						
Composition	 Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. Plan his/her writing by discussing and recording ideas within a given structure. Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. Draft and write by organising writing into paragraphs as a way of grouping related material. Draft and write non-narratives, creating settings, characters and plot. Draft and write non-narrative material, using headings and sub-headings to organise texts. Evaluate and edit by assessing the effectiveness of his/her own writing. Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 							
Express time, place and cause using co- ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	•	•	•	•	•	•		
Begin to use paragraphs as a way to group related	~	*		•	•	~		

material.						
Use headings and sub-headings to aid presentation.				~	~	v
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.				•		
Begin to use inverted commas to punctuate direct speech.	•	>		•		·
Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks').	conjunction clause subordinate clause direct speech inverted commas (or 'speech marks')	conjunction clause subordinate clause direct speech inverted commas (or speech marks) preposition	conjunction clause subordinate clause	preposition conjunction word family prefix clause subordinate clause direct speech inverted commas (or 'speech marks')	conjunction preposition clause subordinate clause	preposition conjunction clause subordinate clause inverted commas (or 'speech marks') direct speech

	Year 4								
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6			
MAIN TOPIC	Roman Britain	Human Migration	Anglo-Saxons and Scots	Rivers	Vikings	Natural Resources			
Fiction Texts	Traditional Tales Cinderella of the Nile by Beverley Naidoo	Poetry Beachcomber by George Mackay Brown		Stories in Familiar Settings / Poetry A River by Marc Martin	Myths and Legends Arthur and the Golden Rope by Joe Todd Stanton	Stories from Other Cultures Gregory Cool by Caroline Binch			
Links to Wider Curriculum	In this beautifully illustrated retelling of one of the earliest versions of Cinderella a young girl from Ancient Greece. This story gives lots to talk about in the story and wonderful illustrations. Children will be able to make comparisons with the European version of the story and explore the references to Ancient Greece including Gods and Goddesses, topics that have been taught in previous years.	A powerful poem about how the ocean is becoming heavily polluted with litter. As the children live near the ocean, it is a great way to discuss and instil the message of keeping our oceans clean and how it still holds so many treasures to explore on beaches.		A beautiful book with incredible illustrations that add significantly to the message.	Told through text and images, this book is a wonderful quest story. Arthur sets off to save the town from the encroaching cold and ice when The Wolf puts out the fire. There are many obstacles for Arthur to overcome on his journey but Arthur is a born adventurer. The sequence teaches layout for presentation and meaning, present perfect, dialogue, adverbials, possessive apostrophe and multi-clause sentences.	This book allows children to explore a different place through the eyes of Gregory who visits his grandparents in Tobago. Very well written.			
Reading	Maintain positive attitudes to reading and understanding of what	Maintain positive attitudes to reading and understanding of what	Maintain positive attitudes to reading and understanding of what		Maintain positive attitudes to reading and understanding of what	Maintain positive attitudes to reading and understanding of what			

he/she reads by:

- listening to and discussing
 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- using dictionaries to check the meaning of words that he/she has read.

Understand what he/she reads independently by:

- drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- predicting what might happen from details stated and implied.
- discussing words and phrases that capture the reader's interest and imagination.
- recognising some different forms of poetry e.g. free verse, narrative poetry.
- identifying themes and conventions in a wide range of books.

Understand what he/she reads independently by: drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

he/she reads by:

- a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading for a range of purposes.
- reading a wide range of books, including fairy stories, myths and leaends, and retell some of these orally.
- using dictionaries to check the meaning of words that he/she has read.

he/she reads by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading for a range of purposes.
- reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- discussing words and phrases that capture the reader's interest and imagination.
- using dictionaries to check the meaning of words that he/she has read

Understand what he/she reads independently by:

- checking that the text makes sense to him/her. discussing his/her understanding, and explaining the meaning of words in context.
- drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions. and justifying inferences with evidence clearly taken from the text.
- identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.

he/she reads by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading for a range of purposes.
- using dictionaries to check the meaning of words that he/she has read.
- reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- discussing words and phrases that capture the reader's interest and imagination.
- identifying themes and conventions in a wide range of books.

Understand what he/she reads independently by:

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he/she reads by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading for a range of purposes.
- using dictionaries to check the meaning of words that he/she has read.
- reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- identifying themes and conventions in a wide range of books.

Understand what he/she reads independently by:

 identifyina main ideas drawn from more than one paragraph and summarise these.

Vocabulary, Grammar & Punctuation	 Understand the grammatical difference between the plural and the possessive -s. Use 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 apostrophes to mark plural possession e.g. the girl's name, the girls' names. 						
	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme. Use commas after fronted adverbials.	 Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials. 	 Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. 		Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	
Key Terminology	pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner adverbial	adverbial		adverbial	Revision of Y3 terminology: direct speech inverted commas (or speech marks)	
Independent Purposeful Writing Outcomes	To write a new version of Cinderella, including a different setting and 'back story' to the original.	perspective of an auto	nd objects, real or imagined, ngs about them from the biographical or fictional ator.	To write about a journey through different landscapes.	To write a quest story as one of the Brownstone adventures.	To write a story based on the blueprint of Gregory Cool.	
Non-Fiction Texts	Information Text What a Waste by Jess French	Chronological Reports A Walk in London by Salvatore Rubbino	Biographies Fantastically Great Women Who Changed The World by Kate Pankhurst	Non-Chronological Report Rainforest Rough Guide by Paul Mason	Explanations Book of Bones 10 Record- breaking Animals by Gabrielle Balkan and Sam Brewster	Persuasive Writing Charity letter RSPB	
Links to Wider Curriculum	This is an informative book on recycling and the environment for children.	This is a dual-voiced text about a trip around London. The main voice is the excited child, the	This very accessible and fascinating book contains 13 biographies of women	A text organised around a diary but also including letters, fact files and emails. A good text to use	This book holds truly amazing information about the bones of animals. It is written as a	A persuasive letter written by the RSPB to inspire children to write their own persuasive text.	

	The good, the bad and the incredibly innovative. From pollution and litter to renewable energy and plastic recycling. This educational book will teach young budding ecologists about how our actions affect planet Earth and the big impact we can make by the little things we do.	second voice being information about the various places. Great for securing dialogue and comparing different types of writing.	from different periods of history. It includes well-known people such as Anne Frank and Amelia Earhart but also other less known women such as Agent Fifi and Sacagawea. The layout invites and intrigues the reader with visual details and pathways through the text.	if you want to see how children handle a hybrid text.	'Who am I?' guessing game, almost like a riddle, and then a page of information about the animal providing a connection between animal bones and behaviour. It is also very funny!	
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. identifying themes and conventions in a wide range of books. using dictionaries to check the meaning of words that he/she has read. Retrieve and record information from non-fiction over a wide range of subjects.	Maintain positive attitudes to reading and understanding of what he/she reads by: Iistening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by: checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. identifying main ideas drawn from more than one paragraph and summarise these. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion,		Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by: drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted	Maintain positive attitudes to reading and understanding of what he/she reads by: Iistening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. discussing words and phrases that capture the reader's interest and imagination. Understand what he/she reads independently by: checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. asking questions to improve his/her understanding of texts of increasing complexity. identifying how language, structure, and	Maintain positive attitudes to reading and understanding of what he/she reads by: Istening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. discussing words and phrases that capture the reader's interest and imagination. Understand what he/she reads independently by: identifying main ideas drawn from more than one paragraph and summarise these.

		inverted commas for speech, apostrophes to mark possession, fronted adverbials.		adverbials.	presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Retrieve and record information from nonfiction over a wide range of subjects.	
	• Use Sta	ndard English forms for verb in	d the grammatical difference offections instead of local spot trophes to mark plural possess	en forms e.g. we were instea	d of we was, or I did instead o	f I done.
Vocabulary, Grammar & Punctuation	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme. Use commas after fronted adverbials.	Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.		Use fronted adverbials e.g. Later that day, I heard the bad news. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. Use commas after fronted adverbials.	Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.	Use paragraphs to organise ideas around a theme. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later that day, I heard the bad news. Use commas after fronted adverbials.
Key Terminology	determiner adverbial pronoun possessive pronoun Revision of Y2: simple sentence compound sentence	determiner pronoun		adverbial	pronoun possessive pronoun	adverbial

	verb past tense present tense progressive form							
Independent Purposeful Writing Outcomes	To design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet' that might be appropriately included in Jess French's book.	To write an information text about a place visited.	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements.	To create a class 'Rough Guide' to another endangered habitat or an environmental issue.	To write own pages to create a class book about an amazing group of something.	To write own persuasive letter about an issue of importance to the children.		
Spoken Language	 Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and increasingly complex phrases that capture the reader's interest and imagination. Ask reasoned questions to improve his/her understanding of a text. Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 							
Spelling	 Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto Understand and add the suffixes -ation, -ous. Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/medale, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. Spell more complex words that are often misspelt with reference to (English Appendix 1). Spell words with the 's' sound spelt 'sc' e.g. science, scene. Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. Use the first three or four letters of a word to check its spelling in a dictionary. Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 							
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							
Composition	 Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2. Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. 							

	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.					
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	~					·
Use fronted adverbials e.g. Later that day, I heard the bad news.	а	•	•	•	•	•
Use paragraphs to organise ideas around a theme.	,					•
Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.		•			•	
Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.			*	*	*	*
Use commas after fronted adverbials.	~	~	~	~	•	•
Understand the following terminology:	pronoun possessive pronoun determiner	determiner adverbial pronoun	adverbial	adverbial	adverbial pronoun possessive pronoun	adverbial Revision of Y3 terminology: direct speech

determiner,	adverbial			inverted commas (or
pronoun,	Revision of Y2: simple			speech marks)
possessive	sentence			
pronoun, adverbial.	compound sentence			
	verb			
	past tense			
	present tense			
	progressive form			

	Year 5								
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6			
MAIN TOPIC	Benin Kingdom	Informal Settlements	Medieval Monarchs	Earth's Biomes	Plymouth – A City of Voyage and Discovery	Energy and Sustainability			
Fiction Texts	Fantasy and Magic Weslandia by Paul Fleischman	Traditional Tales Straw into Gold: Fairy Tales Re-Spun by Hilary McKay	Story Writing (Wordless Picture Book) Flood by Alvaro F. Villa	Story Writing The Ice Bear by Jackie Morris	Poetry The Sea by James Reeves	Modern Classic Fiction Shackleton's Journey by William Grill			
Links to Wider Curriculum	The story of a child creating his own civilisation as a response to being an outsider. Clear, colourful images with different framing devices. Some sophisticated themes such as non-conformists conforming. Spend some time cracking the code on the end papers to find a message from the illustrator.	A clever and imaginative way of retelling traditional tales with a twist. This text will allow children to draw upon their own knowledge of fairytales that have been taught each year and innovate them using their own ideas and imagination.	With intensely coloured, gorgeous artwork, Alvaro F.Villa depicts the effects of a devastating flood on a family and their home in this wordless-and startlingly beautiful-picture book.	In distant northern lands, the ice bear has given birth to two finy cubs. As she sleeps, Raven the trickster steals one cub away, dropping him as a human child in the path of a hunter and his wife. This magical tale set in stunning icy landscapes inspires tolerance and understanding, and reminds us of our duty to take care of this world's creatures, as well as allowing children to link their topic knowledge of Biomes.	In "The Sea," James Reeves compares the sea to a dog through an extended metaphor, in which the choppy sea is like a hungry dog, the roaring sea is like a howling dog, and the calm sea is like a sleeping dog. The poem emphasizes the sounds of the sea and uses irregular rhyme patterns and rhythms.	A chronological report with incredibly powerful images. A great book to use if you have the topic theme Explorers or for writing in a different way about a residential visit.			
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths,	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths,	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths,		Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths,	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths,			

legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what he/she reads by:

 checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
 asking questions to improve his/her understanding of

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

complex texts.

legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what he/she reads by:

 checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
 asking questions to improve his/her understanding of complex texts. legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

- identifying and discussing themes and conventions in writing.
- making comparisons within a book.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what he/she reads by:

- checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
- asking questions to improve his/her understanding of complex texts.
- drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Understand what he/she reads by:

- asking questions to improve his/her understanding of complex texts.
- drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Retrieve, record and present information from non-fiction.

	 Convert nouns or adjectives into verbs using suffixes e.gate, -ise, -ify. Understand verb prefixes e.g. dis-, de-, mis-, over- and re 							
Vocabulary, Grammar & Punctuation	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use commas to clarify meaning or avoid ambiguity. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Use commas to clarify meaning or avoid ambiguity.		Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. Use commas to clarify meaning or avoid ambiguity.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use brackets, dashes or commas to indicate parenthesis.		
Key Terminology	relative pronoun relative clause ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	relative pronoun relative clause ambiguity		relative pronoun relative clause cohesion ambiguity	modal verb relative clause bracket dash parenthesis		
Independent Purposeful Writing Outcomes	To write a short story about a character's time in an invented civilisation.	To write a retelling of a well-known fairy tale but alter this in some way, e.g. write from a different character's perspective; focus on events outside the usual plot but that would contribute to it; splice and merge characters and/or plot with another fairy tale.	To write the story of Flood.	To write a story that shows the links between animals/humans/earth.	To write your own extended metaphor poem to contribute to own class poetry book.	To create a book about a significant event/s in a person's life.		
Non-Fiction Texts	Information The Genius of the Ancients: The Genius of the Benin Kingdom by	Blogs and Reports	Recounts Everest by Alexandra Stewart	Biographies Women in Science by Rachel Ignotofsky	Chronological Reports Survival at 40C Above/Below by Debbie	Explanation: The Everyday Journey of Ordinary Things by Libby		

	Sonya Newland	My Secret War Diary by Flossie Albright by Marcia Williams			Miller	Deutsch and Valpuri Kerttula
Links to Wider Curriculum	Children will be able to use this text to deeper their understanding of the Benin Kingdom, including innovative ideas and inventions that began in the Benin Kingdom in Africa and how a collection of separate villages and communities grew into a strong, United Kingdom and developed a network of successful trading relationships. They will Discover how their brilliant developments in town planning, language, art, and medicine still influence the way we live today.	This diary provides a good revision of some key areas taught in Y3 and 4 but is an extended text. It contains different bits of information presented in letter/poster/card formats, which enables an exploration of shifts in formality.	This is the breathtaking story of how two very different yet equally determined men battled frost-biting temperatures, tumbling ice rocks, powerful winds and death-defying ridges to climb the world's highest mountain. The children will be able to draw upon their mountain knowledge from the previous academic year.	A gloriously illustrated celebration of trailblazing women. Women in Science highlights the contributions of fifty notable women to the STEM fields of science, technology, engineering and mathematics, from both the ancient and modern worlds. A great text to link with British Science Week.	As temperatures drop, the animals that make the tundra home must ready themselves for survival. Children will deeper their understanding of this biome and how animals, like the arctic ground squirrel and the woolly bear caterpillar, use special coping devices to keep warm as they hibernate their way through the frigid winter months. Then when the temperatures finally rise, these creatures emerge, and the pulse of life returns to the arctic.	This book is a fun, yet informative way of answering questions in life about how the world works; the processes and machinations behind the scenes. Why does a light come on when you flick a switch? How can cheese from the supermarket have come out of a cow? What happens when you send a text? Where does your poo go when you flush? (!) All very good questions, and all explained-along with many more-in The Everyday Journey of Ordinary Things. With graphic, flowing illustrations and clear, colloquial chunks of text, each process is explained from its early beginnings to a satisfying conclusion. Alongside physical processes, readers are also introduced to the journeys of more abstract concepts such as information and money, as well as ecologically important processes including recycling and the water cycle. Visually arresting, informative and accessible, this is the book for every child who ever wondered, "How?"
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and		Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and	Maintain positive attitudes to reading and understanding of what he/she reads by: • continuing to read and

	discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • making comparisons within a book. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction.	discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		themes and conventions in writing. making comparisons within a book. Understand what he/she reads by: checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. asking questions to improve his/her understanding of complex texts. drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what he/she reads by: • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Vocabulary, Grammar &			Convert nouns or adjectives in • Understand verb prefixes e.			

Punctuation	Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.		Use commas to clarify meaning or avoid ambiguity. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. Use brackets, dashes or commas to indicate parenthesis.	Use brackets, dashes or commas to indicate parenthesis.		
Key Terminology	modal verb cohesion	modal verb cohesion		modal verb cohesion ambiguity	dash parenthesis	dash bracket parenthesis		
Independent Purposeful Writing Outcomes	To design/write pages of information in the style of 'The Genius Of' series.	To write a sequence of diary entries related to a time in history.	To write an account of another significant exploration.	To write a biography about an inspiring person as part of a class book about inspiring people.	To create a closely observed chronological report about a real or imagined environment.	To write a sequential explanation of the journey of an everyday thing.		
Spoken Language	 Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Ask questions to improve his/her understanding. Identify and discuss themes and conventions in and across a wide range of writing. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Perform his/her own compositions, using appropriate intonation, yolume and movement so that the meaning is clear. 							
Spelling		 Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear. Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly. Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. Spell some words with 'silent' letters e.g. knight, psalm, solemn. Spell some of the year 5 and 6 words correctly (English Appendix 1). 						

	• Use knowledge of r	 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. Use a thesaurus. 					
Handwriting	 Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. Write increasingly legibly. 						
Composition	Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own. Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). Draft and write by precising longer passages. Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Draft and write by linking ideas across paragraphs using adverbials of fime e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Use different verb forms mostly accurately with consideration for audience and purpose. Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proof-read for spelling errors linked to spelling statements for year 5. Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.						
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.		•	•		•	•	
Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.	а	·		·		•	
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.							
Link ideas across paragraphs using adverbials of time e.g. later, place e.g.	•	•		•	•		

nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.						
Use brackets, dashes or commas to indicate parenthesis.		•			•	~
Use commas to clarify meaning or avoid ambiguity.	•	•	•	*		
Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	modal verb cohesion relative pronoun relative clause ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	relative pronoun relative clause ambiguity	modal verb cohesion ambiguity	dash parenthesis relative pronoun relative clause cohesion ambiguity	dash bracket parenthesis modal verb relative clause

5	Year 6								
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6			
MAIN TOPIC	Industrial Revolution	Local Field Work	Civil Rights	Population	Twentieth Century Conflict	Globalisation			
Fiction Texts	Tales and Legends How the Whale Became by Ted Hughes	Classic Novels Significant Authors Beowulf by Michael Morpurgo	Story Writing (Wordless Picture Book) The Arrival by Shaun Tan	Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling		Biographies and Autobiographies Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström			
Links to Wider Curriculum	This collection of evocative, accessible and funny stories tells how a particular animal came to be as it is now. The children will have opportunity to be imaginative, as well as using their own understanding of the world and habitats to think about how an animals came to be how it is or live where it does today.	This classic story sequence focuses around a fight and the highly patterned language and constructions.	This wordless picture book tells a tale of a man, who leaves his home to find work and support his family, whose home has apparently become unsafe. In the new land, although he struggles to understand the different language, navigate the unknown city and to find a secure job, he makes new friends of the locals and learns of the struggles of other refugees that have fled their homes due to slavery and sought asylum from war, sharing his own experiences as well. Eventually, the man's family joins him in the new land, and they settle into a new, happy life. A great text to link in with previous topics, such as Informal Settlements and a good link to make comparisons to current topic and how many people in History and modern-day face struggles.	Children will be immersed in the exciting and stimulating world of Harry Potter, a modern classic that all children should read. This is a revision unit that contains different writing foci, each linked to a genre and there is great emphasis on formal comprehension, grammar and punctuation. Children read Book 1 in the series in Year 5 for Guided Reading and in this unit, they will focus on that book and will also touch on other books in the series.		This biography provides a perfect model for an author study. Within the text there are snippets of information and comic strips. Children could consider the best ways to present the information in their own text.			

Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: • reading books that are structured in different ways and reading for a range of purposes. • identifying and discussing themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. Discuss and evaluate how authors use language, including figurative	Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. Understand what he/she reads by: identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. Understand what he/she reads by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Understand what he/she reads by: identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Vocabulary, Grammar &	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal	Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.	Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,	• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand how words are related by meaning as	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal

Punctuation

- speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.
- Understand the difference between structures typical of
- Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus maneating shark, or recover versus re-cover.
- Use expanded noun phrases to convey
- grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. • Use the semi-colon, colon and dash e.g. When writing lists or as the
- synonyms and antonyms e.g. big, large, little.
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's

speech and writing e.g. find out - discover; ask for request; go in - enter, across a range of text

types. Understand the difference between structures typical of informal speech and

	informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.	complicated information concisely.		your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colon to introduce a list and use semi-colons within lists. Use bullet points to list information. Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.	structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colon to introduce a list and use semi-colons within lists.
Key Terminology	bullet points	hyphen semi-colon	colon bullet point	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points	ellipsis hyphen colon semi-colon
Independent Purposeful Writing Outcomes	Write a newspaper article about the zeppelin crash.	To write a story about overcoming a monster.	To write an extended story based on Chapter 4.	Children will write an extended piece of writing each week, covering a range of genres.	To write a hybrid text with three distinct styles, focusing on a time in an author's life, to produce a class or group

					book/exhibition.
Non-Fiction Texts	Instructions and Explanations Wallace and Gromit: Cracking Contraptions (Haynes Manual)	Argument and Debate Non-Chronological Reports Are Humans Damaging the Atmosphere? by Catherine Chambers	Biographies/ Speeches: Talking History: 150 Years of Speakers and Speeches by Joan Lennon and Joan Haig	Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling	Poetry and Recount Where My Wellies Take Me by Michael Morpurgo
Links to Wider Curriculum	A fabulous explanatory text, formal and impersonal in contrast with the contraptions!	This is a detailed information text with a very clear structure and layout which could be used to write about anything pupils are interested in. Questions are used for a variety of purposes throughout the text.	At the heart of this book are sixteen historic speeches which have helped shape the world included in chronological order. The speeches are drawn from across the world North America, Europe, Asia and Africa. Themes include racial equality, the rights of ughout the		A collection of 40 poems, which is a celebration of childhood, exploration and discovery, presented exquisitely as a child's scrapbook. A perfect text to end Year 6 and the children's Primary school chapter.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	have a dream' speech. Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. e how le, reads by: understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. Increasing his/her familiarity with a wide range of books, including books from our literary heritage and books		Maintain positive attitudes to reading and understanding of what he/she reads by: reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books.	

		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	support the main ideas and using quotations for illustration. • identifying how language, structure and presentation contribute to meaning.		Understand what he/she reads by: • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. • identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Vocabulary, Grammar & Punctuation	Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Use expanded noun phrases to convey complicated information concisely.	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus	• Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for request; go in - enter, across a range of text types. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. • Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse was broken (by me).	 Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colon to introduce a list and use semi-colons 	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Understand how words are related by meaning as synonyms and antonyms e.g. big,

		The window in the greenhouse was broken (by me). Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.	complicated information concisely. • Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. • Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.		large, little.
Key Terminology	active passive	Revision of Y5 terminolog relative pronoun relative clause object parenthesis active passive dash cohesion ambiguity		Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points	synonym antonym
Independent Purposeful Writing Outcomes	Devise and write about a cracking contraption to create a class Haynes Manual.	To write an information text based on a topic of interest.	To write a chapter for the book in which Chitty visits another place in time.	Children will write an extended piece of writing each week, covering a range of genres.	Write a newspaper article about the incident.
Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference be Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the Discuss and evaluate how authors use language, including complex figurative language, considering the imp Ask specific reasoned questions to improve his/her understanding. Identify and discuss themes and conventions in and across a wide range of writing with reasoning and discuss themes and conventions in and across a wide range of writing with reasoning challenging views courteously and with clear reasoning. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his challenging views courteously and with clear reasoning. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in participate in the topic and using notes where necessary. Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so Pronounce mathematical vocabulary correctly and confidently. Use the whole number system, including saying, reading and writing numbers accurately. Describe the properties of shapes and explain how unknown angles and lengths can be derived from known Describe positions on the full coordinate grid (all four quadrants).				ding through intonation, tone and volume so that the mear complex figurative language, considering the impact on tions to improve his/her understanding. It is in and across a wide range of writing with reasoning. It that can be read for himself/herself, building on his/her own teously and with clear reasoning. It is ding through formal presentations and debates in pairs, groupic and using notes where necessary. It is appropriate intonation, volume, and movement so that the vocabulary correctly and confidently. It is grouping, reading and writing numbers accurately.	ning is clear to an audience. The reader. The and others' ideas and the whole class, The meaning is clear.

	Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and present at the conclusions of a specific present at the conclusions.							
	written forms such as displays and other presentations. Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how							
	scientific ideas have developed over time.							
	 Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. 							
	 Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. 							
	 Distinguish between homophones and other words which are often confused with reference to (English Appendix 1). 							
Spelling	 Use dictionaries to check the spelling and meaning of words. 							
opog	Spell most of the year 5 and 6 words correctly (English Appendix 1). Here are little as a little and the second sec							
	 Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). 							
	Use a thesaurus with confidence.							
Handwriting	Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.							
nanawilling	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.							
	• Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).							
	Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.							
	• Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen							
	performed.							
	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own The results are the selective to the selection of the							
	writing (e.g. literary language, characterisation, structure). • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).							
	Draft and write by selecting appropriate granting and vocabolity, indestining now soci choices can charge and enhance meaning (English Appendix 2). Draft and write narratives, describing settings, characters and atmosphere.							
	Integrate dialogue to convey character and advance the action.							
Composition	 Draft and write by accurately précising longer passages. 							
	 Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. 							
	Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.							
	• Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).							
	 Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 							
	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. Sixty and the largest and the largest and verb agreement when using singular and plural.							
	 Distinguish between the language of speech and writing and choosing the appropriate register. Proof-read for spelling errors linked to spelling statements for year 6. 							
	• Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.							
	• Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.							
Understand and use								
effectively								
vocabulary typical								
of informal speech								
and vocabulary appropriate for								
formal speech and								
writing e.g. find out								
- discover; ask for -								
request; go in -								
enter, across a range of text types.								
range or lext types.								

Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.				~	v
Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).	•	•	•	•	
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.	а	*	*		•
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.				*	
Link ideas across paragraphs using a wider range of cohesive devices:		•	*	•	~

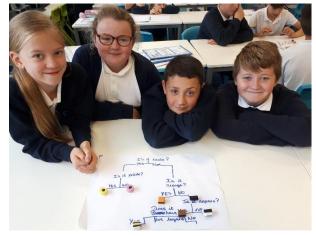
repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.					
Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.	*	Ÿ		•	
Use the semi-colon, colon and dash e.g. when writing lists or as the boundary between independent clauses.		•	•	*	,
Use the colon to introduce a list and use semi-colons within lists.		*	•	*	•
Use bullet points to list information.			~	*	
Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.		· ·		*	
Use the perfect form of verbs to mark relationships of time and cause.				•	
Use expanded noun phrases to convey complicated	•	·	•	•	

information concisely.					
Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.				*	
Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.	active passive bullet points	subject object active passive hyphen semi-colon	Revision of Y5 terminology: relative pronoun relative clause parenthesis bracket dash cohesion ambiguity colon bullet point	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points	synonym antonym ellipsis hyphen colon semi-colon



Marine Academy Primary Science Long Term Curriculum Map

Through Science at Marine Academy Primary, we aim to give all our children an understanding of the world around them from the moment they join us. When children are studying Science at the primary level, they should be acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future. This learning is built on each year.



At Marine Academy Primary, scientific enquiry skills are embedded in each Science unit the children study with the aim of helping them to answer questions about the world around them. These topics are revisited and developed throughout their time with us. Please see the examples below to show you how these build up throughout the primary.

Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to **question** the world around them and talk about the **observations** they make. For example, in Term 1 during their 'Who Am I?' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Festivals of Light' topic, children use torches to explore light and dark, as well as transparent and non-transparent materials, introducing them to the principle of **simple tests**. This continues in Term 3, during their 'Transport' topic, where children explore different forces including gravity when

making paper aeroplanes and also friction, using toy cars. The children learn about, and are encouraged to **ask questions** about floating and sinking, while **gathering data** on what materials float and what materials sink. The process of change and life cycles are explored in Term 4, during their 'Changes' topic, where children will also develop their **observation skills** as they closely watch butterflies and tadpoles develop into fully-grown butterflies and frogs. The children will begin to use their senses in the outdoor environment while going on bug hunts. This topic allows children to become young Botanists when they grow plants from a seed. In Term 5, children **gather data** when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The children will ask **questions** when a Marine Biologist visits them. The children will explore marine habitats and learn about what 'camouflage' means. Finally, in Term 6, the children become Zoologists as they classify different animals on their safari during their 'Our Big Wide World' topic.

In Year 1 children will begin to ask simple questions and recognise that they can be answered in a variety of ways. To develop our Working Scientifically skills we will observe the world around us closely, using simple equipment where appropriate and will start to think about how we could identify and classify the objects that we come across. Children will also look at: identifying wild plants and describing the basic structure of a variety of common plants, identifying the 5 main

groups of organisms, define carnivores, herbivores and omnivores, label the human body, look at everyday materials and observe the changing seasons throughout the year.

In Year 2, children will develop their Working Scientifically skills through using their observation and ideas to suggest answers to questions and gathering and recording data to help in answering questions. Children will also look at: explores the differences between things that are living, dead and those that have never been alive, identify habitats, look at simple food chains, describe what plants need to thrive, find out about the basic needs of animals and compare the suitability of everyday materials.

In Year 3, children pupils will be learning Working Scientifically through asking relevant questions, setting up simple practical enquiries, making systematic and careful observations, recording findings and using results to draw simple conclusions. Children will also: identify and describe the function of plants, investigate the way in which water is transported in plants, identify the needs and structures of animals, compare and group together rock and soil types, explore light and shadows and look into the effect of forces.

In Year 4, children will look at Working Scientifically through comparative and fair testing, using simple scientific language, drawings and charts, report findings from enquiries, using results to make predictions whilst suggesting improvements and raise further questions and use straightforward scientific evidence to answer questions to support their findings. Children will also: recognise living things can be grouped in a variety of ways, use classification keys, describe the functions of the human body, identify food chains, identify how sounds are made and investigate electricity.

In Year 5, children will engage in Work Scientifically through planning different types of scientific enquiries, taking measurements, recording data and results, using test results to make predictions and identifying scientific evidence that has been used to support or refute ideas or arguments. Children will also: describe life cycles, discuss the separation of materials and classify gases, solids and liquids, begin learning about Earth and Space and investigate how to increase the effects of forces.

In Year 6, children will Work Scientifically by recognising and controlling variables, increase the accuracy and precision of taking measurements, record results with increasing complexity, make predictions to set up further comparative and fair tests and report and present findings. Children will also: describe how living things are classified, identify human needs and the impact of diet, exercise, drugs and lifestyles, recognise that livings things change over time, identify how animals are adapted to suit environments, explore light and investigate electricity with increased complexity.

All children are encouraged to develop and use a range of skills including observations, planning and investigations. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.

We are developing the following types of scientific enquiry at Marine Academy Primary: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. We aim, through our teaching, for our children to develop an interest and enthusiasm for Science.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Throughout their Rece	ption year, children are e	xposed to core scientific	principles, they are enco	uraged to question the w	vorld around them and			
	talk about the observ	rations they make. For exc	ample, in Term 1 during th	eir 'Who Am I?' topic, the	ey look closely at their ow	n features, they learn			
	about their body and t	he amazing things it can	do. During Term 2, as part	of their 'Festivals of Light	' topic, children use torc	hes to explore light and			
	dark, as well as transp	arent and non-transpare	nt materials, introducing t	hem to the principle of si	mple tests. This continues	in Term 3, during their			
	'Transport' topic, who	ere children explore differ	ent forces including gravi	ty when making paper a	eroplanes and also friction	on, using toy cars. The			
	children learn about,	and are encouraged to	ask questions about float	ing and sinking, while ga l	t hering data on what ma	terials float and what			
Receptio	materials sink. The pro	ocess of change and life o	cycles are explored in Ter	m 4, during their 'Change	es' topic, where children	will also develop their			
n	observation skills as th	ney closely watch butterfl	ies and tadpoles develop	into fully-grown butterflie	es and frogs. The children	will begin to use their			
	senses in the outdoor	environment while going	on bug hunts. This topic a	llows children to become	young Botanists when th	ney grow plants from a			
	seed. In Term 5, childr	en gather data when lea	rning about different type	es of sea creatures in their	'Marine Life' topic, findir	ng out about different			
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	World' topic.								
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
Year	Term 1 Polar Adventures	Term 2 Who Am I?	Term 3 Rising Star - Switched On	Term 4 Rising Star - Switched On	Term 5 Rising Star - Switched On	Term 6 Rising Star - Switched On			
Year	Polar Adventures	Who Am I?							
Year	Polar Adventures Ask simple questions and recognise that they can		Rising Star - Switched On 'Holiday' Ask simple questions	Rising Star - Switched On 'On Safari' Ask simple questions and	Rising Star - Switched On 'Celebrations' Observe things using	Rising Star - Switched On 'Treasure Island' Ask simple questions and			
Year	Polar Adventures Ask simple questions and recognise that they can be answered in different	Who Am I? Observe things using simple equipment.	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can	Rising Star - Switched On 'Celebrations'	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can			
Year	Polar Adventures Ask simple questions and recognise that they can be answered in different ways.	Who Am I? Observe things using	Rising Star - Switched On 'Holiday' Ask simple questions	Rising Star - Switched On 'On Safari' Ask simple questions and	Rising Star - Switched On 'Celebrations' Observe things using	Rising Star - Switched On 'Treasure Island' Ask simple questions and			
Year	Polar Adventures Ask simple questions and recognise that they can be answered in different	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different	Rising Star - Switched On 'Celebrations' Observe things using simple equipment.	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using			
Year	Polar Adventures Ask simple questions and recognise that they can be answered in different ways.	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests.	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways.			
Year 1	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using			
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	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify.			
	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and			
	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify.			
	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering questions. Describe the simple	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.			
	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer	Rising Star - Switched On 'Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers			

	Gather and record data to help in	
	answering questions.	

Year 1 National Curriculum Science Statements

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways (Polar Regions) (On Safari) (Holiday)
- Use simple equipment to observe closely (Who am I?) (On Safari) (Holiday) (Celebrations)
- Perform simple tests (Polar Regions) (On Safari) (Holiday)
- Identify and classify (Polar Regions) (On Safari) (Holiday) (Celebrations)
- Use his/her observations and ideas to suggest answers to questions (Polar Regions) (On Safari) (Holiday) (Celebrations)
- Gather and record data to help in answering questions (Who am I?) (Holiday) (Celebrations)

Animals, Including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Polar Regions) (Holiday) (On Safari) (Treasure Island)
- Group animals according to what they eat (Treasure Island)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Holiday) (On Safari)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets (Polar Regions) (Holiday) (On Safari)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Who am I?) (Treasure Island)

<u>Materials</u>

- Distinguish between an object and the material from which it is made (Celebrations)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Polar Regions) (Holiday) (On Safari) (Celebrations)
- Describe the simple physical properties of a variety of everyday materials (Polar Regions) (Holiday) (Celebrations) (Treasure Island)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties (Treasure Island)

<u>Plants</u>

- Identify and name a variety of common wild and garden plants, including, deciduous and evergreen trees (Treasure Island)
- Identify and describe the basic structure of a variety of common flowering plants, including trees (Celebrations)

Seasonal Changes- taught throughout the year, not as a standalone unit

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

	Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Rising Star - Switched On 'Healthy Me'	Rising Star - Switched On 'Mini Worlds'	Rising Star - Switched On 'Materials Monster'	Rising Star - Switched On 'Move It'	Rising Star - Switched On 'Young Gardeners'	Rising Star - Switched On 'Little Masterchefs'
		Observe closely.	Observe closely.	Observe closely.	Observe closely.	Ask simple questions and recognise that they can	Observe closely.
	Year 2	Perform simple tests.	Identify and classify.	Perform simple tests.	Perform simple tests.	be answered in different ways.	Perform simple tests.
		Identify and classify.	Use observations and ideas to suggest answers to guestions.	Identify and classify.	Identify and classify.	Observe closely, using	Identify and classify.
		Use observations and		Use observations and	Use observations and	simple equipment.	Use observations and
		ideas to suggest answers	io quesiloris.	ideas to suggest answers	ideas to suggest answers		ideas to suggest answers
		to questions.		to questions.	to questions.	Perform simple tests.	to questions.

Gather and record data in answering questions.	Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data	Gather and record data in answering questions.			
				in answering questions.	

Year 2 National Curriculum Science Statements

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum (Move It)

 (Young Gardeners)
- Use simple equipment to observe closely including changes over time (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways (Little Masterchefs)
- Perform simple comparative tests (Healthy Me) (Materials Monster) (Young Gardeners)
- Identify groups and classify (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)
- Gather and record data to help in answering questions including from secondary sources of information (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)

Animals, Including Humans

- Understand that animals, including humans, have offspring which grow into adults (Little Masterchefs)
- Describe the basic needs of animals, including humans, for survival (food, water, air) (Mini Worlds) (Little Masterchefs)
- Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene (Healthy Me) (Little Masterchefs)

Living Things and their Habitat

- Explore and compare the differences between things that are living, things that are dead and things that have never been alive (Mini Worlds)
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other (Mini Worlds)
- Identify and name a variety of plants and animals in their habitats, including micro-habitats (Mini Worlds)
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (Mini Worlds)

Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Mini Worlds) (Materials Monster) (Young Gardeners) (Little Masterchefs)
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Materials Monster) (Move It) (Little Masterchefs)

<u>Plants</u>

- Observe and describe how seeds and bulbs grow into mature plants (Young Gardeners) (Little Masterchefs)
- Describe how plants need water, light and a suitable temperature to grow, stay healthy and describe the impact of changing these (Young Gardeners)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Chemistry 'Practical Skills'	Chemistry 'Rock Cycle'	Physics 'Light'	Biology 'Plants'	Physics 'Forces'	Chemistry 'Raw and Synthetic Materials'

Set up simple practical enquiries, comparative and fair tests.

Make systematic and careful observations.

Gather, record, classify and present data.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Report on findings from enquiries.

Use results to draw simple conclusions.

Identify differences, similarities or changes related to simple scientific ideas and processes.

Use straightforward scientific evidence to answer questions or to support my findings.

Recognise that soils are made from rocks and organic matter.

Describe simply how fossils are formed when things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Examine and do practical experiments on various types of rocks, in order to group them on the basis of their appearance and simple physical properties.

Show that light is reflected from surfaces. Explain that light is needed, in order to see things and that dark is the absence of light. Explain that light from the sun can be danaerous and that there are ways to protect eyes. Show how shadows are formed when the light from a light source is blocked by a solid obiect. Show that there are patterns in the way that

the size of shadows

change.

Explain what different parts of flowering plants do.

Explore the requirements

of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination.

seed formation and

seed dispersal.

Compare how things move on different surfaces.

See that some forces need contact between two objects but magnetic forces can act at a distance. Compare and group some materials on the basis of whether or not they are attracted to a magnet and identify some magnetic materials.

materials.
Observe how magnets attract or repel each other and attract some materials and not others.
Describe magnets as having two poles.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

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 Recognise that some materials will dissolve in liquid to form a solution. and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing, and changes of state are reversible changes 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 Set up simple practical enquiries.

			Ask relevant questions
			and use different types
			of scientific enquiry to
			answer them.
			Record the findings
			using drawings and
			labelled diagrams.

Year 3 National Curriculum Science Statements

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Set up simple practical enquiries, comparative and fair tests (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Practical Skills) (Light) (Plants) (Forces and Magnets)
- Gather, record, classify and present data in a variety of ways to help in answering questions (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets)
 (Raw and Synthetic Materials)
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Practical Skills) (Rock Cycle)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Identify differences, similarities or changes related to simple scientific ideas and processes (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)

Animals, Including Humans

- Identify that animals, including humans, need the right types and amounts of nutrition and they cannot make their own food. They get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Forces and Maanets

- Compare how things move on different surfaces (Forces and Magnets)
- Notice that some forces need contact between two objects, but magnetic forces can act as a distance (Forces and Magnets)
- Observe how magnets attract or repel each other and attract some materials and not others (Forces and Magnets)
- 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 (Forces and Magnets)
- Describe magnets as having two poles (Forces and Magnets)
- Predict whether two magnets will attract or repel each other depending on which poles are facing (Forces and Magnets)

<u>Light</u>

- Recognise that he/she needs light in order to see things and that dark is the absence of light (Light)
- Notice that light is reflected from surfaces (Light)
- Recognise that light from the sun can be dangerous and there are ways to protect your eyes (Light)
- Recognise that shows are formed when the light from a light source is blocked by a solid object (Light)
- Find patterns in the way that a shadow changes in size (Light)

<u>Plants</u>

- Identify and describe the functions of different parts of flowering plants: roots, steam/trunk, leaves and flowers (Plants)

- Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grown) and how they vary from plant to plant (Plants)
- Investigate the way in which water is transported in plants (Plants)
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, see formation and seed dispersal (Plants)

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Rock Cycle)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Rock Cycle)

Recognise that soils are made from rocks and organic matter (Rock Cycle)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Physics 'Sound' Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Biology 'Ecosystems' Show that living things can be grouped together in various ways. Explore and use classification keys to help group, identify and name a variety of living things. Explain that environments can change and that this sometimes means that living things are put in danger.	Chemistry 'States of Matter Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes. Demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Correctly talk about the part played by evaporation and condensation in the water cycle and show a link between the rate of evaporation and temperature.	Physics 'Electrical Circuits' Talk about common appliances that run on electricity. Construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. Predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Show that some materials are conductors and explain that metals are good conductors.	Biology 'Adaptations' Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose danger and have an impact on living things	Biology 'Anatomy' Explain some parts of the digestive system in humans. Explain the different types of teeth in humans and what they do.
			Year 4 National Curricul	um Science Statements		

Year 4 National Curriculum Science Statements

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Set up simple practical enquiries and fair tests (Sound) (States of Matter) (Electrical Circuits)
- Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (States of Matter)
- Gather, record, classify and present data in a variety of easy to help in answering questions (Sound) (Ecosystems) (States of Matter)

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Identify differences, similarities or changes related to simple scientific ideas and processes (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)
- Use straightforward scientific evidence to answer questions or to support his/her findings (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)

Animals, Including Humans

- Describe the simple functions of the basic parts of the digestive system in humans (Anatomy)
- Identify the different types of teeth in humans and their simple functions (Anatomy)
- Construct and interpret a variety of food chains, identifying producers, predators and prey (Ecosystems)

Electricity

- Identify common appliances that run on electricity (Electrical Circuits)
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers) (Electrical Circuits)
- Identify whether or not a lamp will lighting simple series circuit, based on whether or not the lamp is part of a complete loop with a battery (Electrical Circuits)
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit) (Electrical Circuits)
- Recognise some common conductors and insulators and associate metals, with being good conductors) (Electrical Circuits)

Living things and their Habitat

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Ecosystems) (Adaptations)
- Recognise that environments can change and that this can sometimes pose danger and have an impact on living things (Ecosystems) (Adaptations)

Sound

- Identify how sounds are made, associating some of them with something vibrating (Sound)
- Recognise that vibrations from sounds travel through a medium to the ear (Sound)
- Find patterns between the volume of a sound and the strength of the vibrations that produced it (Sound)
- Recognise that sounds gets fainter as the distance from the sound source increases (Sound)

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases (States of Matter)
- Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (States of Matter)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (States of Matter)

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Chemistry 'Separating Mixtures' Compare and group together everyday materials. Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Recognise that some materials will dissolve in liquid to form a solution.	Chemistry 'Physical and Chemical Changes' Compare and group materials together, according to whether they are solids, liquids or gases Observe how some materials change state when they are heated	Physics 'Magnetism' Compare how things move on different surfaces. See that some forces need contact between two objects but magnetic forces can act at a distance. Explain that unsupported objects fall towards the	Physics 'Space' Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as	Biology 'Humans and Animals Over Time' Describe the changes as humans develop, up to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life processes of	Biology 'Reproductive Cycles' Describe the changes as humans develop, up to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of

Demonstrate that	or cooled, and measure	Earth because of the	approximately spherical	reproduction in some	reproduction in some
dissolving, mixing and	or research the	force of gravity acting	bodies.	plants and animals	plants and animals
changes of state are	temperature at which	between the Earth and	Explain day and night,		
reversible changes.	this happens in degrees	the falling object.	and the apparent		
Explain that some	Celsius	Demonstrate the effects	movement of the sun		
changes result in the	Plan comparative or fair	of air resistance, water	across the sky, using the		
formation of new	tests and then take	resistance and friction,	idea of the Earth's		
materials.	accurate measurements	that act between moving	rotation.		
Plan different types of	and make accurate	surfaces.			
scientific enquiries.	observations.	Show that some			
Take measurements,		mechanisms, including			
using a range of	Use relevant scientific	levers, pulleys and gears,			
scientific equipment.	language to explain	allow a smaller force to			
Use test results to make	ideas.	have a greater effect.			
predictions.					
Report and present	Report and present				
findings from enquiries.	findings from enquiries.				
Identify scientific					
evidence that has been					
used to support or refute					
ideas or arguments.					

Year 5 National Curriculum Science Statements

Working Scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Use test results to make predictions to set up further comparative and fair tests (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ((Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)
- Identify scientific evidence that has been used and to support or refute ideas or argument (Separating Mixtures) (Physical and Chemical Changes) (Magnetism) (Space) (Humans and Animals Over Time) (Reproductive Cycles)

Animals, Including Humans

- Describe the changes as humans develop to old gae (Humans and Animals Over Time) (Reproductive Cycles)

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the Solar system (Space)
- Describe the movement of the moon relative to the Earth (Space)
- Describe the sun, Earth and Moon as approximately spherical bodies (Space)
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Space)

Forces and Magnets

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Magnetism)
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Magnetism)
- Recognise that some mechanisms, including levels, pulleys and gears, allow a smaller force to have a greater effect (Magnetism)

Living things and their Habitat

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Humans and Animals Over Time) (Reproductive Cycles)
- Describe the life processes of reproduction in some plants and animals (Humans and Animals Over Time) (Reproductive Cycles)

Materials

- 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 (Separating Mixtures) (Physical and Changes)
- Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Separating Mixtures) (Physical and Chemical Changes)
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Separating Mixtures) (Physical and Chemical Changes)
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Separating Mixtures) (Physical and Chemical Changes)
- Demonstrate that dissolving, mixing, and changes of state are reversible changes (Separating Mixtures) (Physical and Chemical Changes)
- 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 (Separating Mixtures) (Physical and Chemical Changes)

Working Scientifically

Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)

- Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Use test results to make predictions to set up further comparative and fair tests (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results in oral and written forms such as displays and other presentations (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Identify scientific evidence that has been used to support or refute ideas or arguments (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Group and classify things and recognise patterns (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Find things out using a wide range of secondary sources of information (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)

Animals, Including Humans

- Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood (Diet and Lifestyle) (Cells)
- Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function (Diet and Lifestyle) (Cells)
- Describe the ways in which nutrients and water are transported within animals, including humans (Diet and Lifestyle) (Cells)

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Energy)
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches (Energy)
- Use recognised symbols when representing a simple circuit in a diagram (Energy)

Evolution and Inheritance

- Recognise that living things have changed over time that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents
- Identify how animals and planets are adapted to suit their environment in different ways and that adaptations may lead to evolution

<u>Light</u>

- Recognise that light appears to travel in straight lines
- 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 (Energy)
- 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 (Energy)
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (Energy)

Classification

- Describe how living things are classified into broad groups, according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)
- Give reasons for classifying plants and animals based on specific characteristics and based on similarities and differences, including micro-organisms, plants and animals (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells) Give reasons for classifying plants and animals based on specific characteristics (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)



Marine Academy Primary Religious Education Long Term Curriculum Map

The Religious Education Curriculum at Marine Academy Primary aims to ensure children explore what people believe and what difference this makes to how they live. This means that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Who Am 1?' topic, children discuss their families and special events in their lives. They look at what makes them unique and what makes their friends just as unique. During their 'Festivals of Light' topic they share how they celebrate events and begin to understand that there are differences between the way in which families live. The children take part in Diwali celebrations and talk about how they celebrate Christmas in their home. In Term 4, the children learn about the meaning behind Easter and why we celebrate it. In Term 6, during their 'Our Big Wide World' topic, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Throughout the year, the children have key questions to consider, from 'Being special: where do we belong?'



to 'Why is the word 'God' so important to Christians?'. Children have time to **reflect** and **consider** other children's points of view. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different **ideas**, **values** and **identities**.

RE is taught for one hour a week in every Key Stage One and Two class at Marine Academy Primary. Each unit is planned in detail and will develop the skills below:

- Thildren can ask challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- Children have knowledge about religions and beliefs in local, national and global contexts.
- Children can weigh up the value of wisdom from different sources.
- Children can agree or disagree respectfully.
- Children can articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

- Children can develop their ideas, values and identities.
- Children can participate positively in our society, with its diverse religions and beliefs.

At Marine Academy Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Teachers plan Religious Education lessons in 'blocks' so learning can progress over the course of a number of days. We enhance our religious curriculum with trips to various places of worship. Children complete termly reflections on the unit of RE that they have been learning and will write answers to philosophical/open questions.

We use the Plymouth, Devon and Torbay Locally Agreed Syllabus to inform the RE curriculum.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Children in our Recept	ion classes are prepared	for future R.E. learning th	roughout their everyday	curriculum. As they learn	alongside each other,			
	they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions								
	and beliefs in a respectful manner. For example, in Term 1 during their 'Who Am I?' topic, children discuss their families and special events in their								
	lives. They look at what makes them unique and what makes their friends just as unique. During their 'Festivals of Light' topic they share how they								
	celebrate events and begin to understand that there are differences between the way in which families live. The children take part in Diwali								
	celebrations and talk about how they celebrate Christmas in their home. In Term 4, the children learn about the meaning behind Easter and why								
	we celebrate it. In Ter	m 6, during their 'Our Big	Wide World' topic, they I	earn about the lives of p	eople in Africa and make	e comparisons to their			
Reception	own lives and way of living. Throughout the year, the children have key questions to consider, from 'Being special: where do we belong?' to 'Why								
	is the word 'God' so important to Christians?'. Children have time to reflect and consider other children's points of view. Through carefully								
	planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.								
	Christ	ianity	Islo	m	Judaism				
	When God Made the World by Matthew Paul Turner		The Proudest Blue by Ibtihal Muhammed		Near: Psalm 139 by Sally Lloyd-Jones				
	What a Beautiful Name by Scott Ligertwood		Two Pigeons on a Pilgr	image by Rabia Bashir	by Rabia Bashir Found: Psalm 23 by Sally Lloyd-Jo				
	Hinduism		Sikhism		Buddhism				
	Festival of Colours by Kabir Sehgal		Fauja Singh Keeps Going by Simran Singh Jeet		A Handful Of Quiet by Thich Nhat Hanh				
	Ganesha's Sweet To	ooth by Sanjay Patel		19 by on man on 1911 3001	7 (Tidilator of Golor	by micritinal marin			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	What do Christians believe God is like?	Why does Christmas matter to Christians?	Who do Christians say made the world?	What is the 'good news' Christians believe Jesus	Why does Easter matter to Christians?	Who is a Muslim and how do they live?			
Year 1	Identify a parable. Recognise that Jebelieved to be Go		Listen to the story of creation from Genesis.	brings?	Listen to and discuss the story of Holy Week.	State what a Muslim is.			
		Earth.	Cicanori nom conesis.	Discuss the 12 disciples.	STOLY OF FIOLY TYCER.				

Begin to consider how neir beliefs impact how a Muslim lives. Give an example of a cory about the Prophet. eflect on Muslim beliefs and ways of living.	Learn what the mezuzah is. Learn what the Shema is. Learn what a mezuzot is. Decide on my own important messages.	Learn the story of David and Goliath. Learn the story of Chanukah. Reflect on the importance of Chanukah.	people. Identify a place of worship sacred to Muslims. Compare and contrast places of worship. Compare religious places of worship to non-religious special places.	teachings about being a good neighbour. Understand the meaning of the story 'The Good Samaritan'. Recount the story of Genesis. Understand the meaning in the story of Genesis.	Understand symbols of Muslim belonging. Understand symbols of Jewish belonging. Learn about Christian baptism. Learn how a baby is welcomed in Islam.
neir beliefs impact how a Muslim lives. Give an example of a cory about the Prophet. eflect on Muslim beliefs	is. Learn what the Shema is. Learn what a mezuzot is.	Learn the story of David and Goliath. Learn the story of Chanukah. Reflect on the	people. Identify a place of worship sacred to Muslims. Compare and contrast	good neighbour. Understand the meaning of the story 'The Good Samaritan'. Recount the story of	Muslim belonging. Understand symbols of Jewish belonging. Learn about Christian baptism.
neir beliefs impact how a Muslim lives. Give an example of a	is. Learn what the Shema is.	Learn the story of David and Goliath. Learn the story of	people. Identify a place of worship sacred to Muslims.	good neighbour. Understand the meaning of the story	Muslim belonging. Understand symbols of Jewish belonging.
neir beliefs impact how a Muslim lives.	is. Learn what the Shema	Learn the story of David and Goliath.	people. Identify a place of worship sacred to	good neighbour. Understand the meaning of the story	Muslim belonging. Understand symbols of
neir beliefs impact how		Learn the story of David	people.	good neighbour.	Muslim belonging.
Pagin to consider have	Learn what the mezuzah		·		·
14103111113.		people do on Shabbat.	worship sacred to Jewish	011001310110 70303	
it is very important for	objects to Jewish people.	Reflect on what Jewish	Identify a place of		Christian belonging.
Recognise the words of the Shahadah and that	Learn the special	Learn the traditional Shabbat greeting.	worship sacred to Christians.	Recognise caring actions.	Understand symbols of
Allah.	meaningful to me.		Identify a place of	is valuable.	Explore the concept of belonging.
dentify the 99 names of	•	•	'holy' and 'sacred'.	Understand the Christian belief that each person	community?
do they live?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	Understand the terms		belong to a faith
Who is Muslim and how			places sacred to believers?	others and the world and	What does it mean to
			What makes some	How should we care for	
the Lost Son.	about Christmas.	 	teachings from the	300	
Vrite about the Story of			God. Explain they key		what it means.
put their beliets into practise.			Christians say sorry to	Reflect on the way the	Explain the Hajj Pillar and
Explain how Christians	Define what 'advent'	Ask questions about		Week is celebrated.	and what it means.
now their belief in God.	important for Christians.	gratitude.	Christians bring Jesus'		Explain the Sawm Pillar
Explain how Christians	Explain why Christmas is	Identify ways that Christians show	Identify ways that	Define the term resurrection.	Explain the Zakat Pillar and what it means.
Christians.	Retell the Nativity story.		about peace.		
Discuss the Story of the	Jesus.	Identify how to show	Identify	Discuss the emotions of	Explain the Salah Pillar and what it means.
Lost Son.	Recognise the importance of baby	creation from Genesis.	teaches us about forgiveness.	Labyrinth.	pillars of Islam.
C En E	iscuss the Story of the Lost Son means to Christians. Explain how Christians ow their belief in God. Explain how Christians put their beliefs into practise. Frite about the Story of the Lost Son. The is Muslim and how do they live? entify the 99 names of Allah. ecognise the words of e Shahadah and that	Lost Son. Recognise the importance of baby Jesus. Retell the Nativity story. Explain how Christians ow their belief in God. Explain how Christians put their beliefs into practise. Frite about the Story of the Lost Son. The is Muslim and how do they live? The is Muslim and how do they live? Consider what is meaningful to me. Consider what is meaningful to me. Learn the special objects to Jewish people.	Lost Son. Recognise the importance of baby Jesus. Retell the Nativity story. Identify how to show gratitude. Identify ways that Christians is important for Christians. Define what 'advent' means. Compare religious and non-religious views about Christmas. Compare religious views about Christmas. Who is Jewish and how do they live? Consider what is meaningful to me. Learn the special objects to Jewish people. Retell the Nativity story. Identify how to show gratitude. Christians show gratitude. Ask questions about Creation. Explain they key teachings from Genesis. Identify how to show gratitude. Christians show gratitude. Who is Jewish and how do they live? Learn what Shabbat is. Learn the traditional Shabbat greeting. Reflect on what Jewish	Recognise the importance of baby Jesus. Retell the Nativity story. Explain how Christians ow their belief in God. Interest Son. Retell the Nativity story. Explain why Christmas is important for Christians. Define what 'advent' means. Compare religious and non-religious views about Christmas. Into is Muslim and how do they live? Pentify the 99 names of Allah. Recognise the importance of baby Jesus. Retell the Nativity story. Identify ways that Christians show gratitude. Compare religious and non-religious views about Christmas. Compare religious and non-religious views about Christmas. Compare religious and non-religious views about Christmas. Who is Jewish and how do they live? Consider what is meaningful to me. Learn the special objects to Jewish people. Retell the Nativity story. Identify how to show gratitude. Identify ways that Christians show gratitude. Christians phove Christians bring Jesus' good news to others. Leant they key teachings from Genesis. What makes some places sacred to believers? Understand the terms 'holy' and 'sacred'. Identify aplace of worship sacred to Christians. Identify aplace of worship sacred to Christians. Identify aplace of worship sacred to Christians.	Recognise the importance of baby Jesus. Retell the Nativity story. Explain how Christians ow their belief in God. Ask questions about Creation. Define what 'advent' means. Compare religious and non-religious views about Christmas. Compare religious views about Christmas. To it ho is Muslim and how do they live? To consider what is meaningful to me. Decognise the words of e Shahadah and that is very important for Muslims. Retell the Nativity story. Retell the Native story that Christians show gratitude. Christians show a christian beliefs in God.

	Appreciate the natural	Understand the purpose	Define the Trinity.	Identify a text from the	Revisit the story of Holy	Revisit learning on Holy
	world.	of the Bible.	Final and the Council of	Gospel.	Week.	Week.
	Define God.	Learn the story of Noah.	Explore the Gospel of Matthew.	Identify the Beatitudes and their purpose.	Imagine how Mary felt during Holy Week.	Explore artwork about the Pentecost.
	Understand God as Creator.	Understand God's covenant.	Explain the symbolism of water.	Learn the story of when Jesus healed the blind	Learn how Christians mark Holy Week.	Learn about the Christian belief that the
	Identify how Christians look after the world.	Recognise covenants that people make.	Compare and contrast art about baptism.	man.	Explore the emotions	world is God's kingdom.
	Compare Christian views to non-Christian views.	Identify the promises made at a Christian	Write a baptism prayer.	Learn the story of when Jesus healed the paralysed man.	Christians experience during Holy Week.	Explore beliefs about the Holy Spirit.
	Explain why Christians say sorry to God.	wedding. Describe what it is like to	Use art to express the Trinity.	Learn the story of when Jesus fed the 5000.	Create a performance of Palm Sunday with a group.	Identify how Pentecost is celebrated by Christians.
		follow God.		Explore Jesus' teachings about love.		Identify and explain beliefs.
			How do festivals and worship show what	How do festivals and family life show what matters to Jewish	How and why do people	How and why do people try to make the world a
	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	matters to Muslims? Reca prior learning	people? Explain how Jewish families celebrate every	mark the significant events of life?	better place? Explore views on what is
	Define what 'Aum' is.	Learn how Hindus show their faith.	about Islam. Learn what the opening	week.	Appreciate that life is a journey.	wrong with the world. Explore the 'Golden
	Retell the story of Svetaketu.	Learn about Hindu	chapter of the Qur'an teaches Muslims about	Explain how Jewish families celebrate every week.	Learn about Bar and Bat Mitvahs.	Rule'.
Year 4	Recognise that deities are ways of understanding God.	worship in the community. Learn how Hindus show	God. Explore how Muslims	Explain why people celebrate Rosh	Explain Bar and Bat Mitvahs.	Explore Jewish teachings about repairing the world.
	Recognise some Hindu deities.	their faith at home. Understand the story of	pray. Explore the significance of prayer to Muslims.	Hashanah and Yom Kippur.	Learn how Hindus mark the journey of life.	Research an inspiring Christian person.
	Define the Hindu belief of reincarnation.	Diwali. Understand what it	Recognise why the mosque is a special	Explore the story 'Jonah and the Big Fish'.	Learn about upanayana ceremonies.	Describe examples of how Muslims practice charity.
	Learn what Puja is.	means to be a Hindu.	place for Muslims. Explain what matters to	Learn the Story of Exodus.	Consider why people get married.	Consider how to make the world a better
			Muslims.	Explain why Pesach is important to Jewish people.		place.

Year 5	What does it mean if Christians believe God is holy and loving? Develop ideas on the concept of a divine being. Explore the Bible for ideas about God. Explore Christian music for ideas about God. Explore Cathedrals and Churches for ideas about God. Consider why Christians believe God is holy and loving. Decide on guidelines for living.	Creation and science: conflicting or complementary? Recall the story of Genesis. Consider how the Big Bang theory contradicts with Genesis. Consider how the theory of evolution contradicts with Genesis. Ask philosophical questions. Consider opinions on Genesis. Explain opinions on Creation vs Science in detail.	Why do Christians believe Jesus was the Messiah? Identify the 'big story' of the Bible. Explore prophecies in the Old Testament. Identify Jesus as the Messiah in the New Testament. Use evidence that suggests Jesus is the Messiah. Consider whether Jesus is the Messiah.	How do Christians decide how to live? 'What would Jesus do?' Explore 'The Wise and Foolish Builders'. Explore 'The Sermon on the Mount'. Explore 'The Centurion's Servant'. Examine how prayer and healing are inspired by Jesus. Examine how friendship and justice are inspired by Jesus. Question whether Jesus' teachings make Christians better people.	What do Christians believe Jesus did to 'save' people? Revise understanding of Holy Week. Recognise that Jesus' death was a sacrifice. Question whether life is determined by God. Explain what a Holy Communion is. Consider types of sacrifice. Explore the statement: Sacrifice is good and necessary for making the world a better place.	For Christians, what kind of king is Jesus? Consider how to make the world a better place. Explore what the Kingdom of God is. Explore the parable of the Great Banquet. Explore what kind of King Jesus is. Explore how Churches work towards a better world. Consider what kind of King Jesus is to Christians.
Year 6	Why do Hindus want to be good? Explain the key concepts of Hinduism. Understand the Hindu belief of reincarnation.	What does it mean to be a Muslim in Britain today? Learn facts about Muslims in Britain today. Understand the meaning of the Five	Why is the Torah so important to Jewish people? Recognise different Jewish communities. State what Jews believe about God.	What matters most to Humanists and to Christians? Explain the difference between good and bad actions. Understand the	Why do some people believe in God and some people not? Recognise how many people believe in God. Question if God is real.	How does faith help people when life gets hard? Begin to explore what happens after we die. Consider the existence of a soul.
	Understand the Hindu concept of karma. Consider how Hindu beliefs impact how they live. Research the life of Gandhi.	Pillars. Create Islamic art, using geometric patterns. Understand Hajj. Understand the Qu'ran.	Understand messages in the Torah. Learn about the significance of the Torah.	meaning of a conscience. Define what a Humanist is. Consider what values matter most to Christians.	Question why people believe in God. Explore the debate around science and God. Consider how beliefs affect actions.	Explore the concept of judgement by a higher being. Explore Christian and Muslim views on life after death.

	Understand the	Understand Jewish			Compare Christian,
Answer the question:	architecture of a	Kosher.	Consider the	Explore the Big Question:	Muslim and Hindu views
Why do Hindus want to	mosque.		importance of different	Is God real?	on life after death.
be good?		Understand Jewish law.	values and give my own		
			opinion.		Consider Humanist's
					views on death.
			Explore the agreements		
			and disagreements		
			about values between		
			Humanists and		
			Christians.		



Marine Academy Primary Physical Education Long Term Curriculum Map

Physical Education (PE) at Marine Academy Primary gives children the knowledge and understanding in order to become competent, confident and motivated in PE for the rest of their life. Children are naturally physically active and in our Reception classes, the children continually develop their **fundamental movement skills** through both their independent learning and weekly taught P.E. sessions. Carefully planned independent physical challenges, for example, holding Yoga poses, using bikes, skipping ropes and obstacle courses help children to develop **agility**, **balance** and **coordination**, individually and with others. The outdoor learning environment provides an excellent space for children to practise theses skills so that as they move onto the next phase of their schooling, they are prepared to master them.

The Key Stage One and Two curriculum is planned progressively to allow children to build on and develop previously learnt skills enhancing these further. In Key Stage 2, all children can lead a warm up or cool down in their PE lessons. A variety of sports are taught across KS2 as well as healthy eating, nutrition and wellbeing sessions. Physical Development opportunities in Early Years make positive contributions to children's development. Sports Coaches, Clubs and Specialist Teachers work with staff at Marine Academy Primary to provide CPD opportunities and ensure teaching is high quality and of value.

Children's achievements in Physical Education both inside and outside of the Primary are celebrated during Starfish of the Week Assembly and rewarded using Headteacher's Prizes and Dojo Points, whilst sharing successes on the Academy's social media. Children actively seek to share their achievements and relish the opportunity to explain to the whole school what they had to do.



All children have opportunities to attend PE events throughout the year and represent Marine Academy Primary at PE competitions. Inclusive events are run through Plymouth School Sports Partnership and the PE Leader holds inclusive events throughout the year for schools across the learning community to attend. Marine Academy believe that nothing should be a barrier to physical education with everything having the capacity to be adapted. Marine Academy Primary's Sports Council support, run and officiate events to develop leadership skills. Should children be unable to participate in physical activity, they attend and contribute to lessons.

There are frequent times during the week where children are physically active including, Early Morning Learning, Active Maths and English lessons, assemblies, break times and lunchtimes and after school clubs.

Due to our demographic, children at Marine Academy Primary swim in Years 2 and Year 5. Children who have not been successful in swimming 25 metres at the end of Year 5 attend top up sessions in Year 6.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
	·	physically active and in o nt learning and weekly tau	•	,	•	•		
		poses, using bikes, skipping ropes and obstacle courses help children to develop agility, balance and coordination, individually and with o						
Recept	The outdoor learning	The outdoor learning environment provides an excellent space for children to practise theses skills so that as they move onto the next phase of their schooling, they are prepared to master them.						
	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Dance	Ball control	Climbing safely, negotiating obstacles	Races and games		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
	Taekwondo Practise basic movements.	Multi Skills: Agility and	Gymnastics Hold a balance whilst	Dance Establish sequences of actions and skills, which	Dodgeball: team games, simple attacking and defending Participate in team games.	Tennis Discuss how to improve in different physical activities.		
Year	Develop balance and	Coordination Hold a balance whilst walking along a straight line. Hop on the spot using the same foot.	walking along a straight line. Jump for height. Link skills and actions in different ways to suit different activities.	have a clear beginning, middle and ending. Perform simple dances. Describe and comment on performance.	Begin to develop simple tactics for attacking/defending. Practise basic movements, including running, jumping, throwing and catching. To develop balance and agility.	Develop balance and agility. Practise basic movements. Develop hand-eye coordination when striking a ball.		

Year 2	Multi Skills: Coordination with Equipment and Agility Reaction/Response Master basic movement, including running, jumping, throwing and catching. Participate in team games, following simple rules.	Taekwondo Identify how to improve in different physical activities. Develop simple tactics for attacking and defending. Master basic movements. Develop and apply balance, agility and coordination.	Gymnastics Evaluate my own and others performances. Develop and apply balance, agility and coordination. Identify how to improve in different physical activities.	Dance Evaluate my own and others performances. Perform dances using simple movement patterns. Develop and apply balance, agility and coordination.	Dodgeball: team games, simple attacking and defending Participate in team games, following simple rules. Develop simple tactics for attacking and defending. Master basic movements, including running, jumping, throwing and catching.	Tennis Identify how to improve in different physical activities. Develop and apply balance, agility and coordination. Practise basic movements. Develop hand-eye coordination when striking a ball.
Year 3	Tag Rugby Participate in team games understanding the rules. Develop a wider range of tactics for attacking and defending. Begin to use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, control and balance.	Gymnastics and Dance Begin to show an understanding of how to improve my own and others performances. Perform dance and gymnastics routines on my own and with others using movement patterns. Further develop my flexibility, strength, control and balance. Compare performances with previous ones.	Taekwondo Begin to show an understanding of how to improve my own and others performances. Further develop my flexibility, strength, control and balance. Communicate and compete with others. Begin to demonstrate improvement to achieve my personal best.	Tennis Communicate and compete with others. Participate in team games understanding the rules. Develop a wider range of tactics for attacking and defending.	Athletics Begin to demonstrate improvement to achieve my personal best. Begin to use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, control and balance. Communicate and compete with others.	Participate in outdoor and adventurous activities. Participate in team games understanding the rules. Communicate and compete with others. Devise simple maps. Use aerial photos and plans to recognise landmarks. Create a key using symbols. Use compass directions.
Year 4	Hockey Communicate and compete with others. Play competitive games and demonstrate my	Dance and Gymnastics Compare performances with previous ones.	Tennis Communicate and compete with others. Play competitive games and demonstrate my	Taekwondo Understand how to improve my own and others performances.	OAA and Athletics Participate in outdoor and adventurous activities.	Rounders Communicate and compete with others. Play competitive games and demonstrate my

	sense of sportsmanship e.g. fairness and respect. Understand basic principles suitable for attacking and defending. Use skills in isolation and combination. Further develop flexibility, strength, technique, control and balance.	Understand how to improve my own and others performances. Further develop flexibility, strength, technique, control and balance. Perform dances and gymnastic routines on my own and with others using movement patterns.	sense of sportsmanship e.g. fairness and respect. Understand basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, technique, control and balance.	Demonstrate improvement to achieve my personal best. Further develop flexibility, strength, technique, control and balance.	Demonstrate improvement to achieve my personal best. Communicate and compete with others. Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect. Use compass directions. Beginning to observe, record and present human/physical features of local area using maps.	sense of sportsmanship e.g. fairness and respect. Understand basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination. Further develop flexibility, strength, technique, control and balance.
Year 5	Netball Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident.	Dance and Gymnastics Perform dance and gymnastic routines on my own and with others using a range of movement patterns. Develop mastery of flexibility, strength, technique, control and balance. Evaluate and recognise my own and others success and identify strategies for improvement. Evaluate and compare performances with previous ones. Communicate, collaborate and compete with others in	Tennis Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident. Develop mastery of flexibility, strength, technique, control and balance.	OAA and Athletics/Swimming Participate in outdoor and adventurous activities. Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Evaluate and recognise my own and others success and identify strategies for improvement	Taekwondo Demonstrate improvement to achieve my personal best. Develop mastery of flexibility, strength, technique, control and balance. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Apply principles suitable for attacking and defending.	Rounders Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident.

improvement.

collaborate and compete with others in

		order to inspire myself and others to succeed and excel.		Demonstrate improvement to achieve my personal best. Use 8-point compass, grid-references and Ordnance Survey maps. Observe, record and present human/physical features of local area using maps. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.		Develop mastery of flexibility, strength, technique, control and balance.
Year 6	Netball Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply a range of principles suitable for attacking and defending. Use a broad range of skills in isolation and in combination to become physically confident.	Gymnastics Perform gymnastic routines on my own and with others using a range of movement patterns. Master flexibility, strength, technique, control and balance. Evaluate and recognise my own and others success and identify strategies for improvement. Communicate, collaborate and compete with others in	OAA and Athletics Participate in outdoor adventurous activities. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.	Perform dance routines on my own and with others using a range of movement patterns. Master flexibility, strength, technique, control and balance. Use a broad range of skills in isolation and in combination to become physically confident. Demonstrate my improvement to achieve my personal best.	Rounders Use a broad range of skills in isolation and in combination to become physically confident. Master flexibility, strength, technique, control and balance. Apply a range of principles suitable for attacking and defending. Play competitive games showing good communication and collaboration to	Taekwondo/ Swimming Top Ups Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel. Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship. Apply a range of principles suitable for

Master flexibility,	order to inspire myself	Evaluate and compare	Evaluate and recognise	demonstrate my sense	attacking and
strength, technique,	and others to succeed	performances with	my own and others	of sportsmanship.	defending.
control and balance.	and excel. Demonstrate my improvement to achieve my personal best. Evaluate and compare performances with previous ones.	previous ones. Evaluate and recognise my own and others success and identify strategies for improvement. Use a broad range of skills in isolation and in combination to become physically confident. Use 8-point compass, 4 and 6 digit grid references and Ordnance Survey maps.	success and identify strategies for improvement. Evaluate and compare performances with previous ones. Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.	Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.	Master flexibility, strength, technique, control and balance. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water based situations.

World Sporting Event Links					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 Invictus Games Tennis US Open European Tour Men's Golf Italian Open Men's Rugby World Cup British Touring Car Championships 	 ★ Women's Handball World Cup ★ Cricket ODI World Cup 	 Super Bowl Winter Military World Games Six Nations Rugby World Swimming Championships African Cup of Nations Football Australian Open Tennis 	 World Snooker Championships Golf Masters Men's Six Nations Rugby 	 French Open Tennis World Aquatics Championships UEFA Champions League final Monaco Grand Prix London Marathon 	 ★ Wimbledon ★ Tour De France ★ NBA Basketball Finals ★ British Open Golf ★ Euro 2024 Men's Football ★ Paris Olympic Games



Marine Academy Primary History Long Term Curriculum Map



At Marine Academy Primary, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

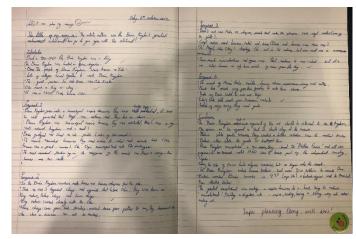
Children in our Reception classes begin to learn the concept of history as they develop an awareness of **past events** in their own lives. In Term 1 during their 'Who am I?' topic, they remember and discuss the special people in their lives, past and present. In Term 2 as part of their 'Festivals of Light' topic, they learn about historical and present Diwali **traditions**. In Term 3, the children will learn about **significant figures** in history, such as Amy Johnson who was the first women to fly solo from London to Australia in a plane. The children explore how transport has changed over time, looking at similarities and differences between transport of the past and what we use today by using their observational skills when looking at pictures. Throughout Term 4, children are introduced to the concept of a **timeline** as look closely

at how things change over time including, plants and animals. In Term 6, the children consider their transition into Year One, as well as reflect on their growth in Reception. The children begin to gain an understanding of the **chronology** of their own lives when they look closely at how they have changed and grown as a person. Children are introduced to a range of stories which promote discussions such as how clothes and toys have **changed over time**.

The History curriculum in Key Stages One and Two seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in local, national and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars. Each topic includes learning about relevant local history and events that link to the period of study.

While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.

In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying the Anglo-Saxons and Scots and ending with the Vikings. In Year 5, the local history unit focuses on Plymouth – A City of Voyage and Discovery, outlining Plymouth's origins, its reputation both as a centre for voyage and discovery, and for its military importance. The unit on the Benin Kingdom challenge the



narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, in Year 6, the unit on Civil Rights examines the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter movement. By bringing pupils up to the present day – in the case of Civil Rights – the curriculum demonstrates the importance of past events in shaping the world of today.

Throughout the curriculum, connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta through the changing seat of power in England over the subsequent six hundred years. Pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon. More abstract concepts, too, are carefully developed so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised. Children then apply these skills and knowledge by writing an essay at the end of each unit. In Key Stage 1, children recall significant facts and answer key questions; in Lower Key Stage 2, this progresses into longer Information Texts; in Year 5, children write a persuasive argument; and in Year 6, children write a balanced argument based on what they have learnt.

The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world. We develop children with the following essential characteristics to help them become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- The ability to think critically about history and communicate ideas confidently to a range of audiences;

- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
- A respect for historical evidence and the ability to make critical use of it to support their learning;

Term 2

Year

Term 1

🖈 A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;

Term 3

Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1

Term 4

Term 5

Term 6

* A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Recep	A pi	during their 'Who am 1?' topic, they remember and discuss the special people in their lives, past and present. In Term 2 as part of their 'Festivals of Light' topic, they learn about historical and present Diwali traditions . In Term 3, the children will learn about significant figures in history, such as Amy Johnson who was the first women to fly solo from London to Australia in a plane. The children explore how transport has changed over time, looking at similarities and differences between transport of the past and what we use today by using their observational skills when looking at pictures. Throughout Term 4, children are introduced to the concept of a timeline as look closely at how things change over time including, plants and animals. In Term 6, the children consider their transition into Year One, as well as reflect on their growth in Reception. The children begin to gain an understanding of the chronology of their own lives when they look closely at how they have changed and grown as a person. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time .					
Yea	r	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year	Us p	Dinosaurs ace known events and ojects in chronological order. (Chronological understanding) be common words and ohrases relating to the passing of time. (Chronological understanding) Find answers to some mple questions about the past from simple ources of information. (Historical enquiry)		Ancient Egypt Place known events and objects in chronological order. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding) Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)		Significant Sports Stars Place known events and objects in chronological order. (Chronological understanding) Sequence events and recount changes within living memory. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding)	

Describe some simple	Describe some simple	Find answers to some	
similarities and	similarities and	simple questions about	
differences between	differences between	the past from simple	
artefacts. (Historical	artefacts. (Historical	sources of information.	
Enquiry)	Enquiry)	(Historical enquiry)	
Ask and answer relevant	Sort artefacts from 'then'	Describe some simple	
basic questions about	and 'now'. (Historical	similarities and	
the past. (Historical	enquiry)	differences between	
enquiry)		artefacts. (Historical	
	Ask and answer relevant	Enquiry)	
Talk, draw or write about	basic questions about		
aspects of the past.	the past. (Historical	Sort artefacts from 'then'	
(Organisation and	enquiry)	and 'now'. (Historical	
communication)		enquiry)	
	Talk, draw or write about		
Understand key features		Ask and answer relevant	
of events.	(Organisation and	basic questions about	
(Understanding of	communication)	the past. (Historical	
events, people and		enquiry)	
changes)	Understand key features		
Silvering sty	of events.	Relate his/her own	
	(Understanding of	account of an event	
	events, people and	and understand that	
	changes)	others may give a	
	onangos,	different version.	
	Identify some similarities	(Historical	
	and differences	interpretations)	
	between ways of life in	ii ii di protanoris;	
	different periods.	Talk, draw or write about	
	(Understanding of	aspects of the past.	
	events,	(Organisation and	
	people and changes)	communication)	
	people and enanges,	Continonication	
		Understand key features	
		of events.	
		(Understanding of	
		events, people and	
		changes)	
		Changesj	
		Identify some similarities	
		and differences	
		between ways of life in	
		different periods.	
		(Understanding of	
		events, people and	
		changes)	
		Changes	

Vile Victorians

Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)

Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.
(Historical enquiry)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)

Describe changes within living memory and aspects of change in national life. (Historical interpretations)

Describe events beyond living memory that are significant nationally or

The Great Fire of London

Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)

Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

(Historical enquiry)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)

Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)

World War II VE Day

Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)

Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

(Historical enquiry)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)

Describe changes within living memory and aspects of change in national life. (Historical interpretations)

Describe significant historical events, people and places in his/her

Year 2

		115.5.2.2.1			
	globally e.g. the Great	Use a wide vocal	'	own locality. (Historical	
	Fire of London, the	of everyday histo		interpretations)	
	first aeroplane flight or	terms. (Organisation	n and		
	events commemorated	communication	n)	Use a wide vocabulary	
	through festivals or		. ,	of everyday historical	
	anniversaries. (Historical	Speak about h	2/4/	terms. (Organisation and	
	interpretations)	he/she has found		communication)	
		about the pas			
	Use a wide vocabulary	(Organisation o	nd	Speak about how	
	of everyday historical	communication	n)	he/she has found out	
	terms. (Organisation and		•	about the past.	
	communication)	Record what he/sl	ne has	(Organisation and	
	commonication				
		learned by drawin		communication)	
	Speak about how	writing. (Organise			
	he/she has found out	and communico	tion)	Record what he/she has	
	about the past.			learned by drawing and	
	(Organisation and			writing. (Organisation	
	communication)			and communication)	
	commonication			and commonication,	
				Dia the li f	
	Record what he/she has			Discuss the lives of	
	learned by drawing and			significant people in the	
	writing. (Organisation			past who have	
	and communication)			contributed to national	
	•			and international	
	Discuss the lives of			achievements and use	
	significant people in the			some to compare	
	past who have			aspects of life in different	
	contributed to national			periods. (Understanding	
	and international			of events, people and	
	achievements and use			changes)	
	some to compare				
	aspects of life in different				
	periods. (Understanding				
	of events, people and				
	changes)			A	
	Prehistoric Britain	The Shang Dyna		Ancient Greece	
	Use an increasing range	Use an increasing		Use an increasing range	
	of common words and	of common word	s and	of common words and	
	phrases relating to the	phrases relating t	o the	phrases relating to the	
	passing of time.	passing of tim		passing of time.	
	(Chronological	(Chronologic		(Chronological	
Year 3	understanding)	understanding		understanding)	
	oriacisiarianig)	on a crain and	91	oriacistarianig)	
	Describe with and the	Departies and	the	Describe memories of	
	Describe where the	Describe where			
	people and events	people and eve		key events in his/her life	
	studied fit within a	studied fit withi		using historical	
	chronological	chronologico		vocabulary.	

framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

(Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

(Historical enquiry - Year 2)

Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)

Speak about how he/she has found out about the past. (Organisation and communication - Year 2)

Record what he/she has learned by drawing and writing. (Organisation and communication -Year 2)

Describe changes in Britain from the Stone Age to the Iron Age.

framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

(Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry - Year 2)

Speak about how he/she has found out about the past. (Organisation and communication - Year 2)

Record what he/she has learned by drawing and writing. (Organisation and communication -Year 2)

Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley;

(Chronological understanding)

Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

(Historical enquiry - Year 2)

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

(Historical enquiry - Year

Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations - Year 2)

Speak about how he/she has found out about the past.

	/I list all a make supplies as a fi	A so a la set E assure to The a	(0,-,-,-,-,-,-,-,-,-,-,-,-,-,-,-,-,-,-,-	
	(Understanding of	Ancient Egypt; The	(Organisation and	
	events, people and	Shang	communication - Year	2)
	changes – Year 6)	Dynasty of Ancient		
	,	China. (Understanding	Record what he/she ha	IS
	Describe a study of an	of events, people and	learned by drawing an	
			,	
	aspect or theme in British	changes – Year 6)	writing. (Organisation	
	history that extends		and communication -	
	his/her chronological		Year 2)	
	knowledge beyond			
	1066. (Understanding of		Describe a study of	
			Ancient Greek life and	
	events, people and			
	changes – Year 6)		achievements and the	
			influence on the wester	n
			world. (Understanding	
			of events, people and	
			changes – Year 6)	
	Roman Britain	Anglo-Saxons and Scots	Vikings	
	Place some historical	Place some historical	Place some historical	
	periods in a	periods in a	periods in a	
	chronological	chronological	chronological	
	framework.	framework.	framework.	
	(Chronological	(Chronological	(Chronological	
	understanding)	understanding)	understanding)	
	Use historic terms related	Use historic terms related	Use historic terms relate	-1
	to the period of study.	to the period of study.	to the period of study	
	(Chronological	(Chronological	(Chronological	
	understanding)	understanding)	understanding)	
	Use sources of	Use sources of	Use sources of	
	information in ways that	information in ways that	information in ways the	†
Year 4	go beyond simple	go beyond simple	go beyond simple	
1001 1	observations to answer	observations to answer	observations to answe	-
	questions about the	questions about the	questions about the	
	past.	past.	past.	
	(Historical enquiry)	(Historical enquiry)	(Historical enquiry)	
	Use a variety of	Use a variety of	Use a variety of	
	resources to find out	resources to find out	resources to find out	
	about aspects of life in	about aspects of life in	about aspects of life in	
	the past. (Historical	the past. (Historical	the past. (Historical	
	enquiry)	enquiry)	enquiry)	
	Communicate his/her	Understand that sources	Understand that source	
				5
	learning in an organised	can contradict each	can contradict each	
	and structured way,	other. (Historical	other. (Historical	
	using appropriate	interpretations)	interpretations)	

	to recip allo en c			
	terminology.			
	(Organisation and	Communicate his/her	Communicate his/her	
	communication)	learning in an organised	learning in an organised	
		and structured way,	and structured way,	
	Describe the Roman	using appropriate	using appropriate	
	Empire and its impact on	terminology.	terminology.	
	Britain. (Understanding	(Organisation	(Organisation	
	of events, people and	and communication)	and communication)	
	changes – Year 6)			
		Describe Britain's	Describe a study of an	
	Describe a study of an	settlement by Anglo-	aspect or theme in British	
	aspect or theme in British	Saxons and Scots.	history that extends	
	· ·	(Understanding of	his/her chronological	
	history that extends	, ,		
	his/her chronological	events, people and	knowledge beyond	
	knowledge beyond	changes – Year 6)	1066. (Understanding of	
	1066. (Understanding of		events, people and	
	events, people and	Describe a study of an	changes – Year 6)	
	changes – Year 6)	aspect or theme in British		
	criariges rear of	history that extends	Describe the Viking and	
			•	
		his/her chronological	Anglo-Saxon struggle for	
		knowledge beyond	the Kingdom of England	
		1066. (Understanding of	to the time of Edward	
		events, people and	the Confessor.	
		changes – Year 6)	(Understanding of	
		enanges real of	events, people and	
	5		changes – Year 6)	
	Benin Kingdom	Medieval Monarchs	Plymouth – A City of	
	Use dates to order and	Use dates to order and	Voyage and Discovery	
	place events on a	place events on a	Use dates to order and	
	timeline. (Chronological	timeline. (Chronological		
	understanding)	understanding)	place events on a	
	or identificating)	oria di sia ria rigj	timeline. (Chronological	
	Camana and and and af	Compressor of	understanding)	
	Compare sources of	Compare sources of		
	information available for	information available for	Compare sources of	
	the study of different	the study of different	information available for	
	times in the past.	times in the past.		
Year 5	(Historical enquiry)	(Historical enquiry)	the study of different	
		(times in the past.	
			(Historical enquiry)	
	Make comparisons	Make comparisons	(Filstorical engoley)	
	Make comparisons	Make comparisons	(Historical enquiry)	
	between aspects of	between aspects of	·	
	between aspects of periods of history and	between aspects of periods of history and	Make comparisons	
	between aspects of	between aspects of	Make comparisons between aspects of	
	between aspects of periods of history and	between aspects of periods of history and	Make comparisons between aspects of periods of history and	
	between aspects of periods of history and the present day. (Historical	between aspects of periods of history and the present day. (Historical	Make comparisons between aspects of periods of history and the present day.	
	between aspects of periods of history and the present day.	between aspects of periods of history and the present day.	Make comparisons between aspects of periods of history and the present day. (Historical	
	between aspects of periods of history and the present day. (Historical interpretations)	between aspects of periods of history and the present day. (Historical interpretations)	Make comparisons between aspects of periods of history and the present day.	
	between aspects of periods of history and the present day. (Historical	between aspects of periods of history and the present day. (Historical	Make comparisons between aspects of periods of history and the present day. (Historical	

Year 6	Industrial Revolution	Civil Rights		Conflict	
	-			Twentieth Century	
	changes – Year 6)				
	(Understanding of events, people and				
	c. AD 900-1300.				
	900; Benin (West Africa)				
	Mayan civilization c. AD				
	Baghdad c. AD 900;				
	Islamic civilization, including a study of			changes)	
	chosen from: early			events, people and	
	British history - one study			study. (Understanding of	
	provides contrasts with			Describe a local history	
	European society that			Changes)	
	Describe a non-			events, people and changes)	
	changes)	changes)		(Understanding of	
	events, people and	events, people an		historical events.	
	(Understanding of	(Understanding o		some important	
	some important historical events.	some important historical events.		Give some reasons for	
	Give some reasons for	Give some reasons	or	and communication)	
				source. (Organisation	
	and communication)	and communication		on more than one	
	source. (Organisation	source. (Organisati	n	historical event based	
	on more than one	on more than one		Provide an account of a	
	Provide an account of a historical event based	Provide an account historical event bas		communication)	
	Drovido an account of -	Dravida on sections	fa	(Organisation and	
	communication)	communication)		different ways.	
	(Organisation and	(Organisation and		understanding in	
	different ways.	different ways.		knowledge and	
	understanding in	understanding in		communicate	
	communicate knowledge and	communicate knowledge and		Present findings and	
	Present findings and	Present findings ar		interpretations)	
				(Historical	
	interpretations)	interpretations)		of a variety of sources.	
	(Historical	(Historical	75.	Evaluate the usefulness	
	Evaluate the usefulness of a variety of sources.	Evaluate the usefulr of a variety of source		interpretations)	
	E of other confidence	5 d d d d d d		studied. (Historical	
	interpretations)	interpretations)		the period of time	
	studied. (Historical	studied. (Historica		available depends on	
	the period of time	the period of time		type of information	

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
(Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a
chronologically secure
knowledge and
understanding of British,
local and world history,
establishing clear
narratives within and
across the periods
he/she studies.
(Understanding of
events, people and
changes)

Note connections, contrasts and trends over time and show developing appropriate use of historical terms.(Understanding of events, people and changes) Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
(Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.

(Understanding of events, people and changes)

Note connections, contrasts and trends over time and show developing appropriate use of historical terms.(Understanding of events, people and changes) Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

(Historical enquiry)

Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)

Make confident use of a variety of sources for independent research. (Historical enquiry)

Describe a
chronologically secure
knowledge and
understanding of British,
local and world history,
establishing clear
narratives within and
across the periods
he/she studies.
(Understanding of
events, people and
changes)

Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)

stu	Describe a local history udy. (Understanding of events, people and changes)	Use evidence to support arguments. (Understanding of events, people and changes)	Describe a local history study. (Understanding of events, people and changes)	
	se evidence to support arguments. (Understanding of		Use evidence to support arguments. (Understanding of	
•	events, people and changes)		events, people and changes)	



Marine Academy Primary Geography Long Term Curriculum Map

At Marine Academy Primary, teaching Geography through exciting termly topics enables pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

The Geography curriculum offers a clearly mapped journey starting in the early years and incorporates fundamental geographical concepts, knowledge and skills, allowing pupils to build on a firm foundation in future years. The content of the curriculum is broken down into component parts that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation. Pupils investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. Teachers develop pupils' ability to confidently communicate their findings and geographical understanding which in KS2, is conveyed through a final written essay.

Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the National Marine Aquarium, the local woods and Dartmoor Zoo, they begin to understand that there are other countries in the world, developing an early concept of **biodiversity**. For example, during their 'Our Big Wide World' topic, pupils learn about countries within Africa, its weather, native animals and produce. The begin to recognise



differences within buildings from around the world also. They begin to develop other geographical skills such as **mapping**, in a variety of different topics, including their 'Festivals of Light' topic where they create their own maps for Father Christmas, map designing when using their small world vehicles during their 'Transport' topic, as well as using and creating a safari map during their 'Our Big Wide World' topic. During Independent Learning time, children will **conduct surveys** to establish which fruit is the most popular when fruit tasting in Term 6, as well as take part in **fieldwork** when exploring the natural environment. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of **physical and human geographical features** of the world. In KS1 pupils build upon these early concepts, to deepen knowledge and skills. For example, during the topic 'Location, Location, Location' children create hand drawn maps to develop a sense of scale and direction. As part of their 'Rainforests'

topic, pupils make comparisons between the UK and a non-European country (Brazil). They look closely at the flora and fauna of the Amazon rainforest and conduct fieldwork through a visit to the Eden project.

An introduction to settlements, tectonic processes and hydrological and climatic processes introduces Year three pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years. When pupils study 'Human Migration' in Year Four, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding supports their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The 'Natural Resources' topic feeds into the Year Five topic on 'Energy and Sustainability', by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year Six topics on 'Population' and 'Globalisation' draw on themes that have been explored throughout KS2, so pupils are able to approach these complex topics with a great depth and breadth of knowledge.

Fieldwork is a crucial element of a child's geographical education and we have intentionally incorporated it throughout the Geography curriculum from the very beginning. Children are taught to analyse primary data. For example, in Year One, children conduct and analyse data regarding different types of housing. The 'Rivers' topic in Year Four provides opportunity for pupils to collect and interpret quantitative data through a visit to Burrator on Dartmoor. The 'Population' topic in Year Six includes a visit to Plymouth City Centre where pupils can conduct questionnaires to gather information about and evaluate reasons for urban development.

Through inspirational teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment
- * A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where the						
Reception	learn that there is a	world beyond their ov	vn doorstep. Through st	ories, role-play, small -	world play and visits to	places such as: the	

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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Location, Location,		To Plymouth and		Wonderful Weather
		Location		Beyond!		
						Ask simple geographical
		Ask simple geographical		Ask simple geographical		questions e.g. What is it
		questions e.g. What is it		questions e.g. What is it		like to live in this
		like to live in this		like to live in this		place?(Geographical
		place?(Geographical		place?(Geographical		skills and fieldwork)
		skills and fieldwork)		skills and fieldwork)		
						Describe seasonal
		Use simple observational		Use locational and		weather
		skills to study the		directional language		changes.(Human and
		geography of the school		(e.g. near and far; left		physical geography)
		and its grounds.		and right) to describe		
Year 1		(Geographical skills and		the location of features		Know about some
		fieldwork)		and routes.		present changes that
				(Geographical skills and		are happening in the
		Use locational and		fieldwork)		local environment e.g.
		directional language				at school. (Place
		(e.g. near and far; left		Name, Describe and		knowledge)
		and right) to describe		compare familiar		
		the location of features		places. (Place		Use basic geographical
		and routes.		knowledge)		vocabulary to refer to
		(Geographical skills and				key physical features,
		fieldwork)		Link their homes with		including: beach, cliff,
		1		other places in their		coast, forest, hill,
		Make simple maps and		local community. (Place		mountain, sea, ocean,
		plans e.g. pictorial place		knowledge)		river, soil, valley,

	in a stany (Coographical		vegetation, season and
	in a story. (Geographical		•
	skills and fieldwork)	Know about some	weather. (Human and
		present changes that	physical geography)
	Understand how some	are happening in the	
	places are linked to	local environment e.g.	
	other places e.g. roads,	at school. (Place	
	trains. (Locational	· ·	
	·	knowledge)	
	knowledge)		
		Understand how some	
	Name, describe and	places are linked to	
	compare familiar	other places e.g. roads,	
	places. (Place	trains. (Locational	
	knowledge)	knowledge)	
	kilowicage)	Kilowicagej	
	Link their homes with		
	other places in their		
	local community. (Place		
	knowledge)		
	What a Wonderful World	Rainforests	Our Food, Our World
			Our rood, Our world
	Use world maps, atlases	Ask simple geographical	
	and globes to identify	questions e.g. What is it	Ask simple geographical
	the United Kingdom and	like to live in this place?	questions e.g. What is it
		·	like to live in this place?
	its countries, as well as	(Geographical skills and	(Geographical skills and
	the countries, continents	fieldwork)	fieldwork)
	and oceans studied at		liciaworkj
	this key stage.	Understand how some	Here the street and the street
	(Geographical skills and	places are linked to	Use basic geographical
	fieldwork)	other places e.g. roads,	vocabulary to refer to
	Holdwork	trains. (Locational	key human features,
	Name a la susta sur el		including: city, town,
	Name, locate and	knowledge)	village, factory, farm,
	identify characteristics of		house, office, port,
Year 2	the four countries and	Understand	harbour and shop.
	capital cities of the	geographical similarities	
	United Kingdom.	and differences through	(Human and physical
	(Locational knowledge)	studying the human and	geography)
	(======================================	physical geography of a	
	Name and locate the	small area of the United	Use world maps, atlases
			and globes to identify
	world's seven continents	Kingdom, and of a small	the United Kingdom and
	and five oceans.	area in a contrasting	its countries, as well as
	(Locational knowledge)	non-European country.	the countries, continents
		(Place knowledge)	
	Use simple compass		and oceans studied at
	directions (North, South,	Identify seasonal and	this key stage.
	East and West) and	daily weather patterns in	(Geographical skills and
			fieldwork)
	locational and	the United Kingdom and	
	directional language	the location of hot and	

	e.g. near and far; left	cold areas of the world		
	and right, to describe	in relation to the Equato	-	
	the location of features	and the North and South		
	and routes on a map.	poles. (Human and		
	(Geographical skills and	Physical Geography)		
	fieldwork)			
	,	Use basic geographica		
	Identify so grand and			
	Identify seasonal and	vocabulary to refer to		
	daily weather patterns in	key physical features,		
	the United Kingdom and	including: beach, cliff,		
	the location of hot and	coast, forest, hill,		
	cold areas of the world	mountain, sea, ocean,		
	in relation to the Equator	river, soil, valley,		
	and the North and South	vegetation, season and		
	Poles. (Human and	weather. (Human and		
	physical geography)	physical geography)		
	priysical googlapriyy	Use and interpret maps		
		globes, atlases and		
		digital/computer		
		mapping to locate		
		countries and key		
		features (Geographical		
		skills and fieldwork)		
	Mountains, Volcanoes			Weather and the Water
	Mountains, Volcanoes and Earthquakes	Villages, Towns and		Weather and the Water Cycle
		Villages, Towns and Cities		
	and Earthquakes			Cycle
	and Earthquakes Ask and respond to	Cities		Cycle Ask and respond to
	and Earthquakes Ask and respond to geographical questions,	Cities Ask and respond to		Cycle Ask and respond to geographical questions,
	and Earthquakes Ask and respond to geographical questions, e.g. Describe the	Cities Ask and respond to geographical questions		Cycle Ask and respond to geographical questions, e.g. Describe the
	and Earthquakes Ask and respond to geographical questions,	Cities Ask and respond to		Cycle Ask and respond to geographical questions,
	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like	Cities Ask and respond to geographical questions e.g. Describe the		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like
	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing?	Ask and respond to geographical questions e.g. Describe the landscape.		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing?
	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about
	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think
	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that?		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like
Year 3	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues?		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)
Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and		Cycle Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork)
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Year 3	and Earthquakes Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley,	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Analyse evidence and		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g.
Year 3	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil,	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Analyse evidence and draw conclusions e.g.		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic
Year 3	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour,	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Analyse evidence and draw conclusions e.g. make comparisons		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander,
Year 3	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Analyse evidence and draw conclusions e.g. make comparisons between locations using		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location,
Year 3	Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour,	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Analyse evidence and draw conclusions e.g. make comparisons between locations using		Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like ifcontinues? (Geographical skills and fieldwork) Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location,
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		1 10 11 110
	temperatures	etc. (Geographical skills
Understand and	1 1 1 1 3 1 1 1 1 1	and fieldwork)
widening rang	of and fieldwork)	
geographical ter	s e.g.	Use basic geographical
specific top		vocabulary such as cliff,
vocabulary - co		ocean, valley,
		. , .
height, valley, et		vegetation, soil,
deposition	physical geography)	mountain, port, harbour,
transportation		factory, office.
headland, volco		(Geographical skills and
earthquakes e	c. similarities and	fieldwork)
(Geographical sk	s and differences between	
fieldwork)	places. (Place	Know about the wider
noist only	knowledge)	context of places e.g.
Communicate fi		county, region and
in ways appropri		country. (Locational
the task or for		knowledge)
audience.	the task or for the	
(Geographical sk		
fieldwork)	(Geographical skills and	
	fieldwork)	
Know location	· ·	
capital cities of co		
of British Isles an	· ·	
seas around L		
European Un		
countries with		
populations and		
areas and the la	gest features of UK regions,	
cities in each cor	inent. cities and /or counties.	
(Locational know		
(geography)	
	goograpii,	
	Describe and	
	understand key aspects	
	of human geography,	
	including: types of	
	settlement and land use,	
	economic activity	
	including trade links, and	
	the distribution of natural	
	resources including	
	energy, food, minerals	
	and water. (Human and	
	physical geography)	

		Develop an awar of how places rele		
		each other.		
		(Place knowled	ge)	
	Human Migration			
	Demonstrate knowledge	Rivers		
	Demonstrate knowledge of features about places	Understand and	use a	Natural Resources
	around him/her and	widening range		National Resources
	beyond the UK.	geographical terr		Understand why there
	(Locational knowledge)	specific topic		are similarities and
	,	vocabulary - clir		differences between
	Recognise that different	zones, biomes o	and	places. (Place
	people hold different	vegetation belts,	rivers,	knowledge)
	views about an issue	mountains, volca		
	and begin to	and earthquakes		Know about the wider
	understand some of the	the water cyc		context of places
	reasons why.	(Geographical ski	lls and	region, country. (Place
	(Geographical skills and fieldwork)	fieldwork)		knowledge)
	lieidwork)	Explain about I	(AV	Understand
	Recognise that people	natural resource:		geographical similarities
	have differing quality of	water in the local		and differences through
	life living in different	(Human and phy	,	studying the human and
Year 4	locations and	geography)		physical geography of a
	environments.			small area of the United
	(Locational knowledge)	Know how rivers e		Kingdom, and of a small
		transport and de	posit	area in a contrasting
	Know how the locality is	materials.	. ,	non-European country.
	set within a wider	(Human and phy	/SICal	(Place knowledge)
	geographical context. (Locational knowledge)	geography)		Recognise the different
	(Localional knowledge)	Know how rivers e	erode	shapes of continents.
	Describe how people	transport and de		(Locational knowledge)
	have been affected by	materials.	,	(======================================
	changes in the	(Human and phy	vsical	Demonstrate knowledge
	environment. (Human	geography)		of features about places
	and physical			around him/her and
	geography)	Know about the p		beyond the UK.
		features of coast		(Locational knowledge)
	Know about the wider	begin to unders		
	context of places	erosion and depo (Human and phy		
	region, country. (Place knowledge)	(Human and phy geography)		
	ki lowledge)	geography)		
				1

				1
	Understand why there		ntify the physical	
	are similarities and	charc	acteristics and key	
	differences between		graphical features	
		-		
	places. (Place		ne countries within	
	knowledge)	l N	North America.	
		l (Loca)	ational knowledge)	
	Identify the physical	12004	anorial knowledge/	
	Identify the physical			
	characteristics and key			
	topographical features			
	of the countries within			
	North America.			
	(Locational knowledge)			
	Informal Settlements	E	Earth's Biomes	Energy and Sustainability
		_		
	Analyse evidence and	Ex	xplore weather	Use maps, atlases,
	draw conclusions e.g.	patter	rns around parts of	globes and
	make comparisons		vorld. (Human and	digital/computer
	·			
	between locations using	pnys	rsical geography)	mapping to locate
	aerial photos/pictures			countries and describe
	e.g. population,	Unde	erstand and use a	features studied.
	temperatures etc.	l wic	dening range of	(Geographical skills and
	·			
	(Geographical skills and		raphical terms e.g.	fieldwork)
	fieldwork)	S	specific topic	
		voca	abulary - climate	Describe and
	Demonstrate knowledge		nes, biomes and	understand key aspects
	of features about places		etation belts, rivers,	of human geography,
	around him/her and		Intains, volcanoes	including: types of
	beyond the UK.	and e	earthquakes, and	settlement and land use,
Year 5	(Locational knowledge)		ne water cycle.	economic activity
	(======================================		graphical skills and	including trade links, and
	Hen and interest in the	(000)		
	Use and interpret maps,		fieldwork)	the distribution of natural
	globes, atlases and			resources including
	digital / computer	Know	w about the wider	energy, food, minerals
	mapping to locate		text of places e.g.	and water. (Human and
	countries and key		unty, region and	physical geography)
	·			priysical geography)
	features.		untry. (Locational	
	(Geographical skills and		knowledge)	Know about the wider
	fieldwork)			context of places e.g.
	,	Kno	ow and describe	county, region and
	Recognise that people		nere a variety of	country. (Locational
	have differing quality of	·	es are in relation to	knowledge)
	life living in different		rsical and human	
	locations and	feat	tures. (Locational	Know and describe
	environments.		knowledge)	where a variety of
	(Locational knowledge)			places are in relation to
	[Localional knowledge]			places are intelation to

Describe how people have been affected by changes in the environment. (Human and physical geography)

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)

Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)

Know about the wider context of places e.g. county, region and country.
(Locational knowledge)

Recognise the different shapes of countries. (Locational knowledge) Understand about weather patterns around the world and relate these to climate zones. (Human and physical geography)

Locate the world's
countries, using maps to
focus on Europe
(including the location
of Russia) and North and
South America,
concentrating on their
environmental regions,
key physical and human
characteristics,
countries, and major
cities. (Locational
knowledge)

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (Locational knowledge)

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)

Describe and understand key aspects of physical geography,

physical and human features. (Locational knowledge)

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

(Geographical skills and fieldwork)

Locate the world's
countries, using maps to
focus on Europe
(including the location
of Russia) and North and
South America,
concentrating on their
environmental regions,
key physical and human
characteristics,
countries, and major
cities. (Locational
knowledge)

Understand
geographical similarities
and differences through
the study of human and
physical geography of a
region of the United
Kingdom, a region in a
European country, and
a region within North or
South America. (Place
knowledge)

		including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Human and physical geography) Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography) Identify where countries are within Europe; including Russia. (Locational knowledge)	
	Local Fieldwork	Population	Globalisation
Year 6	Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork) Draw accurate maps with more complex keys (Geographical skills and fieldwork) Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork) Use four figure grid references.(Geographical references.(Geo	features. (Locational knowledge) Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge) Know about the wider	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.(Geographical skills and fieldwork) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork) Understand and use a
	al skills and fieldwork) Make plans and maps using symbols and keys.	county, region and country. (Locational knowledge)	widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location,

(Geographical skills and	Describe and	industry, transport,
fieldwork)	understand key aspects	settlement, water cycle
	of human geography,	etc. (Geographical skills
Use fieldwork to observe,	including: types of	and fieldwork)
measure, record and	settlement and land use,	,
present the human and	economic activity	Identify and describe
physical features in the	including trade links, and	the significance of the
local area using a range	the distribution of natural	Prime/Greenwich
of methods, including	resources including	Meridian and time zones
sketch maps, plans and	energy, food, minerals	including day and night.
graphs, and digital	and water. (Human and	(Locational knowledge)
technologies.	physical geography)	0 /
(Geographical skills and	. , , ,	
fieldwork)	Understand and use a	
	widening range of	
Use maps, charts etc. to	geographical terms e.g.	
support decision making	specific topic	
about the location of	vocabulary - urban,	
places e.g. new bypass.	rural, land use,	
(Geographical skills and	sustainability, tributary,	
fieldwork)	trade links	
	etc.(Geographical skills	
Plan the steps and	and fieldwork)	
strategies for an enquiry.	,	
(Geographical skills and		
fieldwork)		
l		
Explore features on OS		
maps using 6 figure grid		
references.		
(Geographical skills and		
fieldwork)		
l		
Use the eight points of a		
compass, four and six-		
figure grid references,		
symbols and key		
(including the use of		
Ordnance Survey maps)		
to build his/her		
knowledge of the United		
Kingdom and the wider		
world. (Geographical		
skills and fieldwork)		
Skiiis di la liciawolk)		
Measure straight line		
distances using the		

appropriate scale. (Geographical skills and fieldwork)		
Use fieldwork instruments e.g. camera, rain		
gauge. (Geographical skills and fieldwork)		



Marine Academy Primary PSHE and SMSC Long Term Curriculum Map

At Marine Academy Primary, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.



The ethos of our Academy is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school helps the children to develop an inner discipline and encourages pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. The Academy's Positive Behaviour Management Policy is founded upon children taking control of their behaviour and making positive choices.

Through children's weekly PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural Development) lessons, we support our children to:

- Adopt fundamental British Values
- Understanding life in Modern Britain
- Develop awe and wonder
- Be responsible citizens with strong moral standards
- Be able to contribute to society
- Be brave: to try new things without fear of failure
- Collaborate: to learn with and from others
- Be resilient and resourceful
- Develop meaningful relationships and reflect upon their learning.

PSHE

The lessons are all centred on a values-based and 'Growth Mindset' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement and meets the new Relationships Education and Health Education statutory requirements. We believe that there is a link between pupils' health and wellbeing and their academic progress and that promoting their health and wellbeing is an important part of their overall education.

Throughout PSHE lessons, the children focus on many topics including physical and emotional health, all kinds of relationships and living in the wider world. The children learn to make healthy choices and keep themselves safe during their school years and beyond. Children also learn about how their body and emotions change as they approach and move through puberty, why girls and boys bodies are different, what parts of their body are private (including the PANTS Rule from https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwea...), what kind of physical contact is unacceptable and how they should respond and what to do if they need help, advice or are worried about someone else.

SMSC

Throughout children's SMSC Development at Marine Academy Primary, they focus on the four strands below:

Spiritual: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Examples of experiences commonly regarded as spiritual at Marine Academy Primary include:

- Curiosity and mystery
- *Awe and wonder
- ★Connection and belonging
- Heightened self-awareness
- Prayer and worship
- ★Deep feelings of what is felt to be ultimately important
- *A sense of security, well-being, worth and purposefulness

We develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity if individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for the Academy's animals, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Marine Academy Primary develops pupil moral development by:

Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school

- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- * Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- * Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

Social: investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- roviding positive experiences to reinforce our values as a school community for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided.

Cultural: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Our school develops pupils' cultural development by:

- * Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- ★ Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE/SMSC, RE, MFL, Academy Council and Inclusion.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6				
	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned SMSC DEAR themed stories , independent and guided learning opportunities and their very own SMSC Assemblies. Children are encourced supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years,									
	have the opportunit	have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One								
	when they look closely at their own and each other's' families. They learn about resilience, perseverance and collaboration through our Gro									
	Mind Set behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health									
Recepti	and in Term 6, they learn about eating healthy as an important factor in their own growth and development. The curriculum has been mapped out to ensure that within the specific guided challenges, linked to our purposeful stories, there are opportunities to focus on P.S.H.E, from learning									
	to build relationships to recognising our individual strengths, understanding what makes us unique . Each and every lesson is designed by the									
	nature of its delivery, to	nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own								
		feelings and behaviour, making them more mindful of the feelings of their peers.								
	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening				
Year 1	Me and My Relationships How they can contribute to the life of the classroom and school. To help construct, and agree to follow group,		Keeping Myself Safe What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy	Rights and Responsibilities The importance of and how to maintain personal hygiene.	Being My Best What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy	Growing and Changing The names for the main parts of the body (including external genitalia); the similarities				

class and school rules. and to understand how these rules help them. To communicate their feelings to others, to recognise how others show feelings and how to respond About good and not so aood feelinas, a vocabulary to describe their feelings to others and simple strategies for managing feelings. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.

To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.

About good and not so

good feelings, a

vocabulary to describe

their feelings to others and simple strategies for managing feelings. To communicate their feelings to others, to recognise how others show feelings and how to respond.

That people's bodies and feelings can be hurt (including what makes)

them feel comfortable

and uncomfortable).

That they belong to

various groups and

To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.

To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise what is fair and unfair, kind and unkind, what is right and wrong.

eating and dental health.
What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
Rules for and ways of keeping physically and

keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.

About people who look after them, their family networks, who to go to if they are worried and how to attract their

About the ways that pupils can help the people who look after them to more easily protect them.

attention.

To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and I'll tell', including knowing that they do not need to keep secrets.

About change and loss and the associated feelings (including moving home, losing toys, pets or friends). That household products, including medicines, can be

harmful if not used

properly.

What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). That money comes from different sources and can be used for different purposes, including the concepts of spending

and saving.
About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.

eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. How some diseases are

spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

To think about themselves, to learn from their experiences, to recognise and celebrate their strengths

To recognise how their behaviour affects other people

and set simple but

challenging goals.

To offer constructive

support and feedback

to others.

and differences between boys and girls. About the process of arowina from vouna to old and how people's needs change. About the process of arowina from vouna to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasina independence may brina. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel

or afraid.
To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and I'll tell', including knowing that they do not need to keep secrets.

uncomfortable, anxious

The names for the main parts of the body (including external genitalia); the similarities and differences between boys and airls.

	communities such as		To judge what kind of		I	What is meant by
	family and school.		physical contact is			'privacy'; their right to
	To recognise when					keep things 'private'; the
	_		acceptable,			
	people are being unkind		comfortable,			importance of
	either to them or others,		unacceptable and			respecting others'
	how to respond, who to		uncomfortable and how			privacy.
	tell and what to say.		to respond (including			
	To listen to other people,		who to tell and how to			
	and play and work		tell them).			
	cooperatively (including					
	strategies to resolve					
	simple arguments					
	through negotiation).					
	Me and My Relationships		Keeping Myself Safe	Rights and	Being My Best	Growing and Changing
	How they can contribute		That household	Responsibilities	To think about	To offer constructive
	to the life of the		products, including	That people and other	themselves, to learn	support and feedback
	classroom and school.	Valuing Difference	medicines, can be	living things have rights	from their experiences,	to others.
	To help construct, and	To identify and respect	harmful if not used	and that everyone has	to recognise and	About change and loss
	agree to follow group,	the differences and	properly.	responsibilities to protect	celebrate their strengths	and the associated
	class and school rules,	similarities between	Rules for and ways of	those rights (including	and set simple but	feelings (including
	and to understand how	people.	keeping physically and	protecting others' bodies	challenging goals.	moving home, losing
	these rules help them.	To recognise that their	emotionally safe	and feelings; being able	To recognise what they	toys, pets or friends).
	To communicate their	behaviour affects other	including responsible ICT	to take turns, share and	like and dislike, how to	About the process of
	feelings to others, to	people.	use and online safety,	understand the need to	make real, informed	growing from young to
	recognise how others	To identify their special	road safety, cycle safety	return things that have	choices that improve	old and how people's
	show feelings and how	people (family, friends,	and safety in the	been borrowed).	their physical and	needs change.
	to respond.	carers), what makes	environment, rail, water	About the 'special	emotional health, to	About growing and
	To recognise different	them special and how	and fire safety.	people' who work in	recognise that choices	changing, and new
	types of teasing and	special people should	About people who look	their community and	can have good and not	opportunities and
Year 2	bullying; to understand	care for one another.	after them, their family	who are responsible for	so good consequences.	responsibilities that
rear z	that these are wrong	That they belong to	networks, who to go to if	looking after them and	How some diseases are	increasing
	and unacceptable.	various groups and	they are worried and	protecting them; how	spread and can be	independence may
	Strategies to resist	communities such as	how to attract their	people contact those	controlled; the	bring.
	teasing or bullying, if	family and school.	attention.	special people when	responsibilities they have	The names for the main
	they experience or	To recognise what is fair	About the ways that	they need their help,	for their own health and	parts of the body
	witness it, whom to go to	and unfair, kind and	pupils can help the	including dialling 999 in	that of others; to	(including external
	and how to get help.	unkind, what is right and	people who look after	an emergency.	develop simple skills to	genitalia); the similarities
	To identify their special	wrong.	them to more easily	What improves and	help prevent diseases	and differences
	people (family, friends,	To listen to other people,	protect them.	harms their local, natural	spreading.	between boys and girls.
	carers), what makes	and play and work	To recognise that they	and built environments	The importance of and	Ways in which they are
	them special and how	cooperatively (including	share a responsibility for	and develop strategies	how to maintain	all unique; understand
	special people should	strategies to resolve	keeping themselves and	and skills needed to	personal hygiene.	that there has never
	care for one another.	simple arguments	others safe, when to say,	care for these (including	What constitutes, and	been, and will never be,
	About good and not so	through negotiation).	'Yes', 'No', 'I'll ask' and 'I'll	conserving energy).	how to maintain, a	another 'them'.
	good feelings, a		tell', including knowing	That money comes from	healthy lifestyle including	What is meant by
	vocabulary to describe		that they do not need to	different sources and	the benefits of physical	'privacy'; their right to
	their feelings to others		keep secrets.	can be used for different	activity, rest, healthy	keep things 'private'; the
					·	

	and simple strategies for			purposes, including the	eating and dental	importance of
	managing feelings.			concepts of spending	health.	respecting others'
				and saving.	The names for the main	privacy.
				About the role money	parts of the body	
				plays in their lives	(including external	
				including how to keep it	genitalia); the similarities	
				safe, choices about	and differences	
				spending or saving	between boys and girls.	
				money and what		
				influences those		
				choices.		
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and	Being My Best	
	Why and how rules and	To recognise different	To recognise when they	Responsibilities	How to make informed	Growing and Changing
	laws that protect them	types of relationships,	need help and to	To recognise the role of	choices (including	To recognise what
	and others are made	including those between	develop the skills to ask	voluntary, community	recognising that choices	constitutes a positive,
	and enforced, why	acquaintances, friends,	for help; to use basic	and pressure groups,	can have positive,	healthy relationship and
	different rules are	relatives and families.	techniques for resisting	especially in relation to	neutral and negative	develop the skills to form
	needed in different	What being part of a	pressure to do	health and wellbeing.	consequences) and to	and maintain positive
	situations and how to	community means and	something dangerous,	About people who are	begin to understand the	and healthy
	take part in making and	about the varied	unhealthy, that makes	responsible for helping	concept of a 'balanced	relationships.
	changing rules.	institutions that support	them uncomfortable or	them stay healthy and	lifestyle'.	To recognise ways in
	About change,	communities locally and	anxious, or that they	safe; how they can help	To recognise	which a relationship can
	including transitions	nationally.	think is wrong.	these people to keep	opportunities and	be unhealthy and whom
	(between Key Stages	To listen and respond	That their actions affect	them healthy and safe.	develop the skills to	to talk to if they need
	and schools), loss,	respectfully to a wide	themselves and others.	To explore and critique	make their own choices	support.
	separation, divorce and	range of people; to feel	To differentiate between	how the media present	about food,	To judge what kind of
	bereavement.	confident to raise their	the terms, 'risk', 'danger'	information.	understanding what	physical contact is
	To work collaboratively	own concerns; to	and 'hazard'.	That resources can be	might influence their	acceptable or
Year 3	towards shared goals.	recognise and care	Which, why and how,	allocated in different	choices and the benefits	unacceptable and how
	To recognise what	about other people's	commonly available	ways and that these	of eating a balanced	to respond.
	constitutes a positive,	feelings and to try to	substances and drugs	economic choices	diet.	The concept of 'keeping
	healthy relationship and	see, respect and if	(including alcohol,	affect individuals,	That bacteria and	something confidential
	develop the skills to form	necessary constructively	nicotine in tobacco and	communities and the	viruses can affect health	or secret ¹ , when they
	and maintain positive	challenge others' points	'energy drinks') can	sustainability of the environment across the	and that following	should or should not
	and healthy	of view. To appreciate the range	damage their immediate and future	world.	simple routines can reduce their spread.	agree to this and when it
	relationships.		health and safety; that		To research, discuss and	is right to 'break a
	To develop strategies to	of national, regional, religious and ethnic	some are restricted and	About the role money plays in their own and	debate topical issues,	confidence' or 'share a
	resolve disputes and	identities in the United	some are illegal to own,	others' lives, including	problems and events	secret'.
	conflict through		_	_	1 .	How their body will, and
	negotiation and	Kingdom. That differences and	use and give to others. To explore and critique	how to manage their money and about being	concerning health and wellbeing, and offer	emotions may, change
	appropriate	similarities between	how the media present	a critical consumer.	their recommendations	as they approach and
	compromise; to give rich	people arise from a	information.	To develop an initial	to appropriate people.	move through puberty.
	and constructive	number of factors,	Strategies for keeping	understanding of the	To recognise how	About human
	feedback and support	including family, cultural,	safe online; the	concepts of 'interest',	images in the media	reproduction.
	to benefit others as well	ethnic, racial and	importance of	'loan', 'debt', and 'tax'	(and online) do not	
	as themselves.	religious diversity, age,	protecting personal	(e.g. their contribution to	always reflect reality	
		i rollgloos diversity, age,	Protecting begond	1 (0.9. 111011 0011111111111111111111111111	aivvays reflect reality	

To recognise and	sex, gender identity,	information, including	society through the	and can affect how	
manage 'dares'.	sexual orientation, and	passwords, addresses	payment of VAT).	people feel about	
To resolve differences by	disability (see 'protected	and the distribution of		themselves.	
looking at alternatives,	characteristics' in the	images of themselves		To work collaboratively	
seeing and respecting	Equality Act 2010).	and others.		towards shared goals.	
others' points of view,	To realise the nature and	How to manage		What positively and	
making decisions and	consequences of	requests for images of		negatively affects their	
explaining choices.	discrimination, teasing,	themselves or others;		physical, mental and	
To recognise what	bullying and aggressive	what is and is not		emotional health.	
constitutes a positive,	behaviours (including	appropriate to ask for or			
healthy relationship and	cyber bullying, use of	share; who to talk to if			
develop the skills to form	prejudice-based	they feel uncomfortable			
and maintain positive	language, 'trolling'; how	or are concerned by			
and healthy	to respond and ask for	such a request.			
relationships.	help.	To recognise, predict			
·	To realise the nature and	and assess risks in			
	consequences of	different situations and			
	discrimination, teasing,	decide how to manage			
	bullying and aggressive	them responsibly			
	behaviours (including	(including sensible road			
	cyber bullying, use of	use and risks in their local			
	prejudice-based	environment) and to use			
	language, 'trolling'; how	this as an opportunity to			
	to respond and ask for	build resilience.			
	help.	How to make informed			
	- 1	choices (including			
		recognising that choices			
		can have positive,			
		neutral and negative			
		consequences) and to			
		begin to understand the			
		concept of a 'balanced			
		lifestyle'.			
		To recognise when they			
		need help and to			
		develop the skills to ask			
		for help; to use basic			
		techniques for resisting			
		pressure to do			
		something dangerous,			
		unhealthy, that makes			
		them uncomfortable or			
		anxious, or that they			
		think is wrong.			
		Which, why and how,			
		commonly available			
		substances and drugs			

			(including alcohol,			
			nicotine in tobacco and			
			'energy drinks') can			
			damage their			
			immediate and future			
			health and safety; that			
			some are restricted and			
			some are illegal to own,			
			use and give to others.			
	Me and My Relationships	Valuing Difference		Rights and	Being My Best	
	To deepen their	To develop strategies to	Keeping Myself Safe	Responsibilities	To reflect on and	
	understanding of good	resolve disputes and	To differentiate between	About people who are	celebrate their	Growing and Changing
	and not so good	conflict through	the terms, 'risk', 'danger'	responsible for helping	achievements, identify	About change,
	feelings, to extend their	negotiation and	and 'hazard'.	them stay healthy and	their strengths and areas	including transitions
	vocabulary to enable	appropriate	Strategies for keeping	safe; how they can help	for improvement, set	(between Key Stages
	them to explain both the	compromise; to give rich	safe online; the	these people to keep	high aspirations and	and schools), loss,
	range and intensity of	and constructive	importance of	them healthy and safe.		separation, divorce and
		feedback and support	protecting personal	To understand that	goals. How to make informed	bereavement.
	their feelings to others.		information, including			
	To recognise what	to benefit others as well	passwords, addresses	everyone has human	choices (including	How their body will, and
	constitutes a positive,	as themselves.	and the distribution of	rights, all peoples and all	recognising that choices	emotions may, change
	healthy relationship and	To judge what kind of	images of themselves	societies and that	can have positive,	as they approach and
	develop the skills to form	physical contact is	and others.	children have their own	neutral and negative	move through puberty.
	and maintain positive	acceptable or	Strategies for keeping	special rights set out in	consequences) and to	How their body will, and
	and healthy	unacceptable and how		the United Nations	begin to understand the	emotions may, change
	relationships.	to respond.	physically and	Declaration of the Rights	concept of a 'balanced	as they approach and
	That their actions affect	To recognise different	emotionally safe	of the Child	lifestyle'.	move through puberty.
	themselves and others.	types of relationships,	including road safety	That these universal	What positively and	About human
	To work collaboratively	including those between	(including cycle safety -	rights are there to	negatively affects their	reproduction.
Year 4	towards shared goals.	acquaintances, friends,	the Bikeability	protect everyone and	physical, mental and	The concept of 'keeping
	To recognise and	relatives and families.	programme) and safety	have primacy both over	emotional health.	something confidential
	respond appropriately	That differences and	in the environment	national law and family	How to make informed	or secret', when they
	to a wider range of	similarities between	(including rail, water and	and community	choices (including	should or should not
			fire safety).	•	I =	agree to this and when it
	feelings in others.	people arise from a	To recognise and	practices.	recognising that choices	
	To recognise that they	number of factors,	manage 'dares'.	Why and how rules and	can have positive,	is right to 'break a
	may experience	including family, cultural,	Which, why and how,	laws that protect them	neutral and negative	confidence' or 'share a
	conflicting emotions and	ethnic, racial and	commonly available	and others are made	consequences) and to	secret'.
	when they might need	religious diversity, age,	substances and drugs	and enforced, why	begin to understand the	That marriage is a
	to listen to, or overcome	sex, gender identity,	(including alcohol,	different rules are	concept of a 'balanced	commitment freely
	these.	sexual orientation, and	nicotine in tobacco and	needed in different	lifestyle'.	entered into by both
	What positively and	disability (see 'protected		situations and how to	To recognise	people; that no one
	negatively affects their	characteristics' in the	'energy drinks') can	take part in making and	opportunities and	should marry if they
	physical, mental and	Equality Act 2010).	damage their	changing rules.	develop the skills to	don't absolutely want to
	emotional health.	To realise the nature and	immediate and future	To research, discuss and	make their own choices	do so, or are not making
	To recognise their	consequences of	health and safety; that	debate topical issues,	about food,	this decision freely for
	increasing	discrimination, teasing,	some are restricted and	problems and events	understanding what	themselves.
	independence brings	bullying and aggressive	some are illegal to own,	concerning health and	might influence their	
	increased responsibility	behaviours (including	use and give to others.	wellbeing, and offer	choices and the benefits	
	increased responsibility	Solid victors fill cloding		TTO IIDO II 19, GITG OTTO	Choices and the benefits	

	to ke are the area above as are al		To vo o o ovoje o vide o o districti	the air was a propose and artificing		
	to keep themselves and	cyber bullying, use of	To recognise when they	their recommendations	of eating a balanced	
	others safe.	prejudice-based	need help and to	to appropriate people.	diet.	
		language, 'trolling'; how	develop the skills to ask	To explore and critique	That resources can be	
		to respond and ask for	for help; to use basic	how the media present	allocated in different	
		help.	techniques for resisting	information.	ways and that these	
		To appreciate the range	pressure to do	To realise the	economic choices	
		of national, regional,	something dangerous,	consequences of anti-	affect individuals,	
		religious and ethnic	unhealthy, that makes	social, aggressive and	communities and the	
		identities in the United	them uncomfortable or	harmful behaviours such	sustainability of the	
		Kingdom.	anxious, or that they	as bullying and	environment across the	
		To explore and critique	think is wrong.	discrimination of	world.	
		how the media present	How pressure to behave	individuals and	What being part of a	
		information.	in unacceptable,	communities; to develop	community means and	
		To recognise and	unhealthy or risky ways	strategies for getting	about the varied	
		challenge stereotypes.	can come from a variety	support for themselves or	institutions that support	
			of sources, including	for others at risk.	communities locally and	
			people they know and	That they have different	nationally.	
			the media.	kinds of responsibilities,		
				rights and duties at		
				home, at school, in the		
				community and towards		
				the environment; to		
				continue to develop the		
				skills to exercise these		
				responsibilities.		
				About the role money		
				plays in their own and		
				others' lives, including		
				how to manage their		
				money and about being		
				a critical consumer.		
				To develop an initial		
				understanding of the		
				concepts of 'interest',		
				'loan', 'debt', and 'tax'		
				(e.g. their contribution to		
				society through the		
				payment of VAT).		
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and	Being My Best	Growing and Changing
	To work collaboratively	To recognise different	What is meant by the	Responsibilities	What positively and	To deepen their
	towards shared goals.	types of relationships,	term 'habit' and why	What positively and	negatively affects their	understanding of good
	To develop strategies to	including those between	habits can be hard to	negatively affects their	physical, mental and	and not so good
Year 5	resolve disputes and	acquaintances, friends,	change.	physical, mental and	emotional health.	feelings, to extend their
	conflict through	relatives and families.	To recognise, predict	emotional health.	How to make informed	vocabulary to enable
	negotiation and	To listen and respond	and assess risks in	How to make informed	choices (including	them to explain both the
	appropriate	respectfully to a wide	different situations and	choices (including	recognising that choices	range and intensity of
	compromise; to give rich	range of people; to feel	decide how to manage	recognising that choices	can have positive,	their feelings to others.

and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive. healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To realise the nature and consequences of discrimination, teasing, bullvina and agaressive behaviours (including

prejudice-based
language, 'trolling'; how
to respond and ask for
help.
To realise the
consequences of antisocial, aggressive and
harmful behaviours such
as bullying and

cyber bullying, use of

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. To appreciate the range of national, regional, religious and ethnic identities in the United Kinadom. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and reliaious diversity, aae, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead: the importance of being careful what they

forward to others.

That their actions affect

themselves and others.

them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To realise the consequences of antisocial, aggressive and harmful behaviours such as bullvina and discrimination of individuals and communities; to develop strateaies for aettina support for themselves or for others at risk. To realise the nature and consequences of discrimination, teasing, bullvina and agaressive behaviours (including cyber bullying, use of prejudice-based lanauaae, 'trollina': how to respond and ask for help. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety). To recognise and manage 'dares'. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety

of sources, including

people they know and

the media.

can have positive, neutral and negative consequences) and to beain to understand the concept of a 'balanced lifestyle'. To reflect on and celebrate their achievements, identify their strenaths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally. To recognise their increasina independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe: how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how

people feel about

themselves.

neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally. To recognise their increasina independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

To judge what kind of physical contact is acceptable or unacceptable and how to respond. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. 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 aenital 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. That their actions affect themselves and others. The concept of 'keeping something confidential or secret', when they should or should not garee to this and when it is right to 'break a confidence' or 'share a secret'. To recognise and challenge stereotypes. To realise the nature and consequences of

discrimination, teasing,

		T	T		T	I i ii i i i i i i i i i i i i i i i i
	discrimination of		The importance of			bullying and aggressive
	individuals and		protecting personal			behaviours (including
	communities; to develop		information, including			cyber bullying, use of
	strategies for getting		passwords, addresses			prejudice-based
	support for themselves or		and the distribution of			language, 'trolling'; how
	for others at risk.		images of themselves			to respond and ask for
			and others.			help.
			Which, why and how,			That differences and
			commonly available			similarities between
			substances and drugs			people arise from a
			(including alcohol,			number of factors,
			nicotine in tobacco and			including family, cultural,
			'energy drinks') can			ethnic, racial and
			damage their			religious diversity, age,
			immediate and future			sex, gender identity,
			health and safety; that			sexual orientation, and
			some are restricted and			disability (see 'protected
			some are illegal to own,			characteristics' in the
			use and give to others.			Equality Act 2010).
			To differentiate between			About the difference
			the terms, 'risk', 'danger'			between, and the terms
			and 'hazard'.			associated with, sex,
			ana nazara.			
						gender identity and
						covidal orientation
	Mo and My Polationships	Valuing Difference			Poing My Post	sexual orientation.
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and	Being My Best	Growing and Changing
	To work collaboratively	That differences and	Keeping Myself Safe Strategies for keeping	Rights and Responsibilities	What positively and	Growing and Changing About change,
	To work collaboratively towards shared goals.	That differences and similarities between			What positively and negatively affects their	Growing and Changing About change, including transitions
	To work collaboratively towards shared goals. To develop strategies to	That differences and similarities between people arise from a	Strategies for keeping	Responsibilities	What positively and negatively affects their physical, mental and	Growing and Changing About change, including transitions (between Key Stages
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and	That differences and similarities between people arise from a number of factors,	Strategies for keeping safe online; the importance of	Responsibilities To explore and critique	What positively and negatively affects their physical, mental and emotional health.	Growing and Changing About change, including transitions (between Key Stages and schools), loss,
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through	That differences and similarities between people arise from a number of factors, including family, cultural,	Strategies for keeping safe online; the	Responsibilities To explore and critique how the media present	What positively and negatively affects their physical, mental and emotional health. To reflect on and	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and	Strategies for keeping safe online; the importance of protecting personal information, including	Responsibilities To explore and critique how the media present information. To recognise how	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age,	Strategies for keeping safe online; the importance of protecting personal	Responsibilities To explore and critique how the media present information. To recognise how images in the media	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich	That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity,	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive	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	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not
	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support	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	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well	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	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.	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).	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what	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). To realise the nature and	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues,	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive,	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). To realise the nature and consequences of	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and	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). To realise the nature and consequences of discrimination, teasing,	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety -	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information.
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety).	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and emotional health.
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and
Year 6	To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and	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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how	Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety).	Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent	What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and emotional health.

resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable. anxious or that they believe to be wrong. To recognise when they need help and to develop the skills to ask for help: to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise and respond appropriately to a wider range of feelings in others. That marriage is a commitment freely entered into by both people: that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. 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. To judge what kind of physical contact is acceptable or unacceptable and how to respond. About taking care of their body, understanding that they

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. 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. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To recognise and challenge stereotypes.

habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety: that some are restricted and some are illegal to own, use and give to others. How pressure to behave in unacceptable. unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals. communities and the sustainability of the environment across the world

them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise when they need help and to develop the skills to ask for help: to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.

use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. How their body will, and emotions may, change as they approach and move through puberty. 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 aenital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strateaies required to get support if they have fears for themselves or their peers. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. About human reproduction. That bacteria and viruses can affect health and that following

simple routines can

reduce their spread.

world.
Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

la au : - H	right to protect	M/levy grand le gray grand le	
	right to protect	Why and how rules and	
	body from	laws that protect them	
	ropriate and	and others are made	
	ited contact;	and enforced, why	
	standing that	different rules are	
	such as female	needed in different	
	nutilation (FGM)	situations and how to	
constitu	ute abuse and	take part in making and	
are a	crime, and	changing rules.	
develop	o the skills and		
strategi	es required to		
get supp	ort if they have		
fears for	themselves or		
the	eir peers.		
Strategi	es for keeping		
	online; the		
impo	ortance of		
	ting personal		
	tion, including		
	rds, addresses		
	distribution of		
	of themselves		
	nd others.		
	es for keeping		
	sically and		
	tionally safe		
	ng road safety		
	g cycle safety -		
	Bikeability		
	me) and safety		
	environment		
	g rail, water and		
	e safety).		
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The Marine Academy Primary PSHE and SMSC Long Term Curriculum covers the PSHE Association's Programmes of Study's Learning Opportunities across Key Stages 1 and 2. Please note: the PSHE Association's Programmes of Study and related Learning Opportunities are Key-stage wide. It is not expected that each Learning Opportunity should be covered in every year group, though many are, in line with good practice principles of a spiral curriculum. Some of the Learning Opportunities are aimed at promoting generic life skills which can be practised and developed across the whole of your teaching and learning, as well as through specific lessons.

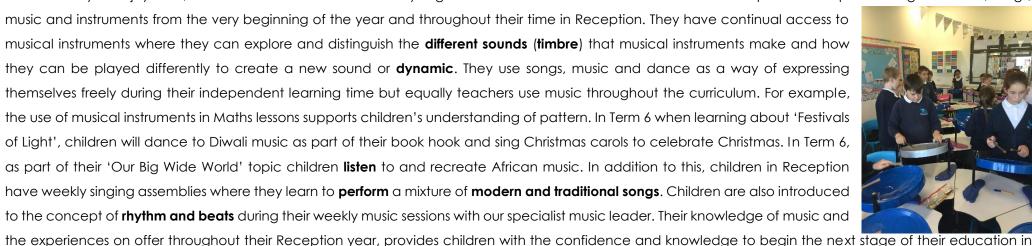


Marine Academy Primary Music Long Term Curriculum Map

Musical Education at Marine Academy Primary encompasses many different forms, each of which gives children knowledge and understanding of the subject in order to become more competent, confident and motivated in musical exploration. Music is so much a part of children's lives, that they often do not even notice it. The curriculum is designed to not only build awareness, but also to raise aspirations and open the children up to not only the potential of music in their lives as a way of enjoyment, but also as a valid career that they might wish to take on later in life. Children in in Reception develop knowledge of sound, songs,

music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern. In Term 6 when learning about 'Festivals of Light', children will dance to Diwali music as part of their book hook and sing Christmas carols to celebrate Christmas. In Term 6, as part of their 'Our Big Wide World' topic children listen to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during their weekly music sessions with our specialist music leader. Their knowledge of music and

KS1.



A musical specialist leads Music in Key Stages One and Two at Marine Academy Primary, and every week there is a singing assembly for upper and lower school where children learn how to enjoy their voices, pitch notes correctly and sing as a group together. This bolsters confidence and allows children to attain a sense of achievement when working as a collective. We believe this helps language development and self-confidence in a non-threatening, friendly environment. Those children who might be reticent to join in during lesson time, can easily take part and feel a sense of belonging when singing together.

Success in music takes different forms. This might take place during a Starfish of the Week assembly, held in front of the whole school, through Head teacher prizes, dojo points or having successes shared through social media. They could have performed in front of third parties, such as the Lord Mayor, members of community choirs or as part of a massed event such as Voice in a Million. The Plymouth Music Education hub is engaged twice a year to provide additional musical lessons for two Year groups. This can range from Urban Gamelan playing, steel drums workshops, Brass instruction or Ukulele orchestra.

Peripatetic Music and Clubs

Music clubs are ongoing during the year, with choir being open to all year groups, and a Year 5/6 'Band in a Term' club that takes place in the summer term. Peripatetic music is taught four days a week in school, with the children learning Piano / Keyboard, Brass, Drums, Ukulele, Recorder and Guitar. These activities are designed to be focussed, fun and engaging for all who attend, contributing to children's learning in school, wellbeing and mental health.

Special events take place regularly during the year. These take place in all year groups and are designed to foster an inclusive, group approach, so that all children share the joy of taking part in – and making – music. All children have opportunities to attend Music events at different times throughout the year and can represent the school in different ways, whether it is through assembly, during Spring concerts Plymouth Music Hub events or Christmas Carol concerts.

The curriculum is designed to be both progressive and cumulative, allowing children to not only revisit skills taught previously as they progress through the school, but also to improve upon them and feel a sense of achievement as they do so. As the children move through the school, so their lessons change and adapt to reflect their growth. Skill based work extends into exploration of World music, which in turn develops their ear for melody and rhythm, thereby giving them confidence to begin analysing music they hear with the correct language and terms. This ground up approach allows children to feel a sense of success, and the differentiation built into the lessons ensures all can take part.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Children in Rece	Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and							
	throughout their tim	throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the							
	different sounds (timb	ore) that musical instrur	ments make and how t	they can be played dif	ferently to create a ne	w sound or dynamic .			
	They use songs, m	ousic and dance as a w	ay of expressing them	selves freely during the	ir independent learning	g time but equally			
Reception	teachers use musi	ic throughout the curric	culum. For example, th	e use of musical instrun	nents in Maths lessons s	supports children's			
	understanding of po	ıttern. In Term 6 when le	earning about 'Festival	s of Light', children will	dance to Diwali music	as part of their book			
	hook and sing Chris	stmas carols to celebro	ite Christmas. In Term 6	, as part of their 'Our Bi	g Wide World' topic cl	nildren listen to and			
	recreate African r	music. In addition to thi	s, children in Reception	n have weekly singing o	assemblies where they	learn to perform a			
	mixture of modern ar	nd traditional songs. Ch	nildren are also introdu	ced to the concept of	rhythm and beats duri	ng their weekly music			

sessions with our specialist music leader. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Term I	Understanding the Basics of Pulse and Rhythm Songs: * You've Got a Friend in Me, by Randy Newman * Can't Stop the Feeling, sung by Justin Timberlake from Dreamworks Trolls * Happy by Pharrell Williams * I'll Be There For You by the Rembrandts * Duo from An American Tail * Count on Me by Bruno Mars Listen to music with sustained concentration. Discuss feelings and emotions linked to different pieces of music. Find the pulse whilst listening to music and using movement. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody.	Term 3	Understanding that music can create a mood and make people feel things. Exploring pitch. Listen to music with sustained concentration. Recognise different instruments. Discuss feelings and emotions linked to different pieces of music. Use the correct musical language to describe a piece of music. Understand that pitch describes how high or low sounds are.	Term 5	To foster an understanding of emotion and pitch within music. Listen to music with sustained concentration. Understand that dynamics describe how loud or quiet the music is. Discuss feelings and emotions linked to different pieces of music. Use the correct musical language to describe a piece of music. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Understand that pitch describes how high or low sounds are. Understand that tempo describes how fast or slow the music is.

	Understand that terms		
	Understand that tempo		
	describes how fast or		
	slow the music is.		
	Creating Rhythmic		
	Patterns to Represent		
	Different Human		
			To understand that
	FIIAIIOIIIIEIII2	To create a rhythmical	
		piece of music that	rhythm has value and
	Songs:	repeats on Glockenspiel	melody is important in
	★ Relax Paradise:		music
	Relaxing music with	Listen with	
	African drums		Listen with
	★ Che Che Kule	concentration and	concentration and
		understanding to a	understanding to a
	Listen with	range of high-quality live	range of high-quality live
		and recorded music.	
	concentration and		and recorded music.
	understanding to a	Develop an	
	range of high-quality live	understanding of	Develop an
	and recorded music.		understanding of
		melody, the words and	melody, the words and
	Develop an	their importance in the	their importance in the
	understanding of	music being listened to.	music being listened to.
	melody, the words and		mosic boing isteriou to.
		Build an understanding	Pagin to describe a
V 0	their importance in the	of the pulse and	Begin to describe a
Year 2	music being listened to.	internalise it when	piece of music using a
		listening to a piece of	developing
		music.	understanding of the
	Sing a song in two parts.	1110310.	interrelated musical
		Cia a a a a a a a ia ta a a a a a a	dimensions.
	Understand that	Sing a song in two parts.	
	structure describes how		Understand that texture
	different sections of	Improvise a simple	describes the layers
		rhythm using different	within the music.
	music are ordered.	instruments including the	within the mosic.
		voice.	
	Understand that texture		Understand that
	describes the layers	Begin to describe a	structure describes how
	within the music.		different sections of
		piece of music using a	music are ordered.
	Use his/her voice	developing	
	expressively and	understanding of the	Improvise a simple
	creatively by singing	interrelated musical	rhythm using different
		dimensions.	
	songs and speaking		instruments including the
	chants and rhymes with		voice.
	growing confidence.		

	To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.	To create and write rhythms using standard	To use glockenspiels to
	Songs: ★ A Million Dreams from The Greatest Showman ★ Space Oddity by David Bowie ★ Soar by Alyce Tzue ★ Blue (Da Ba Dee) by Eiffel 65	musical notation on percussion instruments Develop an understanding of formal, written notation which includes crotchets and rests.	write and create their own piece of music. Develop an understanding of formal, written notation which includes crotchets and rests.
Year 3	Develop an understanding of formal, written notation which includes crotchets and rests.	Listen with direction to a range of high quality music. Confidently recognise a range of musical	Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments.
	Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments.	instruments. Understand that improvisation is when a composer makes up a tune within boundaries.	Begin to listen to and recall sounds with increasing aural memory. Understand that
	Begin to listen to and recall sounds with increasing aural memory.	Find the pulse within the context of different songs/music with ease. Understand that composition is when a	improvisation is when a composer makes up a tune within boundaries. Play and perform in solo or ensemble contexts
	Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts	composer writes down and records a musical idea.	with confidence.
Year 4	with confidence. To Create a World Music Book on a Country. To Create the Backing Track for Facebook	To explore the style of 'The Rite of Spring' and have an idea of Treble	To create a piece of music on Xylophone that can also be notated.

	Videos with a Focus on	clef notation and	Develop an
	Pulse and Rhythm.	percussion instruments.	understanding of formal, written notation which
	Songs:	Develop an	includes minims and
	★ Clapping Music for 5	understanding of formal,	quavers.
	Performers (by Santi	written notation which	quaveis.
	Carcasona)	includes minims_and	Sing as part of an
	★ Body Percussion by	quavers.	ensemble with
	The Percussion Show	quaveis.	confidence and
	* KT Tunstall - Black	Copy increasingly	precision.
	Horse & The Cherry	challenging rhythms	procision.
	Tree	using body percussion	Use musical language to
	1100	and untuned instruments	appraise a piece or style
	Develop an	where appropriate.	of music.
	understanding of formal,		o mosici
	written notation which	Use musical language to	Confidently recognise a
	includes minims and	appraise a piece or style	range of musical
	quavers.	of music.	instruments and the
	- I - I - I - I - I - I - I - I - I - I		different sounds they
	Sing as part of an	Confidently recognise	make.
	ensemble with	and explore a range of	
	confidence and	musical styles and	Listen to and recall
	precision.	traditions and know their	sounds with increasing
		basic style indicators.	aural memory.
	Play and perform in solo		
	or ensemble contexts	Listen to and recall	
	with increasing	sounds with increasing	
	confidence.	aural memory.	
	Use musical language to		
	appraise a piece or style		
	of music.		
	Confidently recognise a		
	range of musical		
	instruments and the		
	different sounds they		
	make.		
	To Create a World Music	To use electronic music	To compose and write
	Book on a Country.	formats and create their	complex rhythms on Glockenspiel /
	To Create the Backing	own work on an iPad.	Xylophones
Year 5	Track for Facebook		Aylophones
i cai 5	Videos with a Focus on	Use and develop an	Use and develop an
	Glockenspiel Harmony.	understanding of formal,	understanding of formal,
		written notation which	written notation which
	Songs:	includes staff,	includes staff,

★ BB King – The thrill is	semibreves and dotted	semibreves and dotted
Gone	crotchets.	crotchets.
★ SRV – Texas Flood		
(instrumental, guitar		
'sings')	Listen with attention to	Develop an increasing
★ Joe Bonamassa –	detail and recall sounds	understanding of the
Ballad of John Henry	with increasing aural	history and context of
➤ Samantha Fish —	memory.	music.
Faster	memory.	111031C.
Robert Johnson –	Listen with attention to	Listen with attention to
Crossroads blues	detail and recall sounds	detail and recall sounds
★ Etta James – I would		
	with increasing aural	with increasing aural
rather go blind	memory.	memory.
★ Moanin' Lisa Blues		
from The Simpsons		Sing as part of an
★ Boom Boom by John	Compose complex	ensemble with
Lee Hooker	rhythms from an	increasing confidence
★ Jerry Donahue: The	increasing aural	and precision.
Claw	memory.	
		Compose complex
Use and develop an	Understand how pulse,	rhythms from an
understanding of formal,	rhythm and pitch work	increasing aural
written notation which	together.	memory.
includes staff,	_	
semibreves and dotted	Improvise with increasing	
crotchets.	confidence using own	
	voice, rhythms and	
Develop an increasing	varied pitch.	
understanding of the		
history and context of		
music.		
Those.		
Listen with attention to		
detail and recall sounds		
with increasing aural		
memory.		
6:		
and precision.		
with some accuracy,		
control, fluency and		
expression.		
control, fluency and		

Year 6	To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Melody. Songs: Jaws theme by John Williams The City, Bernard Herrman Alice's Theme, Danny Elfman Imperial March, John Williams Hans Zimmer, Wonder Woman theme (Tina Guo 'cello) Sackboy, A big adventure, Joe Thwaites James Bond Theme performed by Qatar Philharmonic Wallace & Gromit: A Close Shave Bach, Toccata and Fugue in D minor	To use electronic music formats and create their own work using Bandlate. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Appropriately discuss the dimensions of music and recognise them in music heard. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.	around a given set of notes on different instruments. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. Sing as part of an ensemble with full confidence and precision.
	·		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.	Listen with attention to detail and recall sounds with increasing aural memory and accuracy.	Listen with attention to detail and recall sounds with increasing aural

Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.	
Sing as part of an ensemble with full confidence and precision.	
Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.	
Listen with attention to detail and recall sounds with increasing aural memory and accuracy.	



Marine Academy Primary Art Long Term Curriculum Map

Art lessons at Marine Academy Primary have undergone a radical change and are now explore even more amazing new areas. Art lessons take different forms, depending on the medium being use, but each lesson gives the children increased knowledge and tests their understanding of the subject in a practical, creative manner, in order to become more competent, confident and motivated.



The curriculum is designed to foster and raise aspirations opening the children up to the potential of their artistic talent, a talent they very often might not even know they had within them! We at Marine Academy want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career: the world needs sculptors and painters and in their lessons is where they can start to dream!

Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by **exploring** and **creating** with variety of materials, tools and **techniques**. They **experiment** with colour, design, texture, form and function in order to create **purposeful marks** and they are taught the skills which enable them to do this safely. For example, in Term 1 as part of their 'Who am I?' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Term 2 they learn how to mix colours carefully to create firework pictures and In Term 5, children learn how to correctly use watercolours, pastels and chalks as they paint coral reefs and under the sea scenes. In Term 4, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork around nature and life cycles. In Term 6 as they look closely at animal patterns, they learn about the importance of thick and thin paintbrushes to create an **effect**.

An Arts specialist leads the lessons, in Key Stages One and Two, and the knowledge they have allows children to feel their confidence grow and develop a sense of achievement when working, as they are guided in their successes and are always being extended or aided to achieve the best they can. Those children who might be reticent to join in - "I can't draw. I'm rubbish." - can easily take part and feel a sense of achievement in lessons, particularly when they master something that they found tricky at the start. The lessons are progressive and cumulative, with success being at the heart of each one.

Success in Art can be internal, as well as practical, and takes different forms over the year. The children might be asked to show their work during a Starfish assembly, held in front of the whole school; they might gain recognition through getting a Head teacher prize, or get some dojo points, or maybe even have their work shared through our social media network. In school, they might have work displayed in class, or as part of a 'Gallery' session within their year group. If

it is a competition – and there are many to take part in! – they might win the chance to have a Christmas card made from their design or have their photograph go on to a National competition. The school is the proud bearer of the Artsmark Gold award, and is keen to improve on this even further. We will be starting the Art Award program for children, which encourages all children throughout the school to attempt new Art and consolidate skills in areas they already know. We have held graffiti club at school, paper fun club, creative club, drawing club, as well as, on a yearly basis, having a whole school Arts week that draws together many different Artistic mediums and is proudly displayed throughout the academy.

Art encompasses many areas, and we at Marine Academy Primary want our children to be successful and have fun in all the disciplines taught. Whether it is drawing, sculpting, sewing, photography, painting, printing, there is an Art form for everyone!

Term 4

Term 5

Term 6

Term 3

Year

Term 1

Term 2

	Children in our Re	eception classes develop	a love of art through the	ir imaginative play as we	ell as through guided sess	ions. Children are		
	encouraged to expres	encouraged to express themselves freely by exploring and creating with variety of materials, tools and techniques . They experiment with colour,						
	design, texture, form	and function in order to	create purposeful marks	and they are taught the	skills which enable them	to do this safely. For		
	example, in Term 1 as 1	part of their 'Who am I?'	topic children learn to po	aint in the style of great a	rtists such as Andy Warho	ol when they paint self-		
Reception	portraits. In Term 2	2 they learn how to mix c	olours carefully to create	firework pictures and In 1	Term 5, children learn ho	w to correctly use		
	watercolours, pastels a	and chalks as they paint o	coral reefs and under the	sea scenes. In Term 4, ch	nildren are encouraged t	o create observational		
	drawings, paintings, sc	ulptures and use natural	materials to create artwo	rk around nature and life	e cycles. In Term 6 as they	y look closely at animal		
		patterns, they learn a	bout the importance of t	nick and thin paintbrushe	es to create an effect.			
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
	Exploring How We Make Marks Purposefully Using Different Media		Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee		Designing and Drawing Our Sports Shoes			
	Use artwork to record ideas, observations and experiences. (Learning)		Use artwork to record ideas, observations and experiences. (Learning)		Use artwork to record ideas, observations and experiences. (Learning)			
Year 1	Explain what he/she likes about the work of others. (Learning)		Explain what he/she likes about the work of others. (Learning)		Explain what he/she likes about the work of others. (Learning)			
	Know the names of tools, techniques and elements that he/she uses. (Learning)		Experiment with different materials to design and make products. (Learning)		Make structures by joining simple objects together. (Techniques			

	Explore mark-making	Cut, glue and trim		
	using a variety of tools. (Techniques)	material to create images from a variety of		
		media e.g. photocopies,		
	Use a variety of tools including pencils,	fabric, crepe paper, magazines. (Techniques)		
	rubbers, crayons,			
	pastels, felt tips, charcoal, ballpoints,	Sort, cut and shape fabrics and experiment		
	chalk and other dry	with ways of joining		
	media to represent	them. (Techniques)		
	objects in lines. (Techniques)			
	Make marks in print using found objects and basic			
	tools and use these to			
	create repeating patterns. (Techniques)			
	Printing William Morris	The Great Fire of London	Designing and Making	
	Paper	Landscapes in Fabric	Our VE Day Tea Towel	
	Use artwork to record	Use artwork to record	Use artwork to record	
	ideas, observations and	ideas, observations and	ideas, observations and experiences. Try out	
	experiences. Try out different activities and	experiences. Try out different activities and	different activities and	
	make sensible choices	make sensible choices	make sensible choices about what to do next.	
	about what to do next. (Learning)	about what to do next. (Learning)	(Learning)	
		-	Give reasons for his/her	
	Give reasons for his/her preferences when	Give reasons for his/her preferences when	preferences when	
Year 2	looking at art/craft or	looking at art/craft or	looking at art/craft or design work. (Learning)	
	design work. (Learning)	design work. (Learning)		
	Try out different activities	Try out different activities	Try out different activities and make sensible	
	and make sensible choices about what to	and make sensible choices about what to	choices about what to	
	do next. (Learning)	do next. (Learning)	do next. (Learning)	
	Know that different	Develop techniques to	Select particular	
	artistic works are made	join fabrics and apply	techniques to create a chosen product and	
	by craftspeople from different cultures and	decorations such as a running or over stitch.	develop some care and	
	times. (Learning)	(Techniques)	control over materials and their use. (Learning)	
		l	. 0,	

	Experiment with tones	He/she is able to make	Use a variety of	
		· ·	·	
	using pencils, chalk or	textured collages from a	techniques including	
	charcoal. (Techniques)	variety of media and by	carbon printing, relief,	
		folding, crumpling and	press and fabric printing	,
	De are so at this as			3
	Represent things	tearing materials.	and rubbings.	
	observed, remembered	(Techniques)	(Techniques)	
	or imagined using			
	colour/tools.		Experiment with basic	
	(Techniques)		tools on rigid and flexibl	۵ ا
	(100111119003)		materials. (Techniques)	
	Francoin a Over World	Colour Funlavetion	maienais. (rechinques)	
	Exploring Our World	Colour Exploration		
	Through Andy	Through the Work of		
	Goldsworthy's Work	Mondrian and Kandinsky		
	Using Sketching and		Using Greek Pottery	
		Use a sketchbook for		
	o o o o o o o o o o o o o o o o o o o		2001g.101 0.1000 0.1101	
	lles a skotable sak far			
				,
	for experimenting with	out ideas. (Learning)		
	techniques or planning		techniques or planning	
		Explain what he/she likes		
	(200111119)			
			Evaleria vula est la a Vala a l'il ca	
		work. (Learning)		S
	work. (Learning)	Experiment with different		
		materials to create a	Know about some of the	e l
	Experiment with different	range of effects and use		
	·			
Voor 2				
rear 3				•
		work. (Learning)	(Learning)	
	work. (Learning)	Understand and identify	Experiment with differer	it
		key aspects such as	materials to create a	
	Know about some of the		range of effects and us	e
			completed piece of	
		(lechniques)	work. (Learning)	
	(Learning)			
		He/she is able to create	Add detail to work using	
	Explore shadina, usina			
	(1ectilidoes)	idyening. (reciniques)	(1ecililiques)	
	manmade objects.	techniques.		
	(Techniques)	(Techniques)		
Year 3		range of effects and use these techniques in the completed piece of work. (Learning) Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques) He/she is able to create a collage using overlapping and layering. (Techniques) Create printing blocks using relief or impressed techniques.	range of effects and us these techniques in the completed piece of work. (Learning)	

Year 4	From 2D into 3D, Roman Bust Faces Through Sketching and Clay Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Describe some of the key ideas, techniques and working practices of	d d	Creating and Designing Our Anglo-Saxon Cloak Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she night improve their work using technical terms and reasons as a matter of routine. (Learning)	Creating Viking Sentinels to Guard Us Using Pastels and Paint Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Use taught technical skills to adapt and improve his/her work. (Learning)	
	key ideas, techniques	P	Print on fabrics using tiedyes or batik. (Techniques) Use a variety of techniques e.g. marbling, silkscreen and		
	Plan a sculpture through drawing and other preparatory work. (Techniques)		cold water paste. (Techniques)	Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)	
Year 5	Sketching a Spiritual Shield Clay Tile for the Benin Kingdom Develop different ideas which can be used and		Exploring Medieval apestry Through Quilling Confidently and systematically nvestigate the potential	Islamic Geometric Art Decoupage Confidently and systematically investigate the potential	
	explain his/her choices for the materials and techniques used. (Learning)	n Ie	of new and unfamiliar materials and use these earnt techniques within his/her work. (Learning)	of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)	

	1		
	Research and discuss	Evaluate his/her work	Evaluate his/her work
	various artists, architects	against their intended	against their intended
	and designers and	outcome. (Learning)	outcome. (Learning)
		colectine. (Economics)	ooreeme. (Eodirimig)
	discuss their processes		
	and explain how these	Return to work over	Add collage to a
	were used in the finished	longer periods of time	painted, drawn or
	product. (Learning)	and use a wider range	printed background
	prodocti (Loairiinig)	of materials.	using a range of media,
		(Techniques)	different techniques,
	Use line, tone and		colours and textures.
	shading to represent	Experiment with using	(Techniques)
	things seen,	layers and overlays to	, ,
	remembered or	create new	Mix colours to express
	imagined in three	colours/textures.	mood, divide
	dimensions. (Techniques)	(Techniques)	foreground from
			background or
	Develop skills in using		demonstrate tones.
	clay including slabs, coils		(Techniques)
			(Techniques)
	and slips. (Techniques)		
	Exploring the Work of	Exploring Civil Rights	Conflict Art: Looking at
		Through the Work of	
	Lowry in Pastels,	Henry Moore and	the Poems of Wilfred
	Charcoal and	Sculpture	Owen and 3D Sketching
	Watercolour	3colpiole	
			Adapt his/her own final
	Adapt his/her own final	Adapt his/her own final	work following feedback
		work following feedback	
	work following feedback	or discussion based on	or discussion based on
	or discussion based on	their preparatory ideas.	their preparatory ideas.
	their preparatory ideas.		(Learning)
	(Learning)	(Learning)	
	(20 3		Explain and justify
	6-14:-11	Refine his/her use of	
	Select ideas based on	learnt techniques.	preferences towards
	first hand observations,	(Learning)	different styles and
Year 6	experience or	(LOGITIII)	artists. (Learning)
	imagination and		
	develop these through	Describe the work and	Begin to develop an
		ideas of various artists,	20910 4010100 411
	anon andod rassarch		awareness of
	open ended research.	architects and	awareness of
	open ended research. (Learning)	architects and designers using	composition, scale and
		designers, using	
	(Learning)	designers, using appropriate vocabulary	composition, scale and proportion in their work.
	(Learning) Use techniques, colours,	designers, using appropriate vocabulary and referring to historical	composition, scale and
	(Learning) Use techniques, colours, tones and effects in an	designers, using appropriate vocabulary	composition, scale and proportion in their work. (Techniques)
	(Learning) Use techniques, colours, tones and effects in an appropriate way to	designers, using appropriate vocabulary and referring to historical and cultural contexts.	composition, scale and proportion in their work. (Techniques) Use simple perspective
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen -	designers, using appropriate vocabulary and referring to historical	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following	designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following	designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) Produce intricate	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the	designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) Produce intricate patterns and textures in	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint	designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) Produce intricate patterns and textures in a malleable media.	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and
	(Learning) Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the	designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning) Produce intricate patterns and textures in	composition, scale and proportion in their work. (Techniques) Use simple perspective in their work using a single focal point and

bleeds to show clouds. (Techniques)			
Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)			



Marine Academy Primary Design Technology Long Term Curriculum Map

Design Technology (DT) lessons at Marine Academy Primary are an exciting new direction in our practical work, allowing the children a greater opportunity to use problem solving, engineering based techniques that can explore real world issues and try to find solutions for them in a classroom environment.

Each unit of work has its roots in a 'real problem', making the children test their understanding of the issue discussed in a practical, creative manner. Teamwork, prototypes, preliminary sketches, all are used in order to help the children with their problem solving.

The curriculum is based around the topic areas taught within each year group, allowing the classes a chance to explore the subjects in greater depth and develop an investigative approach to their studies. We want our children to discover their practical potential and utilise engineering know-how in a creative and innovative way. Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 1 the children design and construct. They design and construct their own home or their future home and are encouraged to articulate a rationale for their designs. In Term 2, the children are encouraged to use the correct tools safely when carving pumpkins and learn how to



create a Diwali lamp. During Term 3, with their topic 'Transport' the children design and make their own junk model trains, then **evaluating** their model to see if it is fit for purpose. In Term 4, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Changes' topic. In Term 5 during their 'Marine Life' topic the children will create their own moving animals such as crabs, **selecting the tools** they need to join their components together. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.

Key Stage One and Two class teachers lead the lessons at school and guide the class through the tasks, demonstrating techniques and safety procedures to ensure every child in the class can feel their confidence grow and develop and no one feels left out or unable to be successful. The lessons progress through Research, Design and Make stages, and the skills learned in each section accumulate with the children utilising all of them in their final product design. Children are taught safe procedures at all times when using any tools, and safe working practices are used at all times.

Success in DT comes on different levels and due to the nature of the subject can take many forms. The joy of solving a problem and then seeing an idea come to life can be really rewarding, and then spending time to develop the idea further, creating a finished product to the highest level, is immensely satisfying and the children can display their work with pride to their peers. The children might be asked to show their work during a Starfish assembly, demonstrating the processes they went through to reach the final product, or they might be given a Headteacher Prize and get the chance to show their success to Mrs Meredith. They might even have their work shared through our social media network!

The school is the proud bearer of the Artsmark Gold award, and is keen to improve on this even further. Using Design ideas and techniques, we aim to show that the creative side of engineering can be just as artistic as drawing or painting.

Design Technology touches on many areas, both practical and theoretical, and we want our children at Marine Academy Primary to be successful and have fun with all the design work. Future Engineers and Designers have to start somewhere, and the classes at school are a great place to begin!

Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use

Term 4

Term 5

Term 6

Term 3

Term 2

Term 1

Year

	of scissors, paintbrus	shes, playdough modelling tools	and construction, ch	nildren learn 'the best tools f	or the job'. Througho	ut the year, children have		
	access to a well-re	esourced creative area where th	ey design and make	their own models; it is here	they discover the joy:	s of PVA glue compared		
	to a glue stick or m	nasking tape compared to sticky	tape. In Term 1 the	children design and constru	ct. They design and c	onstruct their own home		
	or their future home	or their future home and are encouraged to articulate a rationale for their designs. In Term 2, the children are encouraged to use the correct tools						
Reception	safely when carvi	ng pumpkins and learn how to c	create a Diwali lamp	During Term 3, with their top	oic 'Transport' the chi	ldren design and make		
	their own junk mode	el trains, then evaluating their mo	odel to see if it is fit fo	or purpose. In Term 4, they d	esign and build home	es for bugs, butterflies and		
	other creatures tha	at they discover during their 'Cha	anges' topic. In Term	5 during their 'Marine Life' t	opic the children will	create their own moving		
	animals such as cr	abs, selecting the tools they nee	ed to join their comp	onents together. Throughou	t the year, daily Plan,	Do and Review sessions		
	where children plan	n and critically evaluate their ide	eas, help to develop	the essential critical thinking	skills that are require	d for later success in their		
			Design and Tec	hnology learning.				
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
		Making a Roly-Poly as a 3D Model		Designing and Creating a Vehicle Using		Create a Wind Powered Vehicle to Race		
		Ask simple questions		Cardboard and Axels		Talk about what he/she		
		about existing products				eats at home and begin		
Year 1		and those that he/she		Ask simple questions		to discuss what healthy		
		has made. (Processes)		about existing products		foods are. (Cooking and		
				and those that he/she		Nutrition)		
		Create simple designs		has made. (Processes)		Say where some faced		
		for a product.				Say where some food		
		(Processes)				comes from and give		

	<u> </u>	Crooks dans la desiste		alaa af fa a al Ha at ta
		Create simple designs	·	oles of food that is
	Use pictures and words to describe what he/she	for a product.	grow	n. (Cooking and
		(Processes)		Nutrition)
	wants to do. (Processes)			
		Use pictures and words		simple tools with
	Select from and use a	to describe what he/she		to prepare food
	range of tools and	wants to do. (Processes)	safel	ly. (Cooking and
	equipment to perform			Nutrition)
	practical tasks e.g.	Select from and use a		
	cutting, shaping, joining	range of tools and		
	and finishing. (Processes)	equipment to perform		
		practical tasks e.g.		
	Use a range of simple	cutting, shaping, joining		
	tools to cut, join and	and finishing. (Processes)		
	combine materials and			
	components safely.	Use a range of simple		
	(Processes)	tools to cut, join and		
	(110003303)	combine materials and		
	Build structures,	components safely.		
	exploring how they can	•		
		(Processes)		
	be made stronger, stiffer	D. Walasha and according		
	and more stable.	Build structures,		
	(Processes)	exploring how they can		
	Use wheels and axles in	be made stronger, stiffer		
	a product. (Processes)	and more stable.		
		(Processes)		
		Use wheels and axles in		
		a product. (Processes)		
	Constitution Description	Designing and Making a	Creati	ing a Healthy and
	Creating a Lever Based	Hand Puppet Using		ous Summer Meal
	3D Christmas Card	Sewing for a Chinese		
		Myth	Unde	erstand the need
	Design purposeful,	,		rariety of food in a
	functional, appealing	Design purposeful,		t. (Cooking and
	products for	functional, appealing	die	Nutrition)
	himself/herself and other	products for		1 to il lilot ij
	users based on design	himself/herself and other	Under	stand that all food
Year 2	criteria. (Processes)	users based on design		be farmed, grown
	Generate, develop,	criteria. (Processes)	or cau	ght. (Cooking and
	model and			Nutrition)
	communicate his/her	Generate, develop,		
	ideas through talking,	model and		a wider range of
	drawing, templates,	communicate his/her		ery techniques to
	mock-ups and, where	ideas through talking,		pare food safely.
	appropriate, information	drawing, templates,	(Cook	(ing and Nutrition)
	I appropriate information	mock-ups and, where	· ·	,

	and communication	appropriate information	
	and communication	appropriate, information	
	technology. (Processes)	and communication	
		technology. (Processes)	
	Investigate different		
	techniques for stiffening	Investigate different	
	a variety of materials	techniques for stiffening	
	and explore different	a variety of materials	
	methods of enabling	and explore different	
	structures to remain	methods of enabling	
	stable. (Processes)	structures to remain	
		stable. (Processes)	
	Explore and use	314616. (116663363)	
	mechanisms e.g. levers,	Explore and use	
	sliders, wheels and axles,	mechanisms e.g. levers,	
	in his/her products.	sliders, wheels and axles,	
	(Processes)	in his/her products.	
		(Processes)	
	Choose appropriate		
	tools, equipment,	Choose appropriate	
	techniques and	tools, equipment,	
	materials from a wide	techniques and	
	range. (Processes)	materials from a wide	
		range. (Processes)	
	Safely measure, mark		
	out, cut and shape	Safely measure, mark	
	materials and	out, cut and shape	
	components using a	materials and	
	range of tools.	components using a	
	(Processes)	range of tools.	
		(Processes)	
	Evaluate and assess		
	existing products and	Evaluate and assess	
	those that he/she has	existing products and	
	made using a design	those that he/she has	
	criteria. (Processes)	made using a design	
	Cilicita. (i 10cesses)	criteria. (Processes)	
		Ciliena. (i 100esses)	
	Investigating How	Using Pneumatics to	Creating a Healthy
	Hydraulics Can Power	Create an Erupting	Salad
	An Item	Volcano	Juluu
	Annem	Voiculio	Talk about the different
Year 3	Investigate and small re-	Investigate and engine	
	Investigate and analyse	Investigate and analyse	food groups and name
	existing products and	existing products and	food from each group.
	those he/she has made,	those he/she has made,	(Cooking and Nutrition)
	considering a wide	considering a wide	

range of factors.	range of factors.	Understand that food
(Processes)	(Processes)	has to be grown, farmed
·	•	or caught in Europe and
Understand how	Understand how	the wider world.
mechanical systems	mechanical systems	(Cooking and Nutrition)
such as levers and	such as levers and	,
linkages or pneumatic	linkages or pneumatic	Use a wider variety of
systems create	systems create	ingredients and
movement. (Processes)	movement. (Processes)	techniques to prepare
((**************************************	and combine
Use knowledge of	Use knowledge of	ingredients safely.
existing products to	existing products to	(Cooking and Nutrition)
design his/her own	design his/her own	(Cooking and Normon)
functional product.	functional product.	
(Processes)	(Processes)	
(110003363)	(110003303)	
Make suitable choices	Make suitable choices	
from a wider range of	from a wider range of	
tools and unfamiliar	tools and unfamiliar	
materials and plan out	materials and plan out	
the main stages of using	the main stages of using	
them. (Processes)	them. (Processes)	
Create designs using	Create designs using	
annotated sketches,	annotated sketches,	
cross-sectional diagrams	cross-sectional diagrams	
and simple computer	and simple computer	
programmes.	programmes.	
(Processes)	(Processes)	
Make suitable choices	Make suitable choices	
from a wider range of	from a wider range of	
tools and unfamiliar	tools and unfamiliar	
materials and plan out	materials and plan out	
the main stages of using	the main stages of using	
them. (Processes)	them. (Processes)	
Strengthen frames using	Strengthen frames using	
diagonal struts.	diagonal struts.	
(Processes)	(Processes)	
Safely measure, mark	Safely measure, mark	
out, cut, assemble and	out, cut, assemble and	
join with some	join with some	
•	accuracy. (Processes)	
accuracy. (Processes)	accoracy. (Frocesses)	

	2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)	2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)	
Year 4	Wake a Two-Point Lever Christmas Card Use knowledge of existing products to design a functional and appealing product for of particular purpose and audience. (Processes) Create designs using exploded diagrams. (Processes) Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes) Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes) Apply techniques he/she has learnt to strengthen structures	Create Housing for a Working Torch Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes) Create designs using simple electrical diagrams. (Processes) Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes) Understand and use electrical systems in	Using Natural Ingredients to Create a Healthy Trail Mix Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition) Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition) Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)

				I
	and explore his/he	er own	slots in frameworks.	
	ideas. (Process	ses)	(Processes)	
	,	, and the second	, , ,	
	2/3/ Evaluate and	G00000	2/3/ Evaluate and assess	
	existing products		existing products and	
	those that he/sh	e has	those that he/she has	
	made using a de	esign	made using a design	
	criteria. (Proces		criteria. (Processes)	
	emona: (Froces	303)	Cinona: (Freeds)	
	To Create and To		To Create a Geodesic	
	Working Portable	Water	Dome	
	Filter			
			Use his/her research into	
	Use his/her research	ch into	existing products and	
	existing products		his/her market research	
				To Crossle 11 111-
	his/her market res		to inform the design of	To Create a Healthy
	to inform the desi		his/her own innovative	Pasta Sauce to Go With
	his/her own innov	vative	product. (Processes)	a Meal
	product. (Proce	sses)		
	' '	,	Produce step by step	Understand the main
	Produce step by	v stop	plans to guide his/her	food groups and the
	plans to guide hi		making, demonstrating	different nutrients that
	making, demonst		that he/she can apply	are important for health.
	that he/she can	apply	his/her knowledge of	(Cooking and Nutrition)
	his/her knowledg	ge of	different materials, tools	
	different materials	s, tools	and techniques.	Understand how a
	and technique		(Processes)	variety of ingredients are
Year 5	(Processes)		(110003303)	grown, reared, caught
rear 3	(110063363)		Crasta aratatus as ta	
			Create prototypes to	and processed to make
	Create prototyp		show his/her ideas.	them safe and
	show his/her ide	eas.	(Processes)	palatable / tasty to eat.
	(Processes)			(Cooking and Nutrition)
			Make careful and	
	Make careful o	and	precise measurements	Select appropriate
	precise measurer		so that joins, holes and	ingredients and use a
	so that joins, hole		openings are in exactly	wide range of
	openings are in e	,	the right place.	techniques to combine
	the right plac	e.	(Processes)	them. (Cooking and
	(Processes)			Nutrition)
			Understand how to use	
	Understand how	touse	more complex electrical	
	more comple		systems. (Processes)	
			3y3161113. (F10C63363)	
	mechanical syst			
	(Processes)		Build more complex 3D	
			structures and apply	

	Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes) Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)	his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes) Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)	
Year 6	Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes) Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes) Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)	Designing and Creating in 3D a House of the Future Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes) Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes) Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)	Designing and Making a Healthy Oat Bar with Packaging Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition) Use information on food labels to inform choices. (Cooking and Nutrition) Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her. (Cooking and Nutrition)

Use technical		Apply his/her	
knowledge accur	ate	understanding of	
skills to problem so	ve	computing to program,	
during the making	g	monitor and control	
process. (Process	es)	his/her product.	
		(Processes	
Apply his/her		•	
knowledge of mate	rials	Apply his/her	
and techniques to r		knowledge of materials	
and rework his/h		and techniques to refine	
product to improv		and rework his/her	
functional proper		product to improve its	
and aesthetic qual		functional properties	
(Processes)		and aesthetic qualities.	
(110003303)		(Processes)	
Use a wide range	of	(110003303)	
methods to strengt		Use a wide range of	
stiffen and reinfor		methods to strengthen,	
		stiffen and reinforce	
complex structures	and		
can use them		complex structures and	
accurately and		can use them	
appropriately.		accurately and	
(Processes)		appropriately.	
		(Processes)	







At Marine Academy Primary we believe that technology plays a significant role in society today. Children are taught the skills and the correct morals, values and ethics to participate effectively and safely in this digital world, which can only be achieved through a broad and diverse Computing curriculum.

Children in our Reception classes learn to use technology in a **responsible**, **competent**, **and confident** manner on a day-to-day basis during their independent learning through the use of Alexa, Bee-Bots and iPads. However, it is in Term 3 where their developing knowledge of computing is brought to life especially through their topic 'Transport. Here children will learn about early **programming** and **algorithms** as they program Bee-Bots to go on a journey, visiting different landmarks along the way. They will begin to think **logically** about the equipment needed to become a real life diver, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to plan a journey during their 'Transport' topic or when they use Google images and Google to fact find during their 'Changes' topic'. The children Skype their counterparts in Ghana in Term 6 and begin to understand how useful technology is. The planned experiences and opportunities that the children encounter provide with them with firm foundations to build upon their knowledge and develop **digital literacy** for

future learning.

At the core of our Key Stage One and Two Computing curriculum, children are introduced to a wide range of technology, including chromebooks, iPads and beebots, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology.

Our Computing curriculum enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

Internet Safety

At Marine Academy Primary we take internet safety extremely seriously. We have an Internet Policy that provides guidance for teachers and children about how to use the internet safely. Each topic conveys important e-safety principles so that children understand how to stay safe online and report any concern they may have when using technology. In addition, we support Parents with their own knowledge and understanding of e-safety by offering open house sessions through our 'Conversation Cafe' initiative. This puts parents in direct contact with key member of our leadership team so that they can keep updated with the latest e-safety advice, support and recommendations.

Term 4

Term 5

Term 6

Term 3

Year

Term 1

Term 2

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	Children in our Recept	ion classes learn to use to	echnology in a responsib	le, competent, and confi	dent manner on a day-to	o-day basis during their					
	independent learning through the use of Alexa, Bee-Bots and iPads. However, it is in Term 3 where their developing knowledge of computing is										
	brought to life especiall	y through their topic 'Tra	nsport. Here children will I	earn about early prograr	mming and algorithms as	they program Bee-Bots					
	to go on a journey, vis	iting different landmarks	along the way. They will t	pegin to think logically at	bout the equipment need	ded to become a real					
Reception	life diver, as well as	exploring how video and	l photographic footage is	available for us to look o	at. Throughout the year, c	children will begin to					
	understand the scope of technology; for example when they use Google Earth to plan a journey during their 'Transport' topic or when the										
	Google images and	Google images and Google to fact find during their 'Changes' topic'. The children Skype their counterparts in Ghana in Term 6 and begin to									
	understand how us	eful technology is. The pl	anned experiences and	opportunities that the chi	ildren encounter provide	with them with firm					
		foundations to build	upon their knowledge ar	nd develop digital literac	y for future learning.						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6					
Year 1	Technology Around Us Recognise common uses of technology in the home and at school (Computers) Understand where to go for support if I see anything worrying online. (E-Safety)		Recognise common uses of technology in the home and at school (Computers) Explain that an algorithm is a step by step set of instructions (Coding) Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)		Recognise common uses of technology in the home and at school (Computers) To use a program to create a simple document. (Using Computers) Understand where to go for support if I see anything worrying online. (E-Safety)						

				(Coding)	
Year 2	Information Technology Around Us Use technology safely and keep personal information private (e-Safety) Recognise how others use technology outside of school (Computers)	Use pro the (U	igital Photography e different software ograms and discuss ne benefits of their usage Using Computers) Use technology rposefully to create, e and retrieve digital content Using Computers)	Programming Quizzes Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding) Create a simple program to perform a task (Coding) Create and debug simple programs (Coding) Find and fix simple bugs in programs (Coding) Understand that programs run by following clear instructions (Coding)	
Year 3	Connecting Computers Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers) Understand that computer networks allow data to be transferred and shared (Networks)	Und and and Use of effic Mak pro	ents and Actions in Programs derstand what input doutput devices are dhow they are used (Computers) a range of input and output devices ciently (Computers) ke choices on which ogram is best for a given task Using Computers)	Stop-Frame Animation Make choices on which program is best for a given task (Using Computers) To use technology safely and respectfully, keeping personal information private (e-Safety) Recognise acceptable and unacceptable behaviour online (E-Safety)	

	Understand that the	Produ	uce a simple	Understand what input	
	internet is a large		that completes	and output devices are	
	network that enables	a given	task (Coding)	and how they are used	
	computers to share			(Computers)	
	information				
	(Networks)				
	, , ,			Use a range of input and	
	Make choices on which			output devices	
	program is best for a			efficiently (Computers)	
	given task			emereriny (cernperers)	
	(Using Computers)				
	(Osirig Componers)				
		Audio	Production		
	The Internet	Aoun	riodociion		
		Use mor	e complicated		
	Understand that some		ut devices		
	computers on a network				
	serve particular	(Co	omputers)	Repetition in Games	
	functions, such as	llag diff	arant safturara	•	
	controlling printers or		erent software	Use a range of programs	
	sharing files		ns and different	to complete a task	
	(Networks)		of hardware	(Using Computers)	
	, , , , , , , , , , , , , , , , , , , ,	(Using	Computers)	,	
	Use different software			Use different software	
	programs and different		and how search	programs and different	
	types of hardware		es order their	types of hardware	
	(Using Computers)		rch results	(Using Computers)	
	(coming compension)	(Net	Searching)	(esing competers)	
Year 4	Understand that what Is			Use other programs	
	said or posted on the		erstand that	during coding (Coding)	
	internet might be		nication online	asing seaming (seaming)	
	copied, shared and		copied, shared	Break programs up into	
	stored by others		ored by others	smaller parts (Coding)	
	(e-Safety)	(€	e-Safety)	strianor paris (coarrig)	
	(c salety)			Use logical thinking to	
	Recognise what to do if		se what to do if	identify and solve	
	concerns about content		s about content	potential bugs during	
	or contact arise online		act arise online	coding	
	(e-Safety)	le	e-Safety)	(Coding)	
	(C Salety)			(Coairig)	
	Understand how search				
	engines order their				
	search results		ı		
	(Net Searching)				
	(Fig. 3cdicining)				
	Sharing Information		on in Physical	Selection in Quizzes	
Year 5		Co	omputing	Selection in Moisses	

	Use the internet to allow	Coloot appropriate	Use the internet to allow	
	Use the internet to allow	Select appropriate	Use the internet to allow	
	the sharing of data with	software to use for a	the sharing of data with	
	another person	given task	another person	
	(Networks)	(Using Computers)	(Networks)	
	Understand how to	Write increasingly	Select appropriate	
	choose online content	complex programs	software to use for a	
	for my age group	(Coding)	given task	
	(e-Safety)		(Using Computers)	
		Control external		
	Select appropriate	hardware from within	Confidently use a variety	
	software to use for a	programs	of software tools (Using	
	given task	(Coding)	Computers)	
	(Using Computers)			
		Use loops to repeat tasks	Write increasingly	
	Use more advanced	within a program	complex programs	
	filtering features when	(Coding)	(Coding)	
	searching online			
	(Net Searching)	Design, write and test	Design, write and test	
		simple programs with	simple programs with	
	Use a range of search	opportunities for	opportunities for	
	tools to find exactly	selection (IF statements)	selection (IF statements)	
	what I'm looking for	(Coding)	(Coding)	
	(Net Searching)			
		Explain how increasingly	Use loops to repeat tasks	
		complex algorithms	within a program	
		solve a given problem	(Coding)	
		(Coding)		
	Internet Communication	Webses Creation	Variables in Games	
		Webpage Creation	variables in Games	
	Understand how	Understand how	Use logical thinking to	
	computers are able to	computers are able to	identify and solve	
	communicate and share	communicate and share	potential bugs during	
	information	information	coding	
	(Networks)	(Networks)	(Coding)	
	Understand how to			
Year 6	protect my computer or	Use and combine	Use loops, variables and	
	device from harm on the	services on the internet	IF statements to alter the	
	internet	to share information	way that programs run	
	(e-Safety)	(Networks)	(Coding)	
		Design a program for a	Recognise how to store	
	Understand how to	given audience	and retrieve variables in	
	report concerns about	(Using Computers)	a program (Coding)	
	content and contact in	(5319 5511.1501013)	2 p. 09. 2 (0009)	
	and out of school			

/ 0 ()			
(e-Safety)	Use software to help	Break code up into	
	analyse and present	related instructions,	
Recognise trustworthy	data and information	making debugging	
sources of information	(Using Computers)	easier and quicker	
on the internet		(Coding)	
(Net Searching)	Use more than one		
,	piece of software to	Combine software and	
Use a broad range of	complete a task	hardware to solve real	
resources online to	(Using Computers)	life problems (Coding)	
evaluate digital content	(**************************************		
(Net Searching)	Use technology		
(rtor oodieriirig)	responsibly,		
	understanding how to		
	protect a computer or		
	device from harm on the		
	internet		
	(e-Safety)		
	Understand how to		
	report concerns about		
	content and contact in		
	and out of school		
	(e-Safety)		



Marine Academy Primary Spanish Long Term Curriculum Map

¡Bienvenido a Español en Marine Academy Primary!

Our Key Stage 2 (Years 3 to 6) pupils take part in weekly Spanish lessons and our KS1 pupils develop an understanding of basic pronunciation and vocabulary through songs throughout their time in Years 1 and 2.

Our toolkit supports three key aspects of the curriculum (following the Professor Rachel Hawkes' Scheme of Work): phonics, vocabulary and grammar. Following this curriculum, we are proud to be part of a 4-year longitudinal study of new language development in primary schools in

England, led by Dr Rowena Kasprowicz at the University of Reading. Through these lessons our pupils:

- ★ read, write and speak Spanish words, phrases and sentences to communicate meaning
- develop an appreciation of the Spanish language and culture
- develop global citizenship awareness
- develop an understanding of etymology and the relevance of this and the words we use in modern English
- 🖈 increase their knowledge and understanding of English grammar and spelling.

To further develop children's knowledge and understanding in Spanish, we celebrate special Spanish days throughout our academic calendar. We collaborate with Devonport High School for Boys, who have delivered Spanish workshops to our children and also celebrated el Día de los Muertos (the Day of the Dead) with us. At Marine Academy Primary, we aim to ensure that all of our pupils leave us able to hold basic conversations in Spanish and are inspired to visit Spanish speaking countries, as well as learn other languages too!

Across Marine Academy Primary, the teaching and support team completed a Curriculum Audit, which showed that they had the most expertise in teaching Spanish. Our Languages and International Leader is actually a fluent Spanish speaker and lived in Spain for many years so has amazing hands on experience of the culture too!





Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Show that he/she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language. When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming Recognise some familiar words and phrases in written form.	Ask and answer simple questions, for example about personal information. Use mostly accurate pronunciation and speak clearly when addressing an audience.	Repeat sentences heard and make simple adaptations to them. Use simple adjectives such as colours and sizes to describe things in writing. Use simple adjectives such as colours and sizes to describe things orally.	Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.	Have basic understanding of the usual order of words in sentences in the target language. Read some familiar words aloud using mostly accurate pronunciation. Write some single words from memory.	Learn and remember new words encountered in reading. Recognise the main word classes e g nouns, adjectives and verbs. Record descriptive sentences using a word bank.
Year 4	Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Read aloud using accurate pronunciation and present a short learned piece for performance.	Ask and answer a range of questions on different topic areas. Write words and short phrases from memory. Recognise a wider range of word classes including pronouns and articles, and use them appropriately.	Using familiar sentences as models, make varied adaptations to create new sentences. Follow the written version of a text he/she is listening to. Recognise questions and negative sentences.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.
Year 5	Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Adapt sentences to form negative sentences and begin to form questions.	Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Know how to conjugate some high frequency verbs.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Take part in conversations and express simple opinions giving reasons.	Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece for presentation to an audience. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

	Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.
Year 6	Begin to use some adverbs.
	Attempt to read a range
	of texts independently,
	using different strategies

to make meaning.

Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.

Create his/her own sentences using knowledge of basic sentence structure. Understand how to use some adverbs in sentences.

Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.

Engage in longer conversations, asking for clarification when necessary. Know how to conjugate a range of high frequency verbs. Have an awareness of similarities and differences in grammar between different languages.

Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.





Marine Academy Primary Long Term Curriculum Map





Marine Academy Primary Long Term Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	The Wheels on the Bus	I can Sing a Rainbow Ref and growth Compared profes and growth Compared profes and form Sing a relabore tase	Twinkle Twinkle Twinkle Twinkle Little Star *	Row Row Row your Boat	Mary Mary Quite Contrary New Contrary Name of the Contract Name	Old Macdonald had a Farm

Pre- School	How do I feel?	Who can help us?	What is in the woods?	What can I build?	What can I cook?	What can I grow?
Reception	Who am I?	Festivals of Light	Transport	Changes	Marine Life	Our Big Wide World
Year 1	Dinosaurs	Location, Location, Location	Ancient Egypt	To Plymouth & Beyond!	Significant Sport Stars	Wonderful Weather
Year 2	Vile Victorians	What a Wonderful World	The Great Fire of London	Rainforests	World War II	Our Food, Our World
Year 3	Prehistoric Britain	Mountains, Volcanoes & Earthquakes	The Shang Dynasty	Villages, Towns & Cities	Ancient Greece	Weather & the Water Cycle
Year 4	Roman Britain	Human Migration	Anglo-Saxons and Scots	Rivers	Vikings	Natural Resources
Year 5	Benin Kingdom	Informal Settlements	Medieval Monarchs	Earth's Biomes	Plymouth - A City of Voyage and Discovery	Energy & Sustainability
Year 6	Industrial Revolution	Local Field Work	Civil Rights	Population	20th Century Conflict	Globalisation





Marine Academy Primary Year Group Curriculum Maps







Marine Academy Primary Nursery Curriculum Map

Nursema	Aut	umn	Sp	ring	Sur	nmer
Nursery	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	The wheels on the bus go round and round, round and round. The wheels on the bus go round and round, and round. The wheels on the bus go round and round, all day long.	Red and sellow and pink and green or rainbow Sing a rainbow Sing a rainbow Sing a rainbow Sing a rainbow and Pink and Green, Orange and Purple and Blue. I can sing a rainbow, sing a rainbow, sing a rainbow too.	Twinkle Twinkle Twinkle Twinkle, little star, How I wonder what you are? Up above the world so high, Like a diamond in the sky. Twinkle Twinkle little star, How I wonder what you are.	Row, Row, Row your Boat Row, row, row your boat, Gently down the stream. If you see a crocodile, Don't forget to scream.	Mary Mary Quite Contrary Mary, Quite Contrary Mary, Guite Contrary How does your garden grow? With silver shells, And cockle shells, And cockle shells, And pretty maids all in a row.	Old Macdonald had a Farm Old Macdonald had a farm, E, I, e, I, o, And on that farm, he had a cow, E, I, e, I, o, With a moo moo here, And a moo moo there, Here a moo, there a moo, Everywhere a moo moo.
Main Nursery Rhyme	The Wheels on the Bus	I can Sing a Rainbow	Twinkle Twinkle	Row, Row, Row your boat	Mary Mary quite Contrary	Old Macdonald had a Farm

Focus Story	The Whales on the Bus by Katrina Charman The Whales the Bus	Wow said the Owl by Tim Hopgood SAID THE OWL	How to Catch a Star by Oliver Jeffers How to Catch a Star by Oliver Jeffers How to Catch a Star by Oliver Jeffers	Open Very Carefully by Nicola O'Byrne OPEN VERY CAREFULLY With Bilds With	Lola Plants a Garden by Anna McQuinn Plants a Garden	Dear Zoo by Rod Campbell Dear Zoo Rod Campbell
	Week 1- We are	Week 1- Rainbow	Week 1- Creating	Week 1- Exploring	Week 1- Leaf	Week 1- Exploring
	going on a bus hunt:	playdough: children	stars from	boats in the water	printing with paint	the pigs in cornflour
	children to count the	to manipulate the	playdough: children	tray: children to	and leaves:	mud: children to talk
	buses along the	dough into a desired	to explore the	move the boats	children to follow	about where pigs
	way.	shape.	shape of a star.	around the water.	an adults instruction	live and their
	(Mathematics)	(Physical	(Mathematics)	(Understanding the	to paint and print a	environment.
	W 10 D II	Development)	\\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	World)	leaf.	(Understanding the
	Week 2- Pattern	Wash O Baidin a	Week 2- Finger	Marala O. Davis an alaska	(Communication and Language)	World)
	making with cars in	Week 2- Painting on	painting the world: children to control	Week 2- Paper plate boat: children to		Week 2- Pick the
	paint: children to observe the marks	cling film around table legs: children	their finger, using	attached different	Week 2- Flowers in	animals from the
	that the cars make.	to make marks with	their fine motor skills	shapes together.	water play: children	hay with tongs:
	(Expressive Arts and	paint.	(Physical	(Mathematics)	to observe flowers	children to control a
Themed Learning	Design)	(Expressive Arts and	Development)	(Mamornanes)	floating and	different tool.
	2 33.9.17	Design)	201000111	Week 3- We are	explore natural	(Physical
	Week 3- Creating a	0 ,	Week 3- Colour	going on a crocodile	materials.	Development)
	collage bus: children	Week 3- Colour	matching	hunt: children to retell	(Understanding the	
	to be introduced to	mixing Tuff tray:	diamonds: children	and act out an	World)	Week 3- Make a
	different textures.	children to explore	to use their similarity	innovated story.		sheep mask:
	(Expressive Arts and	and experiment to	skills.	(Communication and	Week 3- Nature	children to make the
	Design)	see change.	(Mathematics)	Language)	pictures on sticky	sheep noises, as well
		(Expressive Arts and			back plastic:	as follow instructions
	Week 4- Making	Design)	Week 4- Suncatcher	Week 4- Fork painting	children to explore	from their adults.
	paper plate faces:		stars: children to	polar bears: children	natural objects	(Communication
	children to discuss	Week 4- Rainbow	follow instructions	to hold a fork to	from our garden.	and Language)
	who they live with	collage: children to	from an adult.	make a brush stroke.		

and the special	control glue	(Communication	(Physical	(Understanding the	Week 4- Farm Tuff
people in their lives.	spreaders.	and Language)	Development)	World)	tray: children to
(Understanding the	(Physical				discuss the names of
World)	Development)	Week 5- Follow the	Week 5- Discovering	Week 4- Berry	all the animals and
		star and diamond	boats in gloop:	playdough:	the noises that they
Week 5- Washing	Week 5- Chalk	shapes on the floor:	children to use their	children to develop	make.
babies tuff tray:	rainbows on	children to explore	senses, exploring and	their strength and	(Communication
children to talk	chalkboard blocks:	2D shapes.	manipulating the	coordination when	and Language)
about the	children to explore	(Mathematics)	gloop.	manipulating the	
importance of	making marks on		(Physical	dough.	Week 5- I can milk
keeping clean.	different textures.	Week 6- Star	Development)	(Physical	the cow: children to
(Personal, Social and	(Expressive Arts and	sponge painting:		Development)	discuss and talk
Emotional	Design)	children to control a	Week 6- I can brush		about where milk
Development)		different tool.	the crocodile's teeth:	Week 5- Planting	comes from.
	Week 6- We are	(Expressive Arts and	children to	cress seeds:	(Understanding the
Week 6- I can use a	going on a colour	Design)	understand the	children to talk	World)
brush to uncover	hunt: what colours		importance of	about change and	
buses from oats:	can you see around		cleaning our teeth.	growing.	Week 6- Shearing
children to use their	our school?		(Personal, Social,	(Understanding the	the shaving foam off
fine motor skills.	(Mathematics)		Emotional	World)	the sheep: children
(Physical			Development)		to control a tool to
Development)	Week 7- Bubble			Week 6- Silver bells	make brush strokes.
	wrap painting in			music: children to	(Physical
Week 7- Cars on	rainbow colours:			use bells to make	Development)
drainpipe ramps:	children to share the			music.	
discuss how things	resources between			(Expressive Arts and	Week 7- Sponge
work and gain an	them.			Design)	painting chicks:
understanding of	(Personal, Social and				children to talk
how things move.	Emotional				about how chicks
(Understanding the	development)				grow. What do they
World)					grow into?
					(Understanding the
					World)

Independent Learning Time	During Independent Learning Time, we are passionate in our belief that children learn through their own experiences and as such, have developed a curriculum which encourages exploration and discovery through sensory experiences . In the first three years of life, most children make sense of the world through their five senses. A sensory curriculum can involve playing with textures, ingredients, materials and props to stimulate the core senses and build children's awareness of using their senses. For example, playing in a sandpit develops a child's sense of touch – is the sand rough, smooth, dry, wet, hard, soft? This sensory information is passed from the body to the brain and is essential in helping children to make sense of the world around them, and is important for more complex learning tasks, language development, social interaction, gross motor skills and all types of future learning. During Independent Learning Time, adults guide, scaffold and adapt the provision to meet the individual and unique needs of every child to ensure that the next steps are met. Our Independent Learning time allows for children to make decisions , progress at their own pace and to develop a greater independence .						
Rhyme Time	Nursery rhymes are at the heart of our learning in the Nursery. It provides the stimulus and foundation for all areas of learning. During our Rhyme Time sessions children will begin to enjoy songs and rhymes, while tuning in and paying attention to the language, vocabulary and the beat. Here, the children learn to join in with songs and rhymes due to their repetitive nature, copying sounds, rhythms, tunes and tempo. Our mission is to expose children to high level vocabulary and to encourage speech development where children will say some words in songs and rhymes. Rhyme Time is an opportunity for children to copy finger movements and gestures, all while developing their focus, listening skills and attention. In our Nursery we understand the importance of quality stories and nursery rhymes to support children's ability to later retell their own stories and rhymes. During these sessions, children become familiar with the rhymes, responding to what they hear and do, as well as developing their own preferences where children find out which nursery rhymes they enjoy. These sessions have a main nursery rhyme which they will sing every day to ensure the language is embedded, while drawing on other nursery rhymes to support that retrieval practice.						
Number Time	Counting forwards: One finger, One Thumb keep moving 1, 2, 3, 4, 5 Once I caught a Fish Alive Five Little Peas		Take part in daily finger reryday contexts, someting Counting forwards: One, Two, Buckle My shoe Ants go Marching One Potato Two Potato	·	•	Counting backwards: 5 Little Men in a Flying Saucer Five Little Monkeys swinging in a tree 10 Green bottles	



Marine Academy Primary Pre-School Curriculum Map

		Manne Acad	<u>demy Primary Pre-Scho</u>	on Contcoloni Map		
Pre-School	Aut	umn	Spr	ring	Sum	mer
rie-school	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Pre-School is a wonderful place to make new friends and to show them how amazing it is to be you! What makes you, you? Who or what is special to you? Do you like the same things as your friends? Have you ever felt sad or happy before? Does anybody look like you? In this topic you will learn all about each other and the amazing things that you can do while reflecting on how The Ugly Duckling, Elmer and the Three Billy Goats Griff feel!	Who can help us? All around us there are helpful people that make us feel happy, help us to keep us healthy and ensure we are safe. In this topic, we will explore some amazing heroes that save the day through the use of classic tales and wonderful stories. How did Zog help his friends? How did the woodcutter save Little Red Riding Hood? You will learn and talk about all the people in your lives that are there to help you!	What is in the woods? The deep dark woods is a wonderful place to explore! Did you know that bears live in the woods and have you ever heard of the Gruffalo? What stories can you retell in our role play woods area? In this topic, you will explore a range of different characters that are all very kind. You will become story tellers and retell the classic 'Goldilocks and the Three Bears' story. You will have an amazing time going on your own bear hunts while exploring our outside environment and re-enacting the story of 'We're Going on a Bear Hunt'.	What can I build? Who lives in a house like this? In this topic you will learn to design, construct and build for a purpose! You will discuss your own house and what it is made from, as well as compare it to the houses in the story of the Three Little Pigs! You will learn to retell the story of the Three Little Pigs and test your own constructions to see if you can blow your house down! This topic allows you to be creative, explore tools and be a real builder. What will you build in the construction area?	Food glorious food! In this topic you will explore some wonderful traditional tales that all revolve around food. You will begin to explore food, textures and tastes, as well as be able to see yourself as a cook, baker or even a chef! In this topic you will experiment with ingredients and discuss your favourite foods. Are there things that you like or do not like? Have you ever tried anything salty, sweet or sour? What happens when cooking goes wrong? In this topic you will learn all about a healthy diet and explore the wonders of food!	From a bean to a beanstalk and a seed to a turnip, it is amazing how things grow! We can all be gardeners and understand the importance of growth. In this topic, you will explore the changes that occur in our world and see first-hand how we can grow plants and vegetables. You will become experts in the story of Jack and the Beanstalk and recognise the importance of teamwork in the story of The Enormous Turnip. You will discuss how you have grown and developed as a person, while reflecting on your year in Pre-School.

Focus Texts	Week 1 – 2: The Ugly Duckling by DK The Ugly Duckling Week 3 – 4: Three Billy Goats Gruff by Alison Edgson Week 5 - 6: Elmer by David McKee	Week 1-2: Zog and the Flying Doctors by Julia Donaldson Week 3-4: Little Red Riding Hood by Mara Alperin Week 5-6: Cinderella by Susan Davidson Cinderella	Week 1-2: Goldilocks and the Three Bears by Susanna Davidson Goldlocks Week 3-4: The Gruffalo by Julia Donaldson GRUFFALO Week 5-6: We're Going on a Bear Hunt by Michael Rosen We're Going on a Bear Hunt	Week 1-2: The Three Little Pigs by Mara Alperin The Three Little Pigs Week 3-4: The Elves and the Shoemaker by Alison Edgson Week 5-6: Whatever Next! by Jill Murphy Whatever Next!	Week 1-2: The Gingerbread Man by Mairi MacKinnon Gingerbread Week 3-4: The Little Red Hen by Lesley Sims Week 5-6: The Magic Porridge Pot by Rosie Dickins Porridge Pot	Week 1-2: Jack and the Beanstalk by Mara Alperin Week 3-4: The Enormous Turnip by Katie Daynes Week 5-6: The Growing Story by Ruth Krauss
Role Play	Home / Living Room Enhancements: Add children's pictures from home as they get sent in.	Doctors Surgery Enhancements: Add pictures of children dressed as different jobs.	Woods Enhancements: Provide the children with a picnic with different sized porridge bowls. Add in Gruffalo footprints. Include a river and 'oozy' mud. Add binoculars for the9ir bear hunts.	Construction site Enhancements: Introduce straw, bricks and sticks. Add cardboard boxes.Garden	Café Enhancements: Introduce bread breaking ingredients.	Garden Enhancements: A bean stalk has grown! Introduce real life turnips of different sizes.
SMSC	Whole Body Listening Harvest Academy Rules	Whole Body Listening Christmas	Whole Body Listening Easter	Whole Body Listening Mothering Sunday	Whole Body Listening Father's Day	Whole Body Listening Aspirations Graduation Transition

Educational Experiences	o Children bring in items from home that are special to them. o Parents invited in for a sing and sign session.	o Variety of visits from everyday heroes including a nurse/doctor.	o Visit to Kings Tamerton woods o Welly walks o Teddy Bears picnic	o 'Buddy Time' with Year 6 to build and create something as a team. o Visit from site team to talk about what they can build and the tools that they use.	o Baking and cooking experiences. o A visit from a farmer. o Visit to the chickens to explore where eggs come from.	o Gardening and planting. o Creating turnip food in the mud kitchen. o Discussing our 'baby' pictures. o Visiting our animals – how have they changed and grown over time?
Book Hooks	The Ugly Duckling Children do visit the chickens. Do they all look the same? Are they all a family? Three Billy Goats Gruff Create a bridge use planks and blocks. Can the children cross the bridge quietly so that they don't disturb the troll? Elmer Children to work together to create a huge Elmer! Each child creates their own patch.	Zog and the Flying Doctors A doctor/nurse visits the children to talk about their job and how they help people. Little Red Riding Hood Invite in a carpenter. Talk about how his job is very similar to the woodcutter's job in our new story. Cinderella Children to be given their own magic wand. What is their wish?	Goldilocks and the Three Bears Children to use the ingredients to make the porridge. The Gruffalo Children to find close up pictures of the Gruffalo, focusing on his features. What animal could this be? We're Going on a Bear Hunt Children to go on a welly walk around the school, splashing in puddles, running through the willow and going under the trim trail.	The Three Little Pigs Take the children out on a nature walk. Supply each child with a small bag and ask them to only collect sticks and twigs that are small enough to fit in their bag. When you get back to the setting, compare amounts with each other. What could we do with all these sticks? Build a den/house together. The Elves and the Shoemaker Provide children with a range of tools. What do we use these tools for? What can we build? Whatever Next Provide children with a range of boxes. What can they make with all these boxes? Can they use their imagination?	The Gingerbread Man Making and decorating gingerbread biscuits! Can they make their very own gingerbread man? The Little Red Hen Ingredients to make bread are left for the children! Who has left these here? Can we make bread together? The Magic Porridge Pot A magic porridge pot arrives in their classroom. Play 'pass the magic pot around' where children discuss their favourite foods.	Jack and the Beanstalk A beanstalk has grown in the classroom! How did it get there? The Enormous Turnip Spending time in our garden, watering, digging and planting vegetables. The Growing Story Children to receive a letter from their new teacher, explaining that they have noticed how fast they are growing! Children to draw their new class teacher (or current teacher) a picture of themselves now.

The Ugly Duckling

My emotions: Discuss how the story made them feel. How would they feel if they were the ugly duckling? Children will use mirrors to make different expressions, discussing how they feel. Can they make these expressions using playdough? (Personal, Social, Emotional Development)

My family: Did the ugly duckling look like his family? What made him special? Do you look like your family? Children create their own Bunting – using pictures from home.
(Understanding the World)

Three Billy Goats Gruff

Themed

Learning

My friends: Discuss how the goats worked as a team to trick the troll! In small groups, can the children work together to create a bridge so that they can get across the river? Provide large wooden building blocks and shiny blue material for the river.

(Personal, Social and Emotional)

My senses: Set up a Three
Billy Goats Gruff scene in a
large activity tray using
natural materials, such as
mud, grass and rocks, with a
container of water. The
children can explore the
different materials,
comparing the different
textures that they can feel.

Zog and the Flying Doctors

Our bodies: It is x-ray time! Drawing around our friends' bodies, labelling body parts and drawing the bones. (Understanding the World)

Empathy: Show the children a doll and say she is poorly and feeling sad. Have any of the children ever felt sad? Discuss what they could do to help the doll to feel happy again. What helps the children to feel happy? (Personal, Social, Emotional Development)

Little Red Riding Hood

'Oh Grandma, what big teeth you have': Children to learn about the importance of clean teeth. Children learn the song 'Brush your teeth' (Personal, Social, Emotional Development)

Story structure: Children to retell the story of Little Red Riding Hood using props and Makaton. (Literacy)

Cinderella

Prince and Princess crowns: Decorate and make crowns using different 2D shapes. (Mathematics)

My dreams: Ask the children what they would like from a fairy godmother. How could the godmother help you? Would they want clothes to wear? A type of transport? A palace to live in? Or something else? Pass a

Goldilocks and the Three Bears

Just right: Children to match the objects to the correct sized bear. (Mathematics)

Beginning, middle and end: Provide the children with a

story sack. Discuss the story with the children.
Encourage them to talk about the story events and retell the story in their own words. Use story sequencing cards to support language.

(Literacy)

The Gruffalo

Who is the Gruffalo? Children to paint a picture of the Gruffalo, identifying the colour of the prickles on his back or the colour of his eyes! Can they remember what he looks like? Read the description together.

(Expressive Arts and Deign)

Characters: Using the story spoons, children to name and identify the characters from the story. Can the children use their fine motor skills to create headbands for each character?

(Physical Development)

We're Going on a Bear Hunt

We can't go over it...:

Children explore positional language vocabulary by placing a bear in different parts and areas of the cave.
(Mathematics)

The Three Little Pigs

Let's build a house: Using straw, wood and bricks to create their own houses just like the Three Little Pigs did. Can they blow their house down? Show children pictures of different houses from around the world. (Expressive Arts and Design)

The number 3: Explain to the children that the three little pigs only like to collect things in groups of three. Can the children hunt around the setting to find a group of three objects? (Mathematics)

The Elves and the Shoemaker

Which shoe? Look at different types of shoes and talk about which shoes are most suitable for hot/dry weather or cold/wet weather. You could then investigate different materials to see which materials would make good shoes for the different environments. (Understanding the World)

Making shoes: Make some clothes for the elves using pieces of felt. The children could sew or glue pieces of felt together to make the different items of clothing.

(Expressive Arts and Design)

The Gingerbread Man

Run, run as fast as vou can: Play a parachute game to encourage children to work together. One of the children, pretending to be The Gingerbread Man, will go under the parachute and hide from the old woman. The other characters must try to find The Gingerbread Man whilst the rest of the group try to hide him by shaking the parachute up and down to disguise his movements. (Physical Development)

Where is the Gingerbread
Man? Use a Gingerbread
Man puppet and cardboard
box to explore positional
language. Encourage the
children to describe where
The Gingerbread Man is,
using a variety of positional
language.
(Mathematics)

The Little Red Hen Where does food come from? Children discover where milk, cheese, fruit and vegetables come

fruit and vegetables come from. Compare this to the story of the Little Red Hen. (Understanding the World)

Textures: Place grains, wheat, flour and bread into separate feely bags or boxes. Encourage children to be hands-on and describe the different textures they touch.

(Understanding the World)

Jack and the Beanstalk

A giant beanstalk: Make green handprints by painting one hand blue and one hand yellow. The children perform the 'magic trick' of rubbing their hands together to make green!

(Expressive Arts and Design)

Planting: Each child to have their very own bean. Children to plant their bean using a clear bottle and wet tissue. Overtime, discuss the growth that happens. (Understanding the World)

The Enormous Turnip

Vegetables: Provide vegetables for children to investigate. Invite children to make observations and draw them, talking about similarities and differences.
(Understanding the World)

Shopping List: Suggest children make vegetable shopping lists or labels for a vegetable patch using their mark making skills. (Literacy)

The Growing Story

Order by size: Children to cut out and order the pictures of different sizes dogs or chickens, just like from the story. Children to discuss how we are all growing! Visit the animals in our garden area and match the pictures of a chick with the chickens and the bunnies with the rabbits.

(Mathematics)

	Elmer My Self-Portrait: Elmer was full of colour! What colours do you need to paint your face? Children to use a range of colour paints to paint a picture of their face on paper plates. (Expressive Arts and Design) My uniqueness: Children to use their fine motor skills to create their very own Elmer. How do our Elmer's look different? Does it matter that they are not the same? What makes your Elmer special? (Physical Development and Personal, Social, Emotional Development)	magic wand around a circle and encourage the children to talk about what they would like. Children to use these in their role play as well. (Communication and Language)	Kite making: Children to then test their kites outside in the wind. Does your kite fly? (Understanding the World)	Whatever Next! I am a builder: Children to build their own rocket using various construction materials. Where will their rocket take them? (Expressive Arts and Design) What next: Children to discuss what the 'baby bear' should build next. Children to use their fine motor skills to draw and share what he should build! (Communication and Language)	The Magic Porridge Pot Cook little pot, cook: can the children remember the words to stop and start the porridge? Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say 'Cook, little pot, cook!' The blindfolded child guesses who was speaking/where in the room the child was. (Communication and Language) Healthy eating: Discuss different breakfast foods and why it is important to eat breakfast. Encourage the children to talk about what they like to eat for breakfast. Some different breakfast foods could also be tasted, including porridge. (Physical Development)	Baby pictures: Children to talk about their baby pictures which have been sent in from home. How have they changed and grown? (Personal, Social, Emotional Development)
Maths	WK 1: "One" Introduction to the number 1 Counting to 1 WK 2: "Another One" Introduction to the number 2 2 is one more than 1 WK 3: "Two" Counting to 2 The 'twoness' of 2 WK 4: "Three" Introduction to the number 3 3 is one more than 2	WK 1: Positional Language: Understand position through words alone – for example, "The bag is under the table," – with no pointing WK 2: Shape, "Flatland": Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	WK 1: "One Upon a Time": A review of numbers 1 to 5. WK 2: "How to Count" One to one correspondence – match one number name to each item to be counted Cardinality – the last number in the count is the total size of the group Stable order – say the number names in the correct order WK 3: "Stampolines" Subitising numbers 1 to 5. Different ways of arranging blocks to 5	WK 1: Positional Language: Discuss routes and locations, using words like 'in front of' and 'behind'. WK 2: Shape: Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc WK 3: Measure: Make comparisons between objects relating to length and weight. WK 4: Pattern: Extend and create ABAB patterns – stick, leaf, stick, leaf.	WK 1: "Meet Six" Counting (1 to 6) Subitising (dice patterns). WK 1: "Meet Seven" 7 is one more than 6 Counting (1 to 7). WK 2: "Meet Eight" Counting (1 to 8) 8 is one more than 7 Subitising (8). WK 3: "Meet Nine" Counting (1 to 9) The structure of square numbers (4 and 9) Partitioning and combining	WK 1: Positional Language: Describe a familiar route. WK 2: Shape, "Building Blocks": Combine shapes to make new ones – an arch, a bigger triangle etc. WK 3: Pattern: Notice and correct an error in a pattern. WK 4: Measure: Make comparisons between capacity. WK 5: "Ten Green Bottles"

	WK 5: "One, Two, Three" Counting up to 3 Comparing numbers 1,2 and 3 – 'bigger' and 'smaller' Ordering numbers 1 to 3 3 is made up of 2 and 1 WK6: "Four" Meet Four 4 is one more than 3 Counting to 4 The structure of 4 as a square number Recognition of 4 items without counting (Subitising)	WK 3: Measure: Make comparisons between objects relating to size. Wk 4: Pattern, "Pattern Palace": Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Wk 5: "Three Little Pigs" Counting to 4, adding 1s	Conservation of number different arrangement of blocks but the number remains the same WK 4: "The Whole of Me" Composition of numbers 1 to 5 Introduction to the 'partpart-whole' structure of number Partitioning a whole number into parts WK 5: "The terrible twos" 4 can be partitioned into 2 and 2; and, 1 and 1	WK 5: "Blockzilla" Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than' WK 6: "Hide and Seek" Addition and subtraction of numbers to 5	WK 4: "Meet ten" Counting (1-10) 10 ones are equivalent to one 10. WK 5: "Just add 1" Adding 1 Counting (1 to 10).	Subtracting 1 Counting (1 to 10) Counting down 10 to 1 WK 6: "Now We Are Six to Ten" A review of numbers 6 to 10. WK 7: "Peekaboo!" Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than'
	WK 7: "Five" Meet Five 5 is one more than 4 Counting to 5 Line up 1 to 5 in order	using the classic tale. Wk 6: "Off We Go!" Counting to 5 by lining up 1 to 5 in order. Identifying numbers within a 1 to 5 line- up	and 1. WK 6: "Holes" The number of a group can be changed by adding to it or taking from it.			
P.E.	Using large-muscle movements: waving flags, parachute	Body movements: Skip, hop, crawl and stand on one leg. Hold a pose.	Ball control skills: throw and catch	Balancing: trikes, bikes and planks	Climb safely: using alternate feet	Collaborating: Group activities and team games
	How to find a space.	How to find a space.	How to find a space.	How to find a space.	How to find a space.	How to find a space.
Independent Learning Time	Learning time is a time steps. Our provision ens opportunities around to understanding of the s	to become confident, incomerce children access places that the 'unique children aditional stories that the stories through practical and ironment. We aim for one	anned and purposeful le ld' is considered, taking i y would not naturally co and playful activities. Ou	arning challenges to enc nto account their interes me across. Our planned or practitioners are there	courage and support chi ts and choices, while exp provision encourages of to model, scaffold and	Idren to meet their next cosing them to learning children to gain a deep I extend learning in this

pride, passion and enjoyment.

Themed Learning

Every week, the children will participate in a small group Themed Learning session that is carefully planned to provide some direct and adult-led teaching based around our traditional stories. Throughout the year, the children are exposed to a range of activities that covers all areas of learning, from Communication and Language to Understanding of the World. These activities are to inspire children to use new skills, develop and build upon their previous learning, as well as to encourage children to access different areas of learning and provision to what they are used to. We intend that the children become immersed in the story, where every activity has a core purpose to develop language, vocabulary and story understanding. Our stories are at the heart of the learning, using them as a stimulus to develop foundational skills and to ensure our children are school ready when they leave our Pre-School setting.

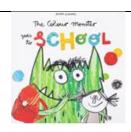
Storytelling Sessions

Every week, the children will participate in a small group Themed Learning session that is carefully planned to provide some direct and adult-led teaching based around our traditional stories. Throughout the year, the children are exposed to a range of activities that covers all areas of learning, from Communication and Language to Understanding of the World. These activities are to inspire children to use new skills, develop and build upon their previous learning, as well as to encourage children to access different areas of learning and provision to what they are used to. We intend that the children become immersed in the story, where every activity has a core purpose to develop language, vocabulary and story understanding. Our stories are at the heart of the learning, using them as a stimulus to develop foundational skills and to ensure our children are school ready when they leave our Pre-School setting.

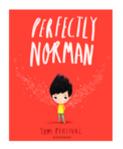


Marine Academy Primary Reception Curriculum Map

Receptio	Autumn		Spring		Sun	nmer
n	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Who am I? How special are you?	Festivals of Light What shall we celebrate?	Transport How will we get there?	Changes Do you know how wonderful our world is?	Marine Life What lives in our seas and oceans?	Our Big Wide World Where are we going?
Topic	You have started school! With this big change in your life, there is a lot to take in. We will learn about what makes you and your new class friends unique. We will discuss the similarities and differences, focusing on friendship and kindness. We will explore our feelings and emotions. In this topic you will learn all about your identity and new routine through our minischool role play area.	It is the season for celebrating no matter what your beliefs! In this topic you will experience and learn about various different festivals of light, from Bonfire Night to Diwali and Christmas. We will understand the reasons for celebrating these festivals and recognise the special differences between them all.	There're so many amazing places to go in our world, but what mode of transport should we take? In this topic you will explore and learn about fast and slow modes of transport, as well as how we can travel by land, air and sea. You will learn about floating and sinking, forces and maps. We will look at transport of the past and how it has changed over time. So hop on board and enjoy the journey!	Our world is constantly spinning and we are constantly growing! In this topic, you will learn all about life cycles and notice changes in our environment, from caterpillars and butterflies, to tadpoles and frogs! This topic will challenge you to grow your own plants and understand what a plant needs to grow. You will explore and investigate our outdoor environment, while becoming caring citizens to all things nature! Our world is truly wonderful.	Have you ever wondered who or what lives in the ocean? Do you know which sea creature is the biggest or how hard a turtle's shell is? There is a whole other world waiting to be explored and in this topic you will learn about the different creatures that live there. We will gain an understanding of how to care for our oceans, learning to recycle and reuse.	Do you know where Africa is? What would it be like to live there? Is it hot or cold? In this amazing continent, you will come across creatures such as leopards, cheetahs and elephants? How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about a place beyond our home and to recognise those similarities and differences between them.
Focus Texts	Week 1-2: The Colour Monster goes to school by Anna Llenas	Week 1-2: Little Glow by Katie Sahota and Harry Woodgate	Week 1-2: My Gumpy's Motor Car by John Burningham.	Week 1-2: Tad by Benji Davies	Week 1-2: Bright Stanley by Matt Buckingham	Week 1-2: Handa's Surprise by Eileen Browne

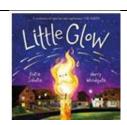


Week 3-4: Perfectly Norman by Tom Percival

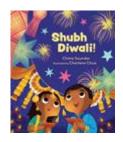


Week 5-6: The Smartest Giant in Town by Julia Donaldson



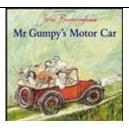


Week 3-4: Shubh Diwali by Chitra Soundar

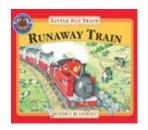


Week 5-6: The Christmas Pine by Julia Donaldson

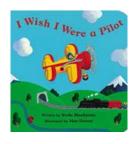


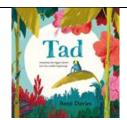


Week 3-4: The Runaway Train by Benedict Blathwayt



Week 5-6: I Wish I Were a Pilot by Stella Blackstone

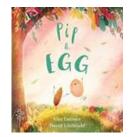


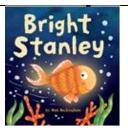


Week 3-4: The Very Hungry Caterpillar by Eric Carle



Week 5-6: Pip and Egg by Alex Latimer





Week 3-4: The Whale Who Wanted More



Week 5-6: Little Turtle and the Sea by Becky Davies



HANDA'S SURPRISE ELLER DE DE CONTROL DE CONT

Week 3-4: We're Going on a Lion Hunt by David Axtell



Week 5-6: The Selfish Crocodile by Faustin Charles



The Colour Monster Goes to School

Academy tour: Monster steps left around the Academy which will lead them to the book.

Perfectly Norman

<u>Little Glow</u>

Light: Arrival of a package which contains candles, lanterns, fairy lights and a pumpkin. What could this mean we are learning about this term?

Shubh Diwali

My Gumpy's Motor Car

An important job: A mechanic visits the children with all of his tools to fix cars. What would we do without mechanics?

The Runaway Train

Tad

Tadpoles: Each class to receive some tadpoles! What are they? What will they turn into?

The Very Hungry
Caterpillar

Bright Stanley

Diving equipment:
Children to explore
different diving
equipment. What is it
used for? Where can it
take us? What would we
see?

Handa's Surprise
Welcome to Africa: A
sealed box arrives with
African objects. Are these
objects from our country?
Do we recognise them?

We're Going on a Lion Hunt

Book Hooks to introduce key vocabula ry	A jar of uniqueness: An empty jar and blank coloured paper arrives in a special parcel, along with the book. As a class, create a jar containing all of the things that makes them special. The Smartest Giant in Town Helpful friends: Giant clothes are left in the classroom. What are these for? How could they be used to help people?	Diwali dance workshop: Children to learn a simple dance routine alongside traditional Diwali/Indian music. The Christmas Pine Let's decorate: Children to decorate the home corner with Christmas decorations. Children to make their own decorations also.	A train journey: Children to receive train tickets and will then go on a pretend train journey. LWish I Were a Pilot Pack a suitcase: Teddy arrives in the classroom with an empty suitcase. He wants to travel the world! What will he need? Children to help him pack his suitcase with his passport and boarding pass. Children to check the weather and pack accordingly. Where could he go?	Caterpillars: There is an arrival of caterpillars. Children will help the adults put the caterpillars in the pots and discuss what they need to grow. Pip and Egg Get planting: Children to have a delivery of different seeds! How do we ensure that the seeds grow, just like Pip? Let's get gardening!	The Whale Who Wanted More Treasure: Children to follow a trail of treasure (and some sea artefacts) to find the book. Where has this treasure come from? Little Turtle and the Sea An absolute mess: Cover the classrooms in recycling and rubbish. Children to be shocked! How can we make this better?	Safari: Children to have their own safari jackets and to go on their own 'safari' around the school! What animals can they find along the way? The Selfish Crocodile 'No Entry': Put tape over the classroom door and a sign saying no entry. What will we do now? How does it make you feel?
Role Play	School Enhancements: The addition of a Starfish certificate. To include books with words after week 2 and continue to update the Phonics board as they learn new sounds.	Home Corner Enhancements: The addition of pumpkins, Diwali lights, lanterns and Christmas decorations throughout the term.	Train Station Enhancements: provide boxes for children to create their own modes of transport. Perhaps they will make a bus to get them to the train station?	Enhancements: add real fruit and vegetables to garden centre. Add their plants which they have grown to the garden centre. Provide bug hunting equipment.	Aquarium Enhancements: Introduce new posters and facts about different sea animals each week.	Safari Enhancements: Add the children's pictures from home. Where have our friends been on holiday? How are these places different?
SMSC	New beginnings Friendship Kindness Whole Body Listening	Christmas Guy Fawkes Whole Body Listening Remembrance Day	Truth and Honesty Whole Body Listening Chinese New Year	Helping other people Easter Whole Body Listening Mother's Day/Special Ladies Event	Whole Body Listening International Day of Families Caring for our environment	Differences Aspirations Transition Whole Body Listening Father's Day/Special Gentlemen event
<u>RE</u>	Being special: where do we belong?	Why is Christmas special for Christians?	Which stories are special and why?	Why is Easter special for Christians?	Why is the word 'God' so important to Christians?	Which places are special and why?
Educatio nal Visits / Experien ces	o Library Visit o Buddy Time o 'Bring your favourite book to school' o Parents invited in to share stories	o Dress up for Day of the Dead o Bonfire Night – watch fireworks o Participate in Diwali celebrations o Christmas Nativity o Christmas Carols	o Trip to the local garage o Astronaut visit o Bus ride o Boat ride to Mount Edgcumbe	o Trip to Saltram Woods o Follow the life cycle of a frog in our pond o Walk to Ernesettle School to see the bees.	o Trip to The National Marine Aquarium o Visit from a diver o Visit from a Marine Biologist	o Trip to Dartmoor Zoo o Have a virtual chat with a Ghanaian school o Sharing of holiday pictures

				o Arrival of		o Food tasting from
				caterpillars		around the world
				o Growing		
				vegetables		
	The Colour Monster	<u>Little Glow</u>	Mr Gumpy's Motor Car	<u>Tad</u>	<u>Bright Stanley</u>	<u>Handa's Surprise</u>
	Week 1: My Literacy book.	Week 1: Inference Skills.	Week 1: Tricky Words	Week 1: Summarising the	Week 1: Using prosody.	Week 1: Sending a postcard.
	How do we care for our books?	Using pictures from the story, can	When read the story, can	story.	Can you read the story with	What is a postcard? Can you
	Where do we write? How do we	you describe what is happening in	you spot any tricky words?	Can you use your Phonics	expression? What parts of	write one to Handa? What
	hold a pencil? Can you write	each scene?	Let's read them together. Do	knowledge to summarise	the story do we need to	would she like to know? Do
	your name!	(Comprehension)	we 'sound talk and sweep'	what has happened in the	read in a shocked or	our lives look the same or
	(Writing)		these words?	book? What happened to	scared tone? What does	different?
		Week 2: Scan and Spot.	(Word Reading)	all of the tadpoles? Can	this symbol mean '!' ?	(Writing)
	Week 2: My feelings.	When we read, do we read from		you form a sentence to	(Word Reading)	
	How did you feel when you	left to right? Can you scan and	Week 2: The Characters	explain what you know?		Week 2: Adjectives.
	started school? How did the	spot any graphemes that you	Using a scene from the story,	(Writing)	Week 2: Answering	How did Handa describe the
	Monster feel in the story at the	already know? What do you	can you label and identify		questions	fruit in the story? What words
	beginning? How do you know?	recognise?	the characters in the story?	Week 2: Sequencing.	Why did Stanley lose his	did she use? Can you match
	Did he feel the same at the end	(Word Reading)	What animals went in the	Using the story, can they	shoal of fish? What	the describing words with the
	of the story?	(**************************************	motor car? Can you	make their own zigzag book	happened? Who did he	fruit?
	(Comprehension)		segment each character	by sequencing the events	meet along the way? How	(Word Reading)
	(22)2 2 2 7	Shubh Diwali	name?	from the story.	did he hurt himself?	(1 1 1 3,
	5 (11)	Week 3: Labelling.	(Writing)	(Comprehension)	(Comprehension)	
	Perfectly Norman	Can you use your Phonics skills to	,			We're Going on a Lion Hunt
	Week 3: I am a reader.	label key Diwali celebrations?	The Division Tracing	Tl \/	TI \A/II - \A/I \A/	Week 3: Innovation.
	Do I start reading from the front	What is the first sound that you can hear in the word? What other	The Runaway Train	The Very Hungry Caterpillar	The Whale Who Wanted	Can you create your own
Literacy	or the back of the book? Can you tell me what these words		Week 3: Ordering.	Week 3: Using digraphs in my writing.	More Week 3: The moral of the	story map, using the structure
Sessions	mean? What graphemes do	sounds can you hear?	Can you order the pictures of the different transport,	Children to label the food	story.	of this story, by changing parts to make it your own?
363310113	you recognise? Can we read	(Writing)	depending on when they	that The Very Hungry	What was most important	Where is your hunt going to
	these CVC words together from		appear in the story? How did	Caterpillar ate! Can they	to Humphrey in the end?	take place? What location?
	the story?	Week 4: Initial sounds.	the ending make you feel?	segment each word? Can	Did he need to keep	What problems will you have
	(Word Reading)	Can you match the initial sound to	(Comprehension)	they use all the digraphs	collecting objects?	to overcome?
	(Word Redding)	the pictures from the Diwali	(COMPIGNOISION)	that they know?	Children to discuss their	(Comprehension)
		festival? Can you read the CVC		(Writing)	views, thoughts and	(Comprehension)
	Week 4: Our story.	words?	Week 4: Postcard writing.	(**************************************	feelings on the story.	
	Can you order the pictures from	(Word Reading)	Can you write a postcard to		(Comprehension)	Week 4: I am a story writer.
	the story? What happens at the		describe your journey to a	Week 4: Innovation.	, , ,	Using the story map that you
	beginning the story? How did	The Christmas Pine	special place?	Children to edit the story	\\\ - 4- \$\ \$\ \$\ \$\ \$\ \\ \	made, can you write your
	they overcome the problem?	Week 5: Story mapping .	(Writing)	and the story map to	Week 4: Story Structure	story now using your Phonics
	What happens at the end of the	Can you create your own story		create their own version.	Using different pictures from	knowledge? Ensure you have
	story?	map including key events from the	<u> I Wish I were a Pilot.</u>	Introduce the term	the beginning, middle and	a sentence for the
	(Comprehension)	story? What story language do	Week 5: Writing a List.	'innovate'.	end of the story, what	beginning, middle and the
		you notice? (once upon a time)	Can you write a list of all the	(Comprehension)	happens in each part? Why is each part important in	end of the story. (Writing)
	The Smartest Giant in Town	(Comprehension)	different modes of transport		order to make it a great	(vviiiiig)
	Week 5: Spotting rhyme in		that we saw in the story?	<u>Pip and Egg</u>	story?	
	books.	Week 6: What will happen next?	Can you use your	Week 5: Exploring the	(Writing)	
	Can the children find all the	Can you predict what will happen	segmenting fingers? What	characters feelings.	(**************************************	The Selfish Crocodile
	words that rhyme in the story?	next year after reading this story?	sounds can you hear?	At each part of the story,		Week 5: Creating a poster.
		Who/what is telling this story? Can	(Writing)	discuss how Pip and Egg	<u>Little Turtle and the Sea</u>	

	Can they come up with more words that rhyme? (Word Reading) Week 6: I am a storyteller. Can you remember what happens in the story? How can we remember the story even better? Can we make a story map together? What do we need to include? (Comprehension)	they design and label their own Christmas trees, ready for next year? (Comprehension)	Week 6: Retelling Children you retell the story using the story map as support? Can you follow the order of when each mode of transport appears? Don't forget our story language. (Comprehension)	are feeling. What words do you know to describe the feelings? (Comprehension) Week 6: Tricky Words Using a photo copied page from the book, can you highlight all the tricky words on that page? Can you tell me why it is a tricky word? (Word Reading)	Week 5: Letter Writing. Can you write a letter to the Little Turtle? What would you say to him? What advice would you give to him? How do we write a letter? Does it need an address? (Writing) Week 6: Non-fiction facts. Children to write facts based on what they have learnt from their visit to the National Marine Aquarium and from the Marine Biologist. (Writing)	Can you create a poster to warn other animals about the crocodile? Or, perhaps you want to design a poster to remind other animals that they can drink and bathe in the river now? (Writing) Week 6: The end. Have you noticed that at the end of the story, The Selfish Crocodile is now a kinder crocodile? He has grown and learnt a lot! How have you grown and what have you learnt over the past year? (Comprehension)
	The Colour Monster Starts School Designing and constructing a	Little Glow Pumpkin carving: Can the children	Mr Gumpy's Motor Car Map making: Line a large	Tad Junk model life cycle:	Bright Stanley Explore the ocean with	Handa's Surprise Fruit tasting: Provide the
Indepen dent Learning	home: Children to think about what makes their home special, considering their favourite rooms in the home. How is school and home different? (DT) Creating pebble families: Children to talk about who they live with and who are special to them. When you leave school,	create a tasty pumpkin snack in our mud kitchen? (DT) Light and Dark: Children use torches to explore light and dark alongside a collection of transparent and non-transparent materials. Encourage children to explore how light can shine through some materials.	activity tray with paper. Provide children with pens and small world vehicles. Encourage children to draw a map to use with the toys. Can they draw information from their map to describe it to a friend? (Geography) Friction: Explore friction using	Children to create their own life cycle by using recycling/junk. Can they make a frog using boxes and collage? What else can they design? (DT and History) Visit our pond: Children to make observations of the pond, noticing the life in	Stanley: Program the Bee- bots to travel around the ocean to see what we can find. (Computing) Under the sea scene: Children to use a collage technique to create an under the sea scene, using the characters and objects	children with different exotic fruits, like the ones from the story! Children to taste the fruits and rate to see which is their favourite. Is fruit healthy? What makes a healthy diet? (Science) Where does our food come from? Children to find out
Time Guided Challeng es linked to our Stories	who do you look forward to seeing? (PSHE and RE) Exploring emotions: Children to identify different facial	(Science) Bonfire Night: Children to create their own firework pictures. Encourage colour mixing. (Art)	a toy car. Encourage children to explore different materials on a ramp. (Science) Transport of the past: Use	and around it. Children to draw and label what they see. Discuss what stage of the life cycle the tadpole are at? (Science and Geography)	from our story as inspiration. (Art) Camouflage: Talk about camouflage and how sea creatures, such as	where favourite foods and fruits come from! Together, discuss where these places are on a globe or map. How did they travel to the UK? (Geography)
	expressions, recognising how they may be feeling. Can they make a happy or sad face using playdough? (PSHE) Perfectly Norman Perform in a talent show: Children to express their	Shubh Diwali Diwali: Collect natural materials, such as leaves, conkers, pine cones and acorns. Can the children use them to make large Rangoli patterns outside? (Art)	display photos to encourage children to talk about similarities and differences between modern types of transport and those used in the past. (History) The Runaway Train	Pond design: Cover a table with a sheet of paper. Provide pens and photos and invite children to draw a pond map. Can they draw the different stages of the life cycle? Can they	seahorses and octopuses, can change colour to blend in with their surroundings. Provide pictures of a seahorse or octopus for children to colour to match their surroundings. (Science)	Home and buildings from around the world: Using different pictures of buildings from around the world and from the story, children to construct different buildings using construction materials.

strengths by performing in the Theatre. (PSHE and Art)

Using mirrors to identify our features: Children to discuss their individual characteristics. (PSHE and Science)

Self-portraits using the style of Andy Warhol: Children to paint their face by using contrasting colours. (Art)

The Smartest Giant in Town

Playing a team game: Children to practise their collaboration, friendship and teamwork skills to play a game. (PSHE)

Making new friends:

Children to challenge themselves to make a new friend. Can they do something kind to help their friend, just like the giant did? (PSHE)

Designing new clothes:

Children to design some new sets of clothes for the giant to wear on different occasions, e.g. to a dinner party. (Art) Diwali lamps: Using paper, children to create their own Diwali lamp. (DT)

Diwali traditions: Children to share and discuss pictures of Diwali, discussing the where, when and why aspects of the festival. (History and RE)

The Christmas Pine

The Nativity: Arrange their own Nativity scene and talk about what happens. (RE)

A map for Father Christmas:

Provide plain paper and
encourage the children to draw a
map to help Santa find their
house. What information do they
think they need to put on their
map for him?
(Geography)

Christmas Carols: Provide different instruments, such as jingle bells and rain sticks, for the children to play along to Christmas music with. They may even like to make up their own songs.

(Music)

Take a Bee-Bot on a journey:
Using the Beeb-Bots, children
to programme it to go on a
journey, visiting different
landmarks along the way.
(Computing and
Geography)

Junk model trains: Using a range of different materials and resources, children to create their own train or mode of transport.

(DT)

What can you see on your journey?: Pretend to go on a train or bus ride around the outside area. Invite children to talk about the natural world and the things that they see on their journey. They could take photos to share, including photos of any vehicles they see or hear.

(Science and Geography)

I Wish I Were a Pilot

Paper aeroplane: Children to make their own paper aeroplane. Discuss what forces are in action and why does our plane fall to the floor? What happens when you throw it from up high? Discuss who Amy Johnson is and why she is so significant. (Science and History)

Hot air-balloons: Use your papier-mâché hot-air balloon to encourage storytelling. Where might Teddy travel to? What might Teddy see? draw information from their map?
(Geography)

The Very Hungry Caterpillar

Fact finding: Using information from non-fiction texts, film clips and iPads, observe caterpillars and butterflies. Children can ask questions to learn how to encourage them into their setting and how to protect them.

(Science and Computing)

The Life Cycle of a Butterfly:

Explore the life cycle of the butterfly using playdough.
Create the different phases and promote children's thinking by asking questions, such as 'Why does a butterfly lay its eggs on leaves?' or 'Where do you think a butterfly likes to live?'

(Science and History)

Symmetrical butterflies:

Explore different artistic effects when painting wings on a butterfly, such as printing, scraping and dribbling. Discuss how symmetrical butterflies are. How can we make our butterflies symmetrical?

(Art)

Pip and Egg

Exploring our senses:
Children to feel, smell, look,
listen in our natural
environment. Can we all
feel, smell and see the

The Whale Who Wanted More

Crabs: Who was the hero in our story? Children to create their own crabs, using paper plates, paint and different materials!
Discuss with the children different crab facts.

(DT)

Beautiful colours: A coral reef is full of colours! Using the story, can the children create their own coral reef using watercolour paints? (Art)

Trapped treasure: Freeze some small world fish ad sea artefacts inside ice cubes. Place these in a large activity tray or water tray. Can the children try to free the trapped fish or treasures? Provide the children with a range of tools that can be used safely in order to break the ice. Discuss the act of melting!

(Science)

Little Turtle and the Sea

Recycling: The sea is full of our rubbish! Children to sort out and group the objects depending on what material they are made from. How do you think this rubbish impacts the sea? How do you think the Little Turtle feels? (Science) Do our homes all look the same?
(DT and Geography)

We're Going on a Lion Hunt

Safari map: Encourage
children to use a simple safari
map to draw information
from. Can children talk about
the route they would take
and the animals they can
see? You may also like to
look on a simple world map
to locate areas where safari
animals may live.
(Geography)

Making Music: Listening to African music and making our own instruments and dances. (Music)

Similarities and differences:

Comparing school uniforms, the weather, buildings and lifecycles by sorting out pictures. Children to use nonfiction books. (Geography and PSHE)

The Selfish Crocodile

Who is who?: Looking carefully at the colours/patterns on African animals- identifying and recreating them. Children to create their own African animal.

(Art & Geography)

The Selfish Crocodile home:

Invite children to explore colour mixing as they create a safari sunset picture. Provide yellow and red paint and encourage children to

		Floating and Sinking: Children to create paper plate boats or a boat using junk materials. Using the water tray, children to test whether their boat is able to float, or does it sink? (Science and DT)	same things? What bugs can they find? (PSHE and Science) Encouraging wildlife: Children to improve the bug hotel and to make their own minibeast habitats. (Science and DT) Easter Eggs: Chalk on the floor large egg shapes. Children to use various natural objects to create different Easter egg patterns. Discuss with the children the meaning behind Easter. Can they remember why we celebrate Easter? (Art and RE)	Posters: Children to create their own posters for the role play Aquarium to raise awareness about caring for our environment! (Science) Ocean facts: Share nonfiction books and photos with children of contrasting ocean environments. For example, the Arctic Ocean and the coral reefs of the Pacific Ocean. Name and describe some plants and animals that deep sea divers could find as they explore underwater. (Science)	mix the two colours gradually, to create a sunset effect. (Art) Learning, growing and becoming better people: Children to think about Year One. How will it change? What will we want to learn/improve? Children to write a letter to their teacher, discussing their hopes and dreams. (PSHE)			
	Children develop their understanding of P.S.H.E from the stories, independent and guided learning opportunities	,	, ,	· , .				
	and live by British Values which underpin the curriculum.							
	as they are encouraged to consider those of others ,	for example in Term One wher	they look closely at their	own and each other's' f	families. They learn about			
Key	as they are encouraged to consider those of others , for example in Term One when they look closely at their own and each other's' families. They learn about							
Concepts	resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. The curriculum							

has been mapped out to ensure that within the specific guided challenges, linked to our purposeful stories, there are opportunities to focus on P.S.H.E, from learning to **build relationships** to recognising our individual strengths, understanding what makes us **unique**. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.

Key Concepts Science

Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Term 1 during their 'Who Am I?' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Festivals of Light' topic, children use torches to explore light and dark, as well as transparent and non-transparent materials, introducing them to the principle of simple tests. This continues in Term 3, during their 'Transport' topic, where children explore different forces including gravity when making paper aeroplanes and also friction, using toy cars. The children learn about and are encouraged to ask questions about floating and sinking, while gathering data on what materials float and what materials sink. The process of change and life cycles are explored in Term 4, during their 'Changes' topic,

where children will also develop their **observation skills** as they closely watch butterflies and tadpoles develop into fully-grown butterflies and frogs. The children will begin to use their senses in the outdoor environment while going on bug hunts. This topic allows children to become young Botanists when they grow plants from a seed. In Term 5, children **gather data** when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The children will ask **questions** when a Marine Biologist visits them. The children will explore marine habitats and learn about what 'camouflage' means. Finally, in Term 6, the children become Zoologists as they classify different animals on their safari during their 'Our Big Wide World' topic.

Children in our Reception classes begin to learn the concept of history as they develop an awareness of **past events** in their own lives. In Term 1 during their 'Who am

Key Concepts History

I?' topic, they remember and discuss the special people in their lives, past and present. In Term 2 as part of their 'Festivals of Light' topic, they learn about historical and present Diwali **traditions**. In Term 3, the children will learn about **significant figures** in history, such as Amy Johnson who was the first women to fly solo from London to Australia in a plane. The children explore how transport has changed over time, looking at similarities and differences between transport of the past and what we use today by using their observational skills when looking at pictures. Throughout Term 4, children are introduced to the concept of a **timeline** as look closely at how things change over time including, plants and animals. In Term 6, the children consider their transition into Year One, as well as reflect on their growth in Reception. The children begin to gain an understanding of the **chronology** of their own lives when they look closely at how they have changed and grown as a person. Children are introduced to a range of stories which promote discussions such as how clothes and toys have **changed over time**.

Key Concepts Geograph

Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: The National Marine Aquarium, the local woods and Dartmoor Zoo, they begin to understand that there are other countries in the world, developing an early concept of **biodiversity**. For example, during their 'Our Big Wide World' topic, pupils learn about countries within Africa, its weather, native animals and produce. The begin to recognise differences within buildings from around the world also. They begin to develop other geographical skills such as **mapping**, in a variety of different topics, including their 'Festivals of Light' topic where they create their own maps for Father Christmas, map designing when using their small world vehicles during their 'Transport' topic, as well as using and creating a safari map during their 'Our Big Wide World' topic. During Independent Learning time, children will **conduct surveys** to establish which fruit is the most popular when fruit tasting in Term 6, as well as take part in **fieldwork** when exploring the natural environment. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of **physical and human geographical features** of the world.

Key Concepts R.E

Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'Who Am I?' topic, children discuss their families and special events in their lives. They look at what makes them unique and what makes their friends just as unique. During their 'Festivals of Light' topic they share how they celebrate events and begin to understand that there are differences between the way in which families live. The children take part in Diwali celebrations and talk about how they celebrate Christmas in their home. In Term 4, the children learn about the meaning behind Easter and why we celebrate it. In Term 6, during their 'Our Big Wide World' topic, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Throughout the year, the children have key questions to consider, from 'Being special: where do we belong?' to 'Why is the word 'God' so important to Christians?'. Children have time to reflect and consider other children's points of view. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different ideas, values and identities.

	Christianity When God Made the World by Matthew Paul Turner What a Beautiful Name by Scott Ligertwood	Islam The Proudest Blue by Ibtihal Muhammed Two Pigeons on a Pilgrimage by Rabia Bashir	Judaism Near: Psalm 139 by Sally Lloyd-Jones Found: Psalm 23 by Sally Lloyd-Jones			
	Hinduism Festival of Colours by Kabir Sehgal Ganesha's Sweet Tooth by Sanjay Patel	Sikhism Fauja Singh Keeps Going by Simran Singh Jeet	Buddhism A Handful Of Quiet by Thich Nhat Hanh			
	Children in Reception develop knowledge of sound, songs,	music and instruments from the very beginning of the	e year and throughout their time in Reception. They			
	have continual access to musical instruments where they co	an explore and distinguish the different sounds (timbro	e) that musical instruments make and how they can			
	be played differently to create a new sound or dynamic . They use songs, music and dance as a way of expressing themselves freely during their independent learning					
V	time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of					
Key Concepts	pattern. In Term 6 when learning about 'Festivals of Light', children will dance to Diwali music as part of their book hook and sing Christmas carols to celebrate					
Music	Christmas. In Term 6, as part of their 'Our Big Wide World' topic children listen to and recreate African music. In addition to this, children in Reception have weekly					
	singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during					
	their weekly music sessions with our specialist music leader. Their knowledge of music and the experiences on offer throughout their Reception year, provides children					
	with the confidence and knowledge to begin the next stage of their education in KS1.					
	Children in our Reception classes develop a love of art th	nrough their imaginative play as well as through gu	ided sessions. Children are encouraged to express			
	themselves freely by exploring and creating with variety of r	materials, tools and techniques. They experiment with	colour, design, texture, form and function in order to			
Vav	create purposeful marks and they are taught the skills which	n enable them to do this safely. For example, in Term	1 as part of their 'Who am I?' topic children learn to			
Key Concepts	paint in the style of great artists such as Andy Warhol when	they paint self-portraits. In Term 2 they learn how to m	ix colours carefully to create firework pictures and In			
Art	Term 5, children learn how to correctly use watercolours, po	astels and chalks as they paint coral reefs and under	the sea scenes. In Term 4, children are encouraged			
	to create observational drawings, paintings, sculptures and	duse natural materials to create artwork around natural	ure and life cycles. In Term 6 as they look closely at			
	animal patterns, they learn about the importance of thick a	nd thin paintbrushes to create an effect .				
	Children in our Reception classes begin to develop their	understanding of Design and Technology from the	e very beginning. Through the safe use of scissors,			
	paintbrushes, playdough modelling tools and construction,	children learn 'the best tools for the job'. Throughout	the year, children have access to a well-resourced			
	creative area where they design and make their own mod	els; it is here they discover the joys of PVA glue comp	pared to a glue stick or masking tape compared to			

Key Concepts Design & Technolog Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they **design and make** their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Term 1 the children design and construct. They design and construct their own home or their future home and are encouraged to **articulate a rationale** for their designs. In Term 2, the children are encouraged to use the correct tools safely when carving pumpkins and learn how to create a Diwali lamp. During Term 3, with their topic 'Transport' the children design and make their own junk model trains, then **evaluating** their model to see if it is fit for purpose. In Term 4, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Changes' topic. In Term 5 during their 'Marine Life' topic the children will create their own moving animals such as crabs, **selecting the tools** they need to join their components together. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.

					,,	heir independent learning			
Key Concepts Computin g	through the use of Alexa, Bee-Bots and iPads. However, it is in Term 3 where their developing knowledge of computing is brought to life especially through their topic								
	'Transport. Here children will learn about early programming and algorithms as they program Bee-Bots to go on a journey, visiting different landmarks along the way.								
	They will begin to think logically about the equipment needed to become a real-life diver, as well as exploring how video and photographic footage is available for								
	us to look at. Throughout the year, children will begin to understand the scope of technology; for example, when they use Google Earth to plan a journey during their								
	'Transport' topic or when they use Google images and Google to fact find during their 'Changes' topic'. The children Skype their counterparts in Ghana in Term 6								
	and begin to understand how useful technology is. The planned experiences and opportunities that the children encounter provide with them with firm foundations								
	to build upon their knowledge and develop digital literacy for future learning.								
	·			T	T				
	Cardinality and Counting Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it	Comparison Understanding that comparing numbers involves knowing which numbers are worth more or less than each other	Composition Understanding that one number can be composed from two or more smaller numbers	Shape and Space Understanding what happens when shapes move, or combine with other shapes, helps develop wider	Pattern Looking for and finding patterns helps children notice and understand mathematical relationships	Measures Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.			
	represents		WK1: Part-whole:	mathematical thinking	•	•			
	WK1: Assessment	WK1: More than / less than WK2: Identifying groups with	identifying smaller numbers within a number	WK1: Developing spatial vocabulary	WK1: Continuing and copying a simple pattern	WK1: Recognising attributes			
Maths	WK 2: Counting: saying number words in sequence WK 3: Counting: tagging each object with one number word WK 4: Counting: knowing the last number counted gives the total so far WK 5: Subitising: recognising small quantities without needing to count them all WK6: Numeral meanings WK 7: Conservation: knowing that the number does not change if things	WK2: Identifying groups with the same number of things WK3: Comparing numbers and reasoning WK4: Knowing the 'one more than/one less than' relationship between counting numbers WK5: Collecting and comparing data WK6: Problem Solving WK:7 Revisit, review and extend	NK2: Inverse operations WK3: A number can be partitioned into different pairs of numbers WK4: A number can be partitioned into more than two numbers WK5: Number bonds: knowing which pairs make a given number WK6: Revisit, review and extend	wK2: Identifying similarities between shapes WK3: Properties of shape WK4: Relationships between shapes WK5: Revisit, review and extend WK6: Revisit, review and extend	pattern WK2: Creating simple patterns WK3: Spotting an error in a simple pattern WK4: Identifying the unit of repeat in a pattern WK5: Continuing a pattern which ends mid-unit WK6: Revisit, review and extend	WK2: Comparing amounts of continuous quantities WK3: Estimating and predicting WK4: Comparing indirectly WK5: Recognising the relationship between the size and number of units WK6: Use units to compare things WK7: Use time to sequence events			

	WK:8 Revisit, review and extend							
P.E.	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Dance	Ball control	Climbing safely, negotiating obstacles	Races and games		
	Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across							
	the taught curriculum. For example, children will continue to develop their understanding of science, through opportunities to observe and record the lifecycles of							
	butterflies as well as living creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they							
Independ ent	explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to Bee-Bots, an Alexa, iPads and							
Learning	computers, introducing them to the foundations of computing. They explore art and design & technology through a well-resourced creative area; here the children							
Time	learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their							
	imaginative play as well as creating pictures, drawings and stories about the events that have happened in their lives.							



Marine Academy Primary Year 1 Curriculum Map

Year 1		Autumn		Spring		Summer	
red	ır ı	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Foc		Dinosaurs For over 140 million years, dinosaurs ruled the Earth. These prehistoric animals ranged in size and shape, from the size of a chicken to lumbering giants the size of a truck. They were reptiles but very different from modern day reptiles and birds are their closest living relatives alive today. Dinosaurs once roamed the supercontinent of Pangaea but nobody knows exactly what happened to them. This term, the children will	Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the locality of the building before carrying out a travel and traffic survey to answer more of Rosie's questions. The children will learn simple fieldwork and observational skills while studying the human and physical geography of our local area. They will use	Term 3 Ancient Egypt Ancient Egypt Ancient Egypt Ansurvived for thousands of years. Egypt was one of the greatest civilizations of the past. The monuments and tombs of their Pharaohs continue to stand intact today, some 4,000 years later! During this topic, the children will learn about ancient Egyptian life, hieroglyphics and Gods using different sources, including	To Plymouth and Beyond! We will continue to develop our geographical skills by looking beyond our school and local community to our city, capital, country and continent. The children will learn about where Plymouth is in relation to London and the rest of the United Kingdom, our location in Europe and	Term 5 Significant Sports Stars This term, we will learn about the lives and achievements of the athletes Jesse Owens and Ellie Simmonds, including typical days in their lives. We will learn about the key changes and developments in sport from 1936 to the present, take part in exercises and organise an alternative Olympics – The Vegetable Olympics! The children will help to plan this event, present ideas, make vegetable Olympic flags,	This Wonderful Weather This Wonderful Weather unit will teach children about different types of weather in their immediate environment along with the four seasons. They will then have the opportunity to build on their knowledge to learn about hot and cold areas of the world and the impact of different weather types. They will have opportunities to observe and record the
				sources, including artefacts, websites and non-fiction texts.		vegetable Olympic flags, participate in the grand event and develop a final	observe and record the weather as well as present their very own weather forecasts.

English Writing	Fantasy: The Day Louis Got Eaten by John Fardell Instructions: How to Wash a Woolly Mammoth by Michelle Robinson	Traditional Tale: Three Little Pigs by Mara Alperin Poetry: A First Book of the Sea by Nicola Davies	Poetry/Funny Stories: Oi Frog by Kes Gray Information: Creature Features: Dinosaurs by Natasha Durley	Journey Story: The Train Ride by June Crebbin Letters: Stella and the Seagull by Georgina Stevens and Izzy Burton	Stories in Familiar Settings: Stuck by Oliver Jeffers Poetry: I Love Bugs by Emma Dodd	Stories with Repeating Patterns: Fatou, Fetch the Water by Neil Griffiths Information: Weather by Steffi Cavell Clarke
Whole Class Reading	Fiction: The Clockwork Dragon by Jonathan Emmett	Fiction: Mog's Christmas by Judith Kerr	Fiction: Sleep Well Siba and Saba by Nansubuga Nagadya Isdahl	Fiction: Town Mouse, Country Mouse by Libby Walden	Fiction: Dogs Don't Do Ballet by Anna Kemp	Fiction: Beegu by Alexis Deacon
Class Book	Jim and the Beanstalk by Raymond Briggs	Winter's Child by Angela McAllister	Fairy Tale Pets by Tracey Corderoy	The Black and White Club by Alice Hemming	The Dark by Lemony Snicket	Grandad's Island by Benji Davies
		Addition and Subtraction (Within 10)	Place Value (Within 20)	Place Value (Within 50)	Multiplication and Division	Place Value (Within 100)
	Place Value (Within 10)	Identify and represent numbers using objects and	Addition and Subtraction (Within 20)	Identify and represent numbers using objects and	Count in multiples of twos, fives, and tens from 0.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or
	Identify one more and one less of a given number	pictorial representations including the number line,	Demonstrate an understanding of inverse relationships involving	pictorial representations including the number line,	Count and read numbers to 100 in numerals.	from any given number.
	Recall at least four of the six number bonds for 10 and reason about	and use the language of: equal to, more than, less than (fewer), most, least	addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$).	and use the language of: equal to, more than, less than (fewer), most, least	Count and write numbers to 100 in numerals.	Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones;
	associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 - 6 = 4).	Read and write numbers from 1 to 20 in numerals	Represent and use subtraction facts within 20.	Length and Height Compare, describe and	Count to and across 100, forwards and backwards,	combine 6 tens and 4 ones.
Maths	Demonstrate an understanding of the	Read and write numbers from 1 to 20 in words.	Read and interpret mathematical statements	solve practical problems for lengths and heights e.g. long/short,	beginning with 0 or 1, or from any given number.	Identify and represent numbers using objects and pictorial representations
	commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$).	Represent and use number bonds within 20.	involving addition (+), subtraction (-) and equals (=) signs.	longer/shorter, tall/short, double/half.	Solve one-step problems that involve addition,	including the number line, and use the language of: equal to, more than, less
	Read and interpret mathematical statements involving addition (+),	Add one-digit and two- digit numbers to 20, including zero.	Write mathematical statements involving	Measure and begin to record length/height.	subtraction and missing numbers using concrete objects and pictorial	than (fewer), most, least Money
	subtraction (-) and equals (=) signs.	Subtract one-digit and	addition (+), subtraction (-) and equals (=) signs.	Mass and Volume	representations	Recognise and know the
	Write mathematical statements involving	two-digit numbers to 20, including zero.	Represent and use number bonds within 20.	Compare, describe and solve practical problems for mass/weight e.g.	Solve one-step problems involving multiplication by calculating the answer	value of different denominations of coins and notes.
	addition (+), subtraction (-) and equals (=) signs.	Shape	Add one-digit and two- digit numbers to 20,	heavy/light, heavier than, lighter than.	using concrete objects, pictorial representations and arrays with the	Time
		Recognise and name common 2-D shapes e.g. rectangles (including	including zero.	Compare, describe and solve practical problems	support of the teacher.	Sequence events in chronological order using

		squares), circles and triangles. Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.	Subtract one-digit and two-digit numbers to 20, including zero.	for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter. Measure and begin to record mass/weight. Measure and begin to record capacity and volume.	Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Position and Direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later. Measure and begin to record time (hours, minutes, seconds). Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Science	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer questions.	Rising Star - Switched On 'On Holiday' Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Rising Star - Switched On 'On Safari' Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify.	Rising Star - Switched On 'Celebrations' Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions.	Rising Star - Switched On 'Treasure Island' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests.
	answers to questions.		Gather and record data to help in answering questions.	,	7, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,	Identify and classify.

Dinosaurs Ancient Egypt Significant Sports Stars	
Place known events and Place known events and	
Place known events and objects in chronological objects in chronological	
objects in chronological order. (Chronological order. (Chronologic	
order. (Chronological understanding) understanding)	
understanding)	
Use common words and Sequence events and	
Use common words and phrases relating to the recount changes within	
phrases relating to the passing of time.	
passing of time. (Chronological (Chronological	
(Chronological understanding) understanding)	
understanding)	
Find answers to some Use common words and	
Find answers to some simple questions about the phrases relating to the	
simple questions about the past from simple sources of passing of time.	
past from simple sources of information. (Historical (Chronological	
information. (Historical enquiry) understanding)	
enquiry)	
Describe some simple Find answers to some	
History Describe some simple similarities and differences similarities and differences	
similarities and differences between artefacts. past from simple sources of	
between artefacts. (Historical Enquiry) information. (Historical	
(Historical Enquiry) enquiry)	
Sort artefacts from 'then'	
Ask and answer relevant and 'now'. (Historical Describe some simple	
basic questions about the enquiry) similarities and differences	
past. (Historical enquiry) Advand annual relevant	
Ask and answer relevant (Historical Enquiry) Talk, draw or write about basic questions about the	
aspects of the past. (Historical enquiry) Sort artefacts from 'then' (Organisation and and 'now'. (Historical	
communication) Talk, draw or write about and now. (Alstorical enquiry)	
aspects of the past.	
Understand key features of (Organisation and Ask and answer relevant	
events. (Understanding of communication)	
events, people and past. (Historical enquiry)	
changes) Understand key features of	
events. (Understanding of Relate his/her own	
events, people and account of an event and	
changes) understand that others	

		Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)		may give a different version. (Historical interpretations) Talk, draw or write about aspects of the past. (Organisation and communication) Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)	
Geography	Location, Location, Location Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork) Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)		To Plymouth and Beyond! Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork) Name, Describe and compare familiar places. (Place knowledge) Link their homes with other places in their local community. (Place knowledge) Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)		Wonderful Weather Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Describe seasonal weather changes. (Human and physical geography) Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge) Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)

		Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork) Name, describe and compare familiar places. (Place knowledge) Link their homes with other places in their local community. (Place knowledge)		Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)		
Computing	Recognise common uses of technology in the home and at school (Computers) Understand where to go for support if I see anything worrying online. (E-Safety)		Moving a Robot Recognise common uses of technology in the home and at school (Computers) Explain that an algorithm is a step by step set of instructions (Coding) Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)		Recognise common uses of technology in the home and at school (Computers) To use a program to create a simple document. (Using Computers) Understand where to go for support if I see anything worrying online. (E-Safety) Explain that an algorithm is a step by step set of instructions (Coding)	
Design Technology		Making a Roly-Poly as a 3D Model Ask simple questions about existing products and those that he/she has made. (Processes) Create simple designs for a product. (Processes)		Designing and Creating a Vehicle Using Cardboard and Axels Ask simple questions about existing products and those that he/she has made. (Processes) Create simple designs for a product. (Processes)		Create a Wind Powered Vehicle to Race Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition) Say where some food comes from and give

		Use pictures and words to describe what he/she wants to do. (Processes) Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes) Use a range of simple tools to cut, join and combine materials and components safely. (Processes) Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes) Use wheels and axles in a product. (Processes)		Use pictures and words to describe what he/she wants to do. (Processes) Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes) Use a range of simple tools to cut, join and combine materials and components safely. (Processes) Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)		examples of food that is grown. (Cooking and Nutrition) Use simple tools with help to prepare food safely. (Cooking and Nutrition)
Art	Exploring How We Make Marks Purposefully Using Different Media Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Know the names of tools, techniques and elements that he/she uses. (Learning) Explore mark-making using a variety of tools. (Techniques Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to		Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Experiment with different materials to design and make products. (Learning) Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques) Sort, cut and shape fabrics and experiment with ways of joining them. (Techniques)		Designing and Drawing Our Sports Shoes Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Make structures by joining simple objects together. (Techniques	

How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to recognise how others show feelings and how to respond About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for manaaina feelinas. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. About good and not so aood feelinas, a vocabulary to describe their feelings to others and simple strategies for managing feelings. To communicate their feelings to others, to recognise how others show feelings and how to respond. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). That they belong to various groups and communities such as family and school.

To identify and respect the differences and similarities between people. To recognise different types of teasing and bullvina: to understand that these are wrong and unacceptable. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

To recognise what is fair

and unfair, kind and

unkind, what is right and

wrong.

lifestyle including the benefits of physical activity, rest, healthy eating and dental health. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. About the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). That household products, including medicines, can be harmful if not used

properly.

To judge what kind of

physical contact is

acceptable, comfortable,

unacceptable and

uncomfortable and how

to respond (including who

to tell and how to tell

them).

The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings: being able to take turns, share and understand the need to return things that have been borrowed). That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.

lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. How some diseases are spread and can be controlled: the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. To think about themselves, to learn from their experiences, to recognise

but challenging goals.
To offer constructive
support and feedback to
others.
To recognise how their
behaviour affects other
people

and celebrate their

strengths and set simple

(including external genitalia); the similarities and differences between boys and girls. About the process of arowina from vouna to old and how people's needs chanae. About the process of arowina from vouna to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may brina. Strategies to resist teasing or bullving, if they experience or witness it. whom to go to and how to get help. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping anv secret that makes them feel uncomfortable. anxious or afraid. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. The names for the main parts of the body (including external genitalia); the similarities and differences between

bovs and airls.

What is meant by 'privacy';

their right to keep things

'private'; the importance

of respecting others'

privacy.

	To recognise when people are being unkind either to					
	them or others, how to respond, who to tell and					
	what to say.					
	To listen to other people,					
	and play and work					
	cooperatively (including					
	strategies to resolve simple arguments through					
	negotiation).					
	What do Christians	Why does Christmas	What do Christians are		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
	believe God is like? Identify a parable.	matter to Christians?	Who do Christians say made the world?	What is the 'good news' Christians believe Jesus	Why does Easter matter to Christians?	Who is a Muslim and how do they live?
		Recognise that Jesus is	Listen to the story of	brings?	Listen to and discuss the	now do mey live:
	Explore the Story of the	believed to be God on	creation from Genesis.		story of Holy Week.	State what a Muslim is.
	Lost Son.	Earth.	Creation from Corresis.	Discuss the 12 disciples.	Sicry criticity wook.	orare writer a mesiminis.
	Discuss the Story of the	Recognise the	Retell the story of creation from Genesis.	Identify how Jesus teaches us about	Participate in an Easter Labyrinth.	Explore the name of the pillars of Islam.
	Lost Son means to	importance of baby		forgiveness.		p.mono e necentra
	Christians.	Jesus.	Identify how to show	Identify how Jesus	Discuss the emotions of	Explain the Salah Pillar
RE	Explain how Christians	Retell the Nativity story.	gratitude.	teaches us about peace.	Jesus' followers.	and what it means.
	show their belief in	Refer the Nativity story.		Identify ways that		
	God.	Explain why Christmas is	Identify ways that	Christians bring Jesus'	Define the term	Explain the Zakat Pillar
		important for Christians.	Christians show	good news to others.	resurrection.	and what it means.
	Explain how Christians		gratitude.	Identify ways that	Talk about how Halv	Evolain the Say on Pillar
	put their beliefs into	Define what 'advent'	Ask questions about	Christians say sorry to	Talk about how Holy Week is celebrated.	Explain the Sawm Pillar and what it means.
	practise.	means.	Creation.	God.	Week is celebrated.	and what it means.
			Groundin.	Explain they key	Reflect on the way the	Explain the Hajj Pillar
	Write about the Story of	Compare religious and	Explain they key	teachings from the	story changes from	and what it means.
	the Lost Son.	non-religious views about Christmas.	teachings from Genesis.	Gospel of Jesus.	sadness to happiness.	
		about Chilishinas.			AAIII CL-III C " "	Taekwondo, Healthy
	Multi Skills: Balance.		Gymnastics		Multi Skills: Coordination with Equipment and Agility	Lifestyle and Nutrition
	Agility, Coordination	Multi Skills: Agility and		Dance	Reaction/Response	
		Coordination	Hold a balance whilst walking along a straight	Establish sequences of		Identify that exercise is good for our minds.
	Identify that exercise is	Hold a balance whilst	line.	actions and skills, which	Jump for distance.	good for our minus.
PE	good for our minds.	walking along a straight		have a clear beginning,	Catch a bean bag.	Identify and name some
	Zig-zag through a series of	line.	Jump for height.	middle and ending.	Calcit a beatt bag.	large bones.
	markers spaces evenly,	Hop on the spot using	Link skills and actions in	Describe and comment	Throw a small ball	Understand why the
	about 2m apart.	the same foot.	different ways to suit	on performance.	underarm, using the	brain, heart and lungs
			different activities.		correct technique.	are important body parts.
		Location, Location,		To Phymouth and		
	Dinosaurs	Location, Location,	Ancient Egypt	To Plymouth and Beyond!	Significant Sport Stars	Wonderful Weather
				20,0		

Curriculum Enrichment Activity Dinosaur World, Torbay Budeaux	Ancient Egypt Exhibition, The Box Plymouth	Open Top Bus Tour of Plymouth Visit Buckfast Abbey	Brickfields	Explorer Dome Visit PIETY Centre	
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Marine Academy Primary Year 2 Curriculum Map

V = === 0	Auf	lumn	Spring		Sumi	mer
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Vile Victorians The reign of Queen Victoria was an era of astonishing progress and prosperity for Britain. It was the age of the railway and feats of engineering; of manufacturing and trade; of numerous discoveries in science and medicine, and the age of empire, when Britain ruled half the world. They may have looked all prim and proper, but the Victorians were a jolly naughty bunch who could be vicious, violent and villainous. The children will learn about different aspects of Victorian life, what it was like for the rich and the poor and will compare it with Elizabethan times and with life today.	Building on our geographical knowledge from Year 1, we will take a closer look at the seven continents and the oceans and seas that surround them. We will find out about the different weather and climates in these areas and compare them with weather here in Britain.	The Great Fire of London The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again – this time not as a result of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.	Rainforests This unit will teach the class about the characteristics of a rainforest, extending children's knowledge of the world. Children will learn about the plants and animals located within a rainforest. They will continue to build on their map skills using atlases, world maps and globes more widely, in order to focus on the Amazon rainforest and physical and human features of Brazil.	World War II VE Day VE Day - or 'Victory in Europe Day' - marks the end of World War Two (WW2) when fighting against Nazi Germany in Europe came to an end. We will be learning about the key events of the war, who was involved, what life was like back then, how the war affected Plymouth and what life was like after.	Our Food, Our World This topic links the everyday experience of buying and eating food within the UK along with the children's growing geographical understanding of the world. Children study the local area, looking closely at a market and farm to understand the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).

	61 147 111	Fantasy:				
	Story Writing:	Daisy Doodles by	Traditional Tales:	Adventure Story Writing:	Poetry:	Letters:
English	How to Hide Lion at School by Helen Stephens	Michelle Robinson	Mixed Up Fairy Tales by Hilary Robinson	Augustus and His Smile by Catherine Rayner	Zim Zam Zoom by James Carter	The Day the Crayons Quit
Writing	Recount:	Information:	Poetry:	Information:	Explanation:	Information:
٨	My Day at the Zoo by Jay Dale	Could a Penguin Ride a Bike? By Bitskoff and Bedoyere	Tell Me a Dragon by Jackie Morris	I Don't Like Snakes by Nicola Davies (fiction and Non-Fiction)	Seed to Sunflower by Camilla de la Bédoyère	This is How We Do It by Matt Lamothe
Whole Class	Fiction: Izzy Gizmo by Pip Jones	Fiction: The Deep Dark Wood by Algy Craig Hal Fiction:	Fiction: Eliot, Midnight Superhero by Anne Cottringer Fiction:	Early Chapter Book Fiction: The Monster Crisp- Guzzler by Malorie	Fiction: The Conquerors by David McKee Fiction:	Early Chapter Book Fiction: Cereal Superfan by Julia
	Izzy Gizmo and the nvention	Little Red by Lynn Roberts	Toby and the Great Fire of London by Margaret Nash	Blackman	Rooster Wore Skinny Jeans by Jessie Miller	Donaldson
	Place Value (Within 10)	Addition and Subtraction (Within 10)	Place Value (Within 20)	Place Value (Within 50)	Multiplication and Division	Place Value
Maths Maths Ichinates a second and a second a second and a second an	Recall all number and sto and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive elationships (e.g. If 7 + 3 = 10, then 17 + 3 = 0; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 7, 17 - 14 = 3 and 17 - 3 = 14). Recognise the place value of each digit in a two-digit number (tens, ones). dentify, represent and estimate numbers using different representations, including the number line. Compare and order	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Add and subtract numbers using concrete	Addition and Subtraction (Within 20) Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 - 2 = 3). Represent and use subtraction facts within 20. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds within 20. Add one-digit and two-digit numbers to 20, including zero. Subtract one-digit and two-digit numbers to 20, including zero.	Use place value and number facts to solve problems. Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. 29 + 17 = 15 + 4 + ?; Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc. Length and Height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales,	Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using concrete materials and mental methods.	Use place value and number facts to solve problems. Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. 29 + 17 = 15 + 4 + ?; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100. Read scales in divisions of ones, twos, fives and tens

100; use <, > and = signs.

Read and write numbers to at least 100 in numerals.

Read and write numbers to at least 100 in words.

Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones.

Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

representations, and mentally, including a two-digit number and tens.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5.

Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet.

Recognise the relationships between

Ask and answer questions about totalling and comparing categorical data.

Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.

thermometers and measuring vessels.

Mass and Volume

Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

Order and arrange combinations of mathematical objects in patterns and sequences. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.

Fractions

Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.

Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

Position and Direction

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Read scales where not all numbers on the scale are given and estimate points in between.

Solve missing number problems using addition and subtraction.

Money

Recognise and know the value of different denominations of coins and notes.

Time

Compare and sequence intervals of time

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Remember the number of minutes in an hour and the number of hours in a day

Read the time on a clock to the nearest 15 minutes.

addition and subtraction and rewrite		
addition statements as simplified multiplication		
statements e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2		
× 5 = 4 × 10.		
Recognise and use symbols for pounds (£)		
and pence (p); combine amounts to		
make a particular value.		
Find different combinations of coins		
that equal the same amounts of money.		
Solve simple problems in		
a practical context involving addition and		
subtraction of money of the same unit, including		
giving change.		
Shape		
Identify and describe		
Identify and describe the properties of 2-D shapes, including the		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges,		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Name some common 2-D and 3-D shapes from		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Name some common 2- D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Name some common 2- D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares,		
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Name some common 2- D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles,		

		Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices and describe what is different about them.		Rising Star -		
Science	Rising Star - Switched On 'Healthy Me' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Mini Worlds' Observe closely. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Materials Monster' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Move It' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Rising Star - Switched On 'Young Gardeners' Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.	Rising Star - Switched On 'Little Masterchefs' Observe closely. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data in answering questions.

			Gather and record		
			data in answering		
			questions.		
			5,000		
	Mile Mieteriene	The Great Fire of London		World War II	
	Vile Victorians			VE Day	
		Show an awareness of the past,			
	Show an awareness of	using common words and		Show an awareness of the	
	the past, using	phrases relating to the passing of		past, using common words	
	common words and	time. (Chronological		and phrases relating to the	
	phrases relating to the	understanding)		passing of time.	
	passing of time.	oriacisiariang)		(Chronological	
	(Chronological	Describe where people and		understanding)	
	understanding)	events studied fit within a		ondersianding)	
				Describes a labores researches and a sure of	
	Describe where	chronological framework and		Describe where people and	
	people and events	identify similarities and		events studied fit within a	
	studied fit within a	differences between ways of life		chronological framework and	
		in different periods.		identify similarities and	
	chronological	(Chronological understanding)		differences between ways of	
	framework and			life in different periods.	
	identify similarities and	Ask and answer questions,		(Chronological	
	differences between	choosing and using parts of		understanding)	
	ways of life in different	stories and other sources to show		G,	
	periods.	that he/she knows and		Ask and answer questions,	
	(Chronological	understands key features of		choosing and using parts of	
History	understanding)	events. (Historical enquiry)		stories and other sources to	
i iisioi y		everns. (mistorical engolity)		show that he/she knows and	
	Ask and answer				
	questions, choosing	Show understanding of some of		understands key features of	
	and using parts of	the ways in which we find out		events. (Historical enquiry)	
	stories and other	about the past and identify			
	sources to show that	different ways in which it is		Show understanding of some	
	he/she knows and	represented. (Historical enquiry)		of the ways in which we find	
				out about the past and	
	understands key	Describe events beyond living		identify different ways in	
	features of events.	memory that are significant		which it is represented.	
	(Historical enquiry)	nationally or globally e.g. the		(Historical enquiry)	
		Great Fire of London, the		' ''	
	Show understanding	first aeroplane flight or events		Describe changes within living	
	of some of the ways in	commemorated through festivals		memory and aspects of	
	which we find out	or anniversaries. (Historical		change in national life.	
	about the past and	interpretations)		(Historical interpretations)	
	identify different ways				
	in which it is	Uso a wide veesbulen, of		Describe significant historical	
	represented. (Historical	Use a wide vocabulary of		Describe significant historical	
	enquiry)	everyday historical terms.		events, people and places in	
	395,	(Organisation and		his/her own locality. (Historical	
	Describe changes	communication)		interpretations)	
	<u> </u>				
	within living memory				

	and aspects of change in national life.		Speak about how he/she has found out about the past.		Use a wide vocabulary of everyday historical terms.	
	(Historical		(Organisation and		(Organisation and	
	interpretations)		communication)		communication)	
	Describe events		Record what he/she has learned		Speak about how he/she has	
	beyond living memory		by drawing and writing.		found out about the past.	
	that are significant		(Organisation and		(Organisation and	
	nationally or globally		communication)		communication)	
	e.g. the Great Fire of				5	
	London, the first				Record what he/she has	
	aeroplane flight or events				learned by drawing and writing. (Organisation and	
	commemorated				communication)	
	through festivals or				,	
	anniversaries.				Discuss the lives of significant	
	(Historical				people in the past who have	
	interpretations)				contributed to national and	
	Use a wide vocabulary				international achievements	
	of everyday historical				and use some to compare aspects of life in different	
	terms. (Organisation				periods. (Understanding of	
	and communication)				events, people and changes)	
	Speak about how					
	he/she has found out					
	about the past. (Organisation and					
	communication)					
	Record what he/she					
	has learned by					
	drawing and writing.					
	(Organisation and communication)					
	Commonication					
	Discuss the lives of					
	significant people in					
	the past who have					
	contributed to					
	national and international					
	achievements and use					
	some to compare					
	aspects of life in					
	different periods.					
	(Understanding of					
	events, people and changes)					
	Changes)					
Geography		What a Wonderful World		Rainforests		Our Food, Our World
o cograpily						

Use world maps, atlases	Ask simple	Ask simple geographical
and globes to identify	geographical	questions e.g. What is it like
the United Kingdom and	questions e.g. What is it	to live in this place?
its countries, as well as	like to live in this	(Geographical skills and
the countries, continents	place? (Geographical	fieldwork)
and oceans studied at	skills and fieldwork)	
this key stage.		Use basic geographical
(Geographical skills and	Understand how some	vocabulary to refer to key
fieldwork)	places are linked to	human features, including:
Holawork	·	city, town, village, factory,
	other places e.g.	
Name, locate and	roads, trains.	farm, house, office, port,
identify characteristics	(Locational	harbour and shop.
of the four countries and	knowledge)	(Human and physical
capital cities of the	9 /	geography)
United Kingdom.	Understand	9009.2577
_		Han wallel manua a milinana
(Locational knowledge)	geographical	Use world maps, atlases
	similarities and	and globes to identify the
Name and locate the	differences through	United Kingdom and its
world's seven continents	studying the human	countries, as well as the
and five oceans.	and physical	countries, continents and
(Locational knowledge)	geography of a small	oceans studied at this key
(Localional knowledge)		,
	area of the United	stage.
Use simple compass	Kingdom, and of a	(Geographical skills and
directions (North, South,	small area in a	fieldwork)
East and West) and	contrasting non-	
locational and	European country.	
directional language	(Place knowledge)	
	(Flace knowledge)	
e.g. near and far; left		
and right, to describe	Identify seasonal and	
the location of features	daily weather patterns	
and routes on a map.	in the United Kingdom	
(Geographical skills and	and the location of hot	
fieldwork)	and cold areas of the	
lieldwork)		
	world in relation to the	
Identify seasonal and	Equator and the North	
daily weather patterns	and South poles.	
in the United Kingdom	(Human and Physical	
and the	Geography)	
location of hot and cold		
areas of the world in	Lico hacia	
	Use basic	
relation to the Equator	geographical	
and the	vocabulary to refer to	
North and South Poles.	key physical features,	
(Human and physical	including: beach, cliff,	
geography)	coast, forest, hill,	
90091451171	mountain, sea, ocean,	
Hard to see a second CC - C		
Use basic geographical	river, soil, valley,	
vocabulary to refer to	vegetation, season	
key physical features,	and weather.	
including: beach, cliff,	(Human and physical	
coast, forest, hill,	geography)	
mountain, sea, ocean,	9009145119)	
river, soil, valley,		

		vegetation, season and weather. (Human and physical geography) Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)		Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Geographical skills and fieldwork)		
Computing	Information Technology Around Us Use technology safely and keep personal information private (e-Safety) Recognise how others use technology outside of school (Computers)		Digital Photography Use different software programs and discuss the benefits of their usage (Using Computers) Use technology purposefully to create, store and retrieve digital content (Using Computers)		Programming Quizzes Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding) Create a simple program to perform a task (Coding) Create and debug simple programs (Coding) Find and fix simple bugs in programs (Coding) Understand that programs run by following clear instructions (Coding)	
Design Technology		Creating a Lever Based 3D Christmas Card Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)		Designing and Making a Hand Puppet Using Sewing for a Chinese Myth Design purposeful, functional, appealing products for himself/herself and other users based on		Creating a Healthy and Nutritious Summer Meal Understand the need for a variety of food in a diet. (Cooking and Nutrition) Understand that all food has to be farmed, grown or

model and communicate his/her lides through taking. death through taking. modelugs and where appropriate, information and communication betwinding the analysis of the appropriate, information and communication betwinding a variety of materials and stable. Processes Investigate different techniques for stiffering a variety of materials and stable. Processes Investigate affidient methods of enabling structures to amount stable. Processes Dolore and use mechanisms ag, leves, elicities and stable. (Processes) Dolore and use mechanisms ag, leves, elicities and stable. (Processes) Choose appropriate look, equipment, materials from a wide range. (Processes) Safely measure, materials and stable products and shape and stable products and stable that has made using a design criteria. (Processes) Printing William Monts Printing William Monts Printing William Monts Printing William Monts The Great Fire of London Londocapes in Fabric Use andwork to record. Use andwork to record.						I	11.70
communicate inshirt ideas through toking, drawing, templates, mackups and when an a			Generate, develop,		design criteria.		caught. (Cooking and
ideas through toking, derwing, templates, mack-ups and, where appropriate, information and communicate higher destination and communicate higher destination and communicate higher appropriate, information and communication technology. (Processes) and where appropriate, information and communication technology. (Processes) and processes) and processes and appropriate appropriate foliate, information and appropriate foliate, equipment, fachiniques and materials stanctures to expense and use mechanisms e.g., levers, information and appropriate foliate, equipment, fachiniques and materials from a wide range, (Processes) Safely measure, mate out, cut and shape moterials from a wide range of foliate, (Processes) 2 Evaluate and assess existing products and finase that fearly and appropriate foliate, equipment, fechniques and materials from a wide range of foliate, (Processes) 2 Evaluate and assess existing products and finase that fearly and appropriate foliate, equipment using a range of foliate, (Processes) 2 Evaluate and assess existing products and finase that fearly the base made using a design criteria. (Processes) 2 Evaluate and assess existing products and finase that her/the has made using a design criteria. (Processes) 2 Evaluate and assess existing products and finase that her/the has made using a design criteria. (Processes) 2 Evaluate and assess existing products and finase that her/the has mode using a design criteria. (Processes) 2 Evaluate and assess existing products and finase that her/the has mode using a design criteria. (Processes)					(Processes)		Nutrition)
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	and experiences. Try		Try out different activities and		experiences. Try out different	
	out different activities		make sensible choices about		activities and make sensible	
	and make sensible		what to do next. (Learning)		choices about what to do	
	choices about what to				next. (Learning)	
	do next. (Learning)		Give reasons for his/her			
	, , ,		preferences when looking at		Give reasons for his/her	
	Give reasons for		art/craft or design work.		preferences when looking at	
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			what to do next. (Learning)		make sensible choices about	
	Try out different				what to do next. (Learning)	
	activities and make		Develop techniques to join			
	sensible choices about		fabrics and apply decorations		Select particular techniques	
	what to do next.		such as a running or over stitch.		to create a chosen product	
	(Learning)		(Techniques)		and develop some care and	
	(Leaning)		(160111114063)		control over materials and	
	Kin av villa avk allet a m					
	Know that different		He/she is able to make textured		their use. (Learning)	
	artistic works are		collages from a variety of media			
	made by craftspeople		and by folding, crumpling and		Use a variety of techniques	
	from different cultures		tearing materials. (Techniques)		including carbon printing,	
	and times. (Learning)				relief, press and fabric printing	
	, , ,				and rubbings. (Techniques)	
	Experiment with tones					
	using pencils, chalk or				Experiment with basic tools on	
	charcoal.				rigid and flexible materials.	
	(Techniques)				(Techniques)	
	Represent things					
	observed,					
	remembered or					
	imagined using					
	colour/tools.					
	(Techniques)					
	(100111119000)	Creating Rhythmic		To create a rhythmical		To understand that rhythm
		Patterns to Represent		piece of music that		has value and melody is
		Different Human				
				repeats on		important in music
		Environments		Glockenspiel		
						Listen with concentration
		Songs:		Listen with		and understanding to a
		★ Relax Paradise:		concentration and		range of high-quality live
		Relaxing music with		understanding to a		and recorded music.
		African drums		range of high-quality		
Music		★ Che Che Kule		live and recorded		Develop an
		STIS CITIC ROIG		music.		understanding of melody,
		Listen with		THOSIC.		the words and their
				Davidan su		
		concentration and		Develop an		importance in the music
		understanding to a		understanding of		being listened to.
		range of high-quality		melody, the words and		
		live and recorded		their importance in the		Begin to describe a piece
		music.		music being listened		of music using a
				to.		developing understanding
				10.		as relepting enderstanding

		Dayalan an		I		of the interrelated musical
		Develop an		Build an understanding		
		understanding of		Build an understanding		dimensions.
		melody, the words and		of the pulse and internalise it when		Understand that texture
		their importance in the				
		music being listened to.		listening to a piece of		describes the layers within
				music.		the music.
		Sing a song in two				
		parts.		Sing a song in two		Understand that structure
				parts.		describes how different
		Understand that				sections of music are
		structure describes how		Improvise a simple		ordered.
		different sections of		rhythm using different		
		music are ordered.		instruments including		Improvise a simple rhythm
				the voice.		using different instruments
		Understand that texture				including the voice.
		describes the layers		Begin to describe a		
		within the music.		piece of music using a		
				developing		
		Use his/her voice		understanding of the		
		expressively and		interrelated musical		
		creatively by singing		dimensions.		
		songs and speaking				
		chants and rhymes with				
		growing confidence.				
	Me and My	Valuing Difference		Rights and	Being My Best	Growing and Changing
	Relationships	To identify and respect	Keeping Myself Safe	Responsibilities	To think about themselves, to	To offer constructive
	How they can	the differences and	That household products,	That people and other	learn from their experiences,	support and feedback to
	contribute to the life of	similarities between	including medicines, can be	living things have rights	to recognise and celebrate	others.
	the classroom and	people.	harmful if not used properly.	and that everyone has	their strengths and set simple	About change and loss
	school.	To recognise that their	Rules for and ways of keeping	responsibilities to	but challenging goals.	and the associated feelings
	To help construct, and	behaviour affects other	physically and emotionally safe	protect those rights	To recognise what they like	(including moving home,
	agree to follow group,	people.	including responsible ICT use and	(including protecting	and dislike, how to make real,	losing toys, pets or friends).
	class and school rules,	To identify their special	online safety, road safety, cycle	others' bodies and	informed choices that	About the process of
	and to understand	people (family, friends,	safety and safety in the	feelings; being able to	improve their physical and	growing from young to old
	how these rules help	carers), what makes	environment, rail, water and fire	take turns, share and	emotional health, to	and how people's needs
	them.	them special and how	safety.	understand the need	recognise that choices can	change.
	To communicate their	special people should	About people who look after	to return things that	have good and not so good	About growing and
PSHE ar	feelings to others, to	care for one another.	them, their family networks, who	have been borrowed).	consequences.	changing, and new
SMSC	3	That they belong to	to go to if they are worried and	About the 'special	How some diseases are	opportunities and
3/4/30	show feelings and how	various groups and	how to attract their attention.	people' who work in	spread and can be	responsibilities that
	to respond.	communities such as	About the ways that pupils can	their community and	controlled; the responsibilities	increasing independence
	To recognise different	family and school.	help the people who look after	who are responsible for	they have for their own health	may bring.
	types of teasing and	To recognise what is fair	them to more easily protect	looking after them and	and that of others; to develop	The names for the main
	bullying; to understand	and unfair, kind and	them.	protecting them; how	simple skills to help prevent	parts of the body (including
	that these are wrong	unkind, what is right and	To recognise that they share a	people contact those	diseases spreading.	external genitalia); the
	and unacceptable.	wrong.	responsibility for keeping	special people when	The importance of and how	similarities and differences
	Strategies to resist	To listen to other people,	themselves and others safe,	they need their help,	to maintain personal hygiene.	between boys and girls.
	teasing or bullying, if	and play and work	when to say, 'Yes', 'No', 'I'll ask'	including dialling 999 in	What constitutes, and how to	Ways in which they are all
	they experience or	cooperatively (including	and 'I'll tell', including knowing	an emergency.	maintain, a healthy lifestyle	unique; understand that
	witness it, whom to go		that they do not need to keep	What improves and	including the benefits of	there has never been, and
	wiii iess ii, wiioiii io go	strategies to resolve	паппеу ао поглева то кеер			
	to and how to sist	simple arguments	saarata	harmanthair la acil	physical activity root besitted	l will power be apother.
	to and how to get help.	simple arguments through negotiation).	secrets.	harms their local, natural and built	physical activity, rest, healthy eating and dental health.	will never be, another 'them'.

	To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.			environments and develop strategies and skills needed to care for these (including conserving energy). That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.	What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.
RE	Who is Muslim and how do they live? Identify the 99 names of Allah. Recognise the words of the Shahadah and that it is very important for Muslims. Begin to consider how their beliefs impact how a Muslim lives. Give an example of a story about the Prophet. Reflect on Muslim beliefs and ways of living.	Who is Jewish and how do they live? Consider what is meaningful to me. Learn the special objects to Jewish people. Learn what the mezuzah is. Learn what a mezuzot is. Decide on my own important messages.	Who is Jewish and how do they live? Learn what Shabbat is. Learn the traditional Shabbat greeting. Reflect on what Jewish people do on Shabbat. Learn the story of David and Goliath. Learn the story of Chanukah. Reflect on the importance of Chanukah.	What makes some places sacred to believers? Understand the terms 'holy' and 'sacred'. Identify a place of worship sacred to Christians. Identify a place of worship sacred to Jewish people. Identify a place of worship sacred to Muslims. Compare and contrast places of worship. Compare religious places of worship to non-religious special places.	How should we care for others and the world and why does it matter? Understand the Christian belief that each person is valuable. Recognise caring actions. Understand Jesus' teachings about being a good neighbour. Understand the meaning of the story 'The Good Samaritan'. Recount the story of Genesis. Understand the meaning in the story of Genesis.	What does it mean to belong to a faith community? Explore the concept of belonging. Understand symbols of Christian belonging. Understand symbols of Muslim belonging. Understand symbols of Jewish belonging. Learn about Christian baptism. Learn how a baby is welcomed in Islam.

							Swimming/Athletics
PE	Taekwondo, Healthy Lifestyle and Nutrition Identify and name some large bones and muscles and explain why they are important. Understand that the heart is a muscle which grows during exercise and pumps blood carrying oxygen and energy around the body. Understand that food is broken down into energy in our digestive system.	Multi Skills: Coordination with Equipment and Agility Reaction/Response Catch a small ball. Throw a ball overarm, using the correct technique.	Dance Compare his/her performs with others. Structure sequences of as and skills in different order improve performance (speed/direction/level/estate)	Jump for height with a controlled landing.	Zig-zc tigh	Iti Skills: Agility and Coordination ag through a series of tly spaces markers. ong a straight lie using the same foot.	Enter the water safely and move in all directions for a short distance. Structure sequences of actions and skills in different orders to improve performance (speed/direction/level/etc.) Be at ease with water showered from above and wetting the face. Maintain a floating position with aids or support. Push and glide in a horizontal position from the side. Demonstrate an understanding of water safety. Jump in from the poolside safely. Blow bubbles underwater with nose and mouth submerged. Regain upright position from a back or front float. Push and glide on the back from the side of the pool. Perform a 360 degree rotation from front to back and back to front.
Curriculum	Vile Victorians	What a Wonderful World	The Great Fire of London	Rainforests		World War II VE Day	Our Food, Our World
Enrichment Activity	Morwellham Quay	Pennywell Farm	South West Heritage Visitor	Eden Project		Mount Edgcumbe WW2 Experience VE Day 'Street Party'	Occombe Farm



Marine Academy Primary Year 3 Curriculum Map

	Autu		Spr	ing	Summer	
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Prehistoric Britain The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were huntergatherers then gradually, people learned new skills such as farming and then later discovered the secrets of making bronze and iron. Prehistoric people couldn't read or write, but they were astonishing builders. Their tombs, forts and monuments have survived for thousands of years.	Mountains, Volcanoes and Earthquakes Mountains can join up with other mountains to make up a range. Mountains are very rocky and difficult to grow things on. Also, the higher the mountain goes up, the colder it gets – this means different kinds of plants and animals might live at the top of a mountain than at the bottom, depending on just how high it is.	The Shang Dynasty The Shang Dynasty is the first historic dynasty of China. The river valley of the Yellow River provided a fertile area for this civilisation to develop; little has survived of their domestic architecture. Fortunately, royal and other tombs have provided many clues as to life under the Shang. The Dynasty lasted for six hundred years and encompassed the reign of thirty emperors.	Villages, Towns and Cities Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there and how many facilities there are. A village is small but may have a school, shops, a Post Office and a village hall. A town is larger with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.	Ancient Greece Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks, and a lot of things they did help to make up our society today. They even invented the Olympics! We have learned a lot from Ancient Greek philosophy, language, theatre, medicine, government and more.	The water cycle is the continuous journey water takes from the sea, to the sky, to the land and back to the sea. The movement of water around our planet is vital to life as it supports plants and animals. Powered by the Sun, the water cycle is happening all the time, though some parts of the cycle take hundreds of years.
English Writing	Traditional Tales: Ratpunzel by Charlotte Guillain Letters:	Stories of the Same Author:	Adventure Stories: Blue John by Berlie Doherty	Plays and Dialogues: Paddington Goes to Town/Goes for Gold by Michael Bond	Quest Story: Oliver and the Seawigs by Philip Reeve and Sarah McIntyre	Wordless Picture Book: Flotsam by David Wiesner Biography:

	Ask Dr K Fisher About Animals by Claire Llewellyn, ill. Kate Sheppard	Mimi and the Mountain Dragon by Michael Morpurgo Chronological Reports: The Great Fire of London		etry: oger McGough	Instructions: Grow Your Own Lettuce by Helen Lanz	l Am Not a Label by Cherrie Burnell
Whole Class Reading	Fiction: Stone Age Boy by Satoshi Kitamura Fiction: Picture Book Amazing Grace by Mary Hoffman Place Value	Fiction: One Christmas Wish by Katherine Rundell Fiction: Picture Book The Proudest Blue by Ibtihaj Muhammad	Fiction: Varjak Paw by SF Said Multiplication and Division	Fiction: Pugs of the Frozen North by Philip Reeve and Sarah McIntyre	Fiction: Operation Gadgetman by Malorie Blackman Fractions B	Fiction: The Iron Man by Ted Hughes Shape
Maths	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. 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. Read and write numbers up to 1000 in words Solve number problems and practical problems involving these ideas. Add and subtract numbers	Addition and Subtraction (Continued) Add and subtract numbers mentally, including a three-digit number and hundreds. 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. Multiplication and Division A Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, 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. Length and Perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	Fractions A Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise and show, using diagrams, equivalent fractions with small denominators. Mass and Capacity Measure, compare, add	Add fractions with the same denominator within one whole e.g. 5/7 + 1/7 = 6/7. Subtract fractions with the same denominator within one whole e.g. 6/7 - 1/7 = 5/7. Compare and order unit fractions, and fractions with the same denominators Solve fraction problems. Money Add and subtract amounts of money to give change, using both £ and p in practical contexts. Time Tell the time from an analogue clock, including using Roman numerals	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles and identify whether other angles are greater or less than a right angle. Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn. Statistics Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in
	mentally, including a three-digit number and ones Add numbers with up to three digits using the		simple 2-D shapes.	and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (I/mI).	from I to XII, and 12-hour and 24-hour clocks. Write the time using an analogue clock, including using Roman numerals	scaled bar charts and pictograms and tables. Interpret and present data using bar charts, pictograms and tables.

	formal method of columnar addition. Add and subtract numbers mentally, including a three-digit number and tens. Subtract numbers with up to three digits using the formal method of columnar subtraction.				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 e.g. to calculate the time taken by particular events or tasks.	
	Chemistry	Chemistry 'Rock Cycle'	Physics 'Light'	Biology 'Plants'	Physics 'Forces and Magnets'	Chemistry
	'Practical Skills' Set up simple practical enquiries, comparative and fair tests.	Recognise that soils are made from rocks and organic matter. Describe simply how fossils are formed when	Show that light is reflected from surfaces. Explain that light is needed, in order to see things and that dark is	Explain what different parts of flowering plants do. Explore the requirements of plants	Compare how things move on different surfaces. See that some forces need contact between	'Raw and Synthetic Materials' Compare and group together everyday materials on the basis of
Science	Make systematic and careful observations. Gather, record, classify and present data.	things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of	the absence of light. Explain that light from the sun can be dangerous and that there are ways to	for life and growth and how they vary from plant to plant. Investigate the way in which water is	two objects but magnetic forces can act at a distance. Compare and group some materials on the	their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and
	Record findings using simple scientific	their appearance and simple physical	protect eyes. Show how shadows are formed when the light	transported within plants. Explore the part that	basis of whether or not they are attracted to a magnet and identify	response to magnets Recognise that some materials will dissolve in
	language, drawings, labelled diagrams, keys, bar charts, and tables.	properties. Examine and do practical experiments on various types of rocks, in order to group	from a light source is blocked by a solid object. Show that there are	flowers play in the life cycle of flowering plants, including pollination, seed	some magnetic materials. Observe how magnets attract or repel each	liquid to form a solution, and describe how to recover a substance from a solution

	Use results to draw	simple physical		Describe magnets as	might be separated,
	simple conclusions.	properties.		having two poles.	including through
	, , , , , , , , , , , , , , , , , , , ,	11		Predict whether two	filtering, sieving and
	Identify differences,			magnets will attract or	evaporating
	similarities or changes			repel each other,	Give reasons, based on
	related to simple			depending on which	evidence from
	scientific ideas and			poles are facing.	comparative and fair
	processes.				tests, for the particular
					uses of everyday
	Use straightforward				materials, including
	scientific evidence to				metals, wood and
	answer questions or to				plastic
	support my findings.				Demonstrate that
	, , ,				dissolving, mixing, and
					changes of state are
					reversible changes
					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
					Set up simple practical
					enquiries.
					Ask relevant questions
					and use different types
					of scientific enquiry to
					answer them.
					Record the findings
					using drawings and
	Prehistoric Britain		The Character Discounts		labelled diagrams.
	Frenisione Britain		The Shang Dynasty	Ancient Greece	
	Use an increasing range of		Use an increasing range of	Use an increasing range of	
	common words and		common words and	common words and	
	phrases relating to the		phrases relating to the	phrases relating to the	
Llieto m.	passing of time.		passing of time.	passing of time.	
History	(Chronological understanding)		(Chronological understanding)	(Chronological	
	onderstanding)		oriderstanding)	understanding)	
	Describe where the		Describe where the	Describe memories of key	
	people and events studied		people and events studied	events in his/her life using	
	fit within a chronological		fit within a chronological	historical vocabulary.	
	framework and identify		framework and identify	, .	

similarities and differences similarities and differences (Chronological between ways of life in between ways of life in understanding) different periods. different periods. (Chronological (Chronological Describe where the understanding - Year 2) understanding - Year 2) people and events studied fit within a chronological Ask and answer auestions. Ask and answer auestions. framework and identify choosing and using parts choosing and using parts similarities and differences of stories and other of stories and other between ways of life in sources to show that sources to show that different periods. he/she knows and he/she knows and (Chronological understands key features understands key features understanding - Year 2) of events. (Historical of events. (Historical Ask and answer questions, enquiry - Year 2) enquiry - Year 2) choosing and using parts Show understanding of Show understanding of of stories and other some of the ways in which some of the ways in which sources to show that we find out about the past we find out about the past he/she knows and and identify different ways and identify different ways understands key features in which in which of events. (Historical it is represented. (Historical it is represented. (Historical enquiry - Year 2) enquiry - Year 2) enauiry - Year 2) Show understanding of Describe significant Speak about how he/she some of the ways in which historical events, people has found out about the we find out about the past and places in his/her own past. (Organisation and and identify different ways locality. (Historical communication - Year 2) in which interpretations - Year 2) it is represented. (Historical Record what he/she has enquiry - Year 2) Speak about how he/she learned by drawing and has found out about the writing. (Organisation and Describe events beyond past. (Organisation and communication - Year 2) living memory that are communication - Year 2) significant nationally or Describe the globally e.g. the Great Fire Record what he/she has achievements of the of London, the learned by drawing and earliest civilizations - an first aeroplane flight or writing. (Organisation and events commemorated overview of where and communication - Year 2) when the first civilizations through festivals or appeared and a depth anniversaries. (Historical Describe changes in Britain study of one of the interpretations - Year 2) from the Stone Age to the following: Ancient Sumer; Iron Age. (Understanding The Indus Valley: Ancient Speak about how he/she of events, people and Egypt; The Shang has found out about the changes - Year 6) Dynasty of Ancient China. past. (Organisation and (Understanding of events, communication - Year 2) Describe a study of an people and changes aspect or theme in British Year 6) Record what he/she has history that extends his/her learned by drawing and chronological knowledge writing. (Organisation and beyond communication - Year 2) 1066. (Understanding of Describe a study of events, people and changes - Year 6) Ancient Greek life and

			achievements and their	
			influence on the western	
			world. (Understanding	
			of events, people and	
			changes – Year 6)	
		Villages, Towns and Cities		
	Mountains, Volcanoes and			
	Earthquakes	Ask and respond to		
		geographical questions,		
	Ask and respond to	e.g. Describe the		Weather and the Water
	geographical questions,	landscape.		Cycle
	e.g. Describe the	Why is it like this? How is it		,
	landscape.	changing? What do you		Ask and respond to
	Why is it like this? How is it	think about that? What do		geographical questions,
	changing? What do you	you think it might be like		e.g. Describe the
	think about that? What do	ifcontinues?		landscape.
	you think it might be like			
		(Geographical skills and		Why is it like this? How is it
	ifcontinues?	fieldwork)		changing? What do you
	(Geographical skills and			think about that? What do
	fieldwork)	Analyse evidence and		you think it might be like
		draw conclusions e.g.		ifcontinues?
	Use basic geographical	make comparisons		(Geographical skills and
	vocabulary such as cliff,	between locations using		fieldwork)
	ocean, valley, vegetation,	aerial photos/pictures e.g.		
	soil, mountain, port,	population, temperatures		
	harbour, factory, office.	etc.		Understand and use a
	(Geographical skills and	(Geographical skills and		widening range of
	fieldwork)	fieldwork)		geographical terms e.g.
				specific topic vocabulary -
Geography	Understand and use a	Identify physical and		meander, floodplain,
	widening range of	human features of the		location, industry,
	geographical terms e.g.	locality.		transport, settlement,
	specific topic vocabulary -	(Human and physical		water cycle etc.
				•
	contour, height, valley,	geography)		(Geographical skills and
	erosion, deposition,	Do oo susiaa Haara susa		fieldwork)
	transportation,	Recognise there are		
	headland, volcanoes,	similarities and differences		Use basic geographical
	earthquakes etc.	between places. (Place		vocabulary such as cliff,
	(Geographical skills and	knowledge)		ocean, valley, vegetation,
	fieldwork)			soil, mountain, port,
		Communicate findings in		harbour, factory, office.
	Communicate findings in	ways appropriate to the		(Geographical skills and
	ways appropriate to the	task or for the audience.		fieldwork)
	task or for the audience.	(Geographical skills and		
	(Geographical skills and	fieldwork)		Know about the wider
	fieldwork)			context of places e.g.
		Know how the locality is		county, region and
	Know location of: capital	set within a wider		country.
	cities of countries of British	geographical context.		(Locational knowledge)
	Isles and U.K.,	(Locational knowledge)		,
	seas around U.K.,	(======================================		
	European Union countries	Describe human features		
	with high populations	of UK regions, cities and /or		
	wiin nigh populations	or or regions, chies and /or		

	Connecting Computers	largest cities in each continent. (Locational knowledge)	Events and Actions in	physical geography) Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography) Develop an awareness of how places relate to each other. (Place knowledge)	Stop-Frame Animation	
Computing	Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers) Understand that computer networks allow data to be transferred and shared (Networks) Understand that the internet is a large network that enables computers to share information (Networks) Make choices on which program is best for a given task		Programs Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers) Make choices on which program is best for a given task (Using Computers) Produce a simple program that completes a given task (Coding)		Make choices on which program is best for a given task (Using Computers) To use technology safely and respectfully, keeping personal information private (e-Safety) Recognise acceptable and unacceptable behaviour online (E-Safety) Understand what input and output devices are and how they are used (Computers) Use a range of input and output devices efficiently (Computers)	

	(Using Computers)			
Design Technology		Investigating How Hydraulics Can Power An Item Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes) Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes) Use knowledge of existing products to design his/her own functional product. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Create designs using annotated sketches, cross- sectional diagrams and simple computer programmes. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Strengthen frames using diagonal struts. (Processes)	Using Pneumatics to Create an Erupting Volcano Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes) Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes) Use knowledge of existing products to design his/her own functional product. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Create designs using annotated sketches, cross- sectional diagrams and simple computer programmes. (Processes) Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes) Strengthen frames using diagonal struts. (Processes)	Creating a Healthy Salad Talk about the different food groups and name food from each group. (Cooking and Nutrition) Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition) Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)

		Safely measure, mark out, cut, assemble and join with some accuracy. (Processes) Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		Safely measure, mark out, cut, assemble and join with some accuracy. (Processes) Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)		
Art	Exploring Our World Through Andy Goldsworthy's Work Using Sketching and Coloured Paper Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Know about some of the great artists, architects and designers in history and describe their work. (Learning) Explore shading, using different media. (Techniques) Compare and recreate form of natural and manmade objects. (Techniques)		Colour Exploration Through the Work of Mondrian and Kandinsky Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques) He/she is able to create a collage using overlapping and layering. (Techniques) Create printing blocks using relief or impressed techniques. (Techniques)		Using Greek Pottery Designs for Cross-Stitch Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning) Explain what he/she likes or dislikes about their work. (Learning) Know about some of the great artists, architects and designers in history and describe their work. (Learning) Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning) Add detail to work using different types of stitch, including cross-stitch. (Techniques)	
Music		To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos		To create and write rhythms using standard musical notation on percussion instruments		To use glockenspiels to write and create their own piece of music

		with a Focus on Pulse and Rhythm. Songs: A Million Dreams from The Greatest Showman Space Oddity by David Bowie Soar by Alyce Tzue Blue (Da Ba Dee) by Eiffel 65 Develop an understanding of formal, written notation which includes crotchets and rests. Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments. Begin to listen to and recall sounds with increasing aural memory. Sing songs with multiple parts with increasing confidence.		Develop an understanding of formal, written notation which includes crotchets and rests. Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments. Understand that improvisation is when a composer makes up a tune within boundaries. Find the pulse within the context of different songs/music with ease. Understand that composition is when a composer writes down and records a musical idea.		Develop an understanding of formal, written notation which includes crotchets and rests. Listen with direction to a range of high quality music. Confidently recognise a range of musical instruments. Begin to listen to and recall sounds with increasing aural memory. Understand that improvisation is when a composer makes up a tune within boundaries. Play and perform in solo or ensemble contexts with confidence.
PSHE and SMSC	Me and My Relationships Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.	Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. What being part of a community means and about the varied institutions that support communities locally and nationally. To listen and respond respectfully to a wide range of people; to feel	Keeping Myself Safe To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. That their actions affect themselves and others.	Rights and Responsibilities To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To explore and critique how the media present information.	Being My Best How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their	Growing and Changing To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To judge what kind of physical contact is acceptable or

To work collaboratively towards shared goals. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and manage 'dares'. To resolve differences by

looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

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. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That differences and similarities between people arise from a number of factors. including family, cultural, ethnic, racial and reliaious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). 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. 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.

To differentiate between the terms, 'risk', 'danger' and 'hazard'. Which, why and how, commonly available substances and druas (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To explore and critique how the media present information. Strategies for keeping safe online: the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 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. 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.
How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest'.

'loan', 'debt', and 'tax' (e.a.

their contribution to

society through the

payment of VAT).

choices and the benefits of eating a balanced diet. That bacteria and viruses can affect health and that following simple routines can reduce their spread. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To work collaboratively towards shared aoals. What positively and negatively affects their physical, mental and

emotional health.

unacceptable and how to respond.

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'.

How their body will, and emotions may, change as they approach and move through puberty.

About human reproduction.

			To recognise when they			
			need help and to develop			
			the skills to ask for help; to			
			use basic techniques for			
			resisting pressure to do			
			something dangerous,			
			unhealthy, that makes			
			them uncomfortable or			
			anxious, or that they think			
			is wrong.			
			Which, why and how,			
			commonly available			
			substances and drugs (including alcohol,			
			nicotine in tobacco and			
			'energy drinks') can			
			damage their immediate			
			and future health and			
			safety; that some are			
			restricted and some are			
			illegal to own, use and			
			give to others.			
	What do Christians learn	What is it like for	What is the trinity and	What kind of world did	Why do Christians call	For Christians, what was
	from the Creation story?	someone to follow	why is it important for	Jesus want?	the day Jesus died	the impact of the
	Appreciate the natural	God?	Christians?	sesos waiii.	'Good Friday'?	Pentecost?
	world.	004.	Cinishans.	Identify a text from the	Coournady.	Revisit learning on Holy
	wond.	Understand the	Define the Trinity.	Gospel.	Revisit the story of Holy	Week.
	Define God.	purpose of the Bible.	Define the finity.	O03pci.	Week.	WCCK.
	Define God.	purpose of the bible.	Explore the Gospel of	Identify the Beatitudes	Week.	Evoloro artwork about
	Un de retern de C e de ma	La avec the a atom caf Nia alla		*	line ereine erle er i Adems i fellt	Explore artwork about
	Understand God as	Learn the story of Noah.	Matthew.	and their purpose.	Imagine how Mary felt	the Pentecost.
	Creator.				during Holy Week.	
		Understand God's	Explain the symbolism	Learn the story of when		Learn about the
RE	Identify how Christians	covenant.	of water.	Jesus healed the blind	Learn how Christians	Christian belief that the
	look after the world.			man.	mark Holy Week.	world is God's kingdom.
		Recognise covenants	Compare and contrast			
	Compare Christian	that people make.	art about baptism.	Learn the story of when	Explore the emotions	Explore beliefs about
	views to non-Christian			Jesus healed the	Christians experience	the Holy Spirit.
	views.	Identify the promises	Write a baptism prayer.	paralysed man.	during Holy Week.	
		made at a Christian				Identify how Pentecost
	Explain why Christians	wedding.	Use art to express the	Learn the story of when	Create a performance	is celebrated by
	say sorry to God.		Trinity.	Jesus fed the 5000.	of Palm Sunday with a	Christians.
		Describe what it is like	,,	00000100000001	group.	0
		to follow God.		Explore Jesus'	groop.	Identify and explain
		10 10110 00 000.		teachings about love.		beliefs.
		OAA		Taekwondo, Healthy		
	Tag Rugby	Understand that	Gymnastics and Dance	Lifestyle and Nutrition	Tennis	Athletics
	Run at speed over a	determination and	Describe the differences	Vary skills, actions and	Perform a side stepping	Run at speed over a
PE	distance. (Acquiring and	perseverance are needed	between different body	ideas and link these in	gallop. (Acquiring and	distance. (Acquiring and
	developing skills)	to overcome a challenge.	parts. (Healthy bodies)	different ways to suit	developing skills)	developing skills)
		(Healthy mind)		different activities.		

	Van chilla craticus sus-1		Create a laterate suggested	(Applying a skills are all rain a	lindorates at the art	Van chille e stisses e s
	Vary skills, actions and	Chara bis/laar acces	Create a 'steps to success'	(Applying skills and using	Understand that	Vary skills, actions and
	ideas and link these in	Share his/her own	approach to achieving	tactics)	determination and	ideas and link these in
	different ways to suit	considered point of view	success. (Healthy mind)		perseverance are needed	different ways to suit
	different activities.	and listen to, and consider,	Dellere e e e e e e e e e e e	Understand that	to overcome a challenge.	different activities.
	(Applying skills and using	other peoples' opinions.	Balance on one foot.	determination and	(Healthy mind)	(Applying skills and using
	tactics)	(Personal and social)	(Acquiring and developing	perseverance are needed		tactics)
			skills)	to overcome a challenge.	Set more challenging	
	See separate document	Understand and use a		(Healthy mind)	goals and evaluate his/her	Vary his/her responses to
	for swimming.	widening range of	Climb a set of wall bars (or		achievements. (Healthy	tactics, strategies and
		geographical terms e.g.	similar). (Acquiring and	Name the parts of the	mind)	sequences used. (Applying
	Vary his/her responses to	specific topic vocabulary -	developing skills)	digestive system and		skills and using tactics)
	tactics, strategies and	meander, floodplain,		explain the processes.	Describe the differences	
	sequences used. (Applying	location, industry,	Vary skills, actions and	(Healthy bodies)	between different body	
	skills and using tactics)	transport, settlement,	ideas and link these in		parts. (Healthy bodies)	
		water cycle etc.	different ways to suit	Understand the main		
	Compare and contrast	(Geographical skills and	different activities.	functions of the brain and	Identify that exercise helps	
	his/her performance with	fieldwork)	(Applying skills and using	the way it sends signals	our lungs and heart and	
	others. (Evaluating and		tactics)	using the nervous system.	improves co-ordination.	
	improving performance)	Use basic geographical		(Healthy bodies)	(Healthy bodies)	
		vocabulary such as cliff,	Compare and contrast			
	Understand how the body	ocean, valley, vegetation,	his/her performance with	Explain the importance of	Identify the importance of	
	protects the internal	soil, mountain, port,	others. (Evaluating and	the sun to give us vitamin	our senses and explain	
	organs and how we give	harbour, factory, office.	improving performance)	D but the need to stay	some of the difficulties	
	extra protection during	(Geographical skills and		safe too. (Diet and	and dangers that we	
	activities. (Healthy bodies)	fieldwork)		hygiene)	could encounter if we	
					were to lose a sense.	
		Use and interpret maps,		Understand the	(Healthy bodies)	
		globes, atlases and digital		importance of maintaining	, , , ,	
		/ computer mapping to		his/her teeth and explain		
		locate countries and key		what happens when teeth		
		features. (Geographical		and gums are not		
		skills and fieldwork)		maintained. (Diet and		
		,		hygiene)		
		Use the 8 points of a		, , ,		
		compass. (Geographical		Know the importance of		
		skills and fieldwork)		following instructions when		
		,		taking medicine. (Diet and		
		Make plans and maps		hygiene)		
		using symbols and keys.		,		
		(Geographical skills and		Explain the importance of		
		fieldwork)		appropriate portions of		
		•		food for a balanced diet		
				and health. (Diet and		
				hygiene)		
	Show that he/she	Ask and answer sizes.	Repeat sentences heard	· • · ·	Have basic understanding	Learn and remember new
	recognises words and	Ask and answer simple	and make simple	Understand the sit is some	of the usual order of words	words encountered in
	phrases heard by	questions, for example	adaptations to them.	Understand that nouns	in sentences in the target	reading.
	responding appropriately.	about personal	Use simple adjectives such	may have different	language.	Recognise the main word
Spanish	Follow simple instructions	information.	as colours and sizes to	genders and can	Read some familiar words	classes e g nouns,
	and link pictures or actions	Use mostly accurate	describe things in writing.	recognise clues to identify	aloud using mostly	adjectives and verbs.
	to language.	pronunciation and speak	Use simple adjectives such	this, such as the difference	accurate pronunciation.	Record descriptive
	When listening to stories,	clearly when addressing	as colours and sizes to	in articles.	Write some single words	sentences using a word
	rhymes or songs, join in	an audience.	describe things orally.		from memory.	bank.
	, ,		,	1		1

	with repeated sections and identify particular phonemes and rhyming Recognise some familiar words and phrases in written form.					
Curriculum	Prehistoric Britain	Mountains, Volcanoes and Earthquakes	The Shang Dynasty	Villages, Towns and Cities	Ancient Greece	Weather and the Water Cycle
Enrichment Activity	Kent's Cavern	Visit from Ed Buckingham and Explorer Dome	Shang Dynasty Workshop with One Day! Creative	Train to Calstock	Visit from Ian Johnstone	Visit St Paul's Church & Roadford Lake



Marine Academy Primary Year 4 Curriculum Map

Year 4	Aut	umn	Spring		Sum	mer
rear 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Roman Britain	Human Migration		Rivers	Vikings	Natural Resources
Focus	In AD43, the full might of the Roman army landed on the beaches in Kent. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.	Human Migration is the movement of people from one place to another place. Some migrations are forced, meaning the people moving (migrants) have no choice but to migrate. Some are voluntary, meaning the migrants have chosen to move from one place to another. Emigrant is the term used to describe a migrant who is leaving their source country, whilst immigrant refers to a migrant arriving in a host country.	Anglo-Saxons and Scots The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over. By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.	Rivers provide us with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking. River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients. In the lower course, the river braids over flat land.	The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050. Even though the Vikings didn't stay in Britain, they left a strong mark on society – we've even kept some of the same names of towns. They had a large settlement around York and the midlands, and you can see some of the artefacts from that today.	Northern Chile has been thriving on the mining industry since the middle of the 19th century. It started with saltpetre which came to an abrupt end at the beginning of the 20th century when the synthetic production of nitrates was invented. The remains of the old production sites are still impressive and provide an insight into the hard life of the workers. Nowadays copper has taken over the role of Chile's main export good and is mined in giant open pits.
English	Traditional Tales: Cinderella of the Nile by Beverley Naidoo		Poetry: by George Mackay Brown on which term is shorter)	Poetry: A River by Marc Martin	Myths and Legends: Arthur and the Golden Rope by Joe Todd- Stanton	Stories from Other Cultures: Gregory Cool by Caroline Binch
English Writing	Information: What a Waste by Jess	/poen	cottishpoetrylibrary.org.uk n/beachcomber	Non-Chronological Report:	Explanations: Book of Bones by	Persuasive Letters: RSPB
	French	Chronological Reports: A Walk in London by Salvatore Rubbino	Biographies:	Rainforest Rough Guide by Paul Mason	Gabrielle Balkan and Sam Brewster	Online text

				astically Great Women Who anged the World by Kate Pankhurst				
Who Clas Readi	The Nothing To See Here Hotel by Steven Butler	Fiction: The Legend of Spud Murphy by Eoin Colfer		Fiction: t Omar: Accidental Trouble Magnet by Zanib Mian	Fiction: Picture Book My Name is Not Refugee by Kate Milner	Fiction: How to Train Your Dragon by Cressida Cowell	Fiction: The Firework-Maker's Daughter by Philip Pullman	
	Place Value				Fractions A	Decimals B	Shape	
	Find 1000 more or less than a given number. Count backwards through zero to include	Multiplication and Division Count in multiples of 6, 7, 9, 2			Recognise and show, using diagrams, families of common equivalent fractions.	Compare numbers with the same number of decimal places up to two decimal places.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	
	negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	facts for multiplication tables 12 × 12. Use place value, known o	call multiplication and division ts for multiplication tables up to 12 × 12. Use place value, known and ved facts to multiply and divide intally, including: multiplying by and 1; dividing by 1; multiplying together three numbers.	Multiplication and Division/Area	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by	Round decimals with one decimal place to the nearest whole number. Recognise and write	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	
	Count backwards through zero to include negative numbers.	mentally, including: multiply 0 and 1; dividing by 1; multiply together three number		ng by Fin's blying s.	ying by iplying srs. Find the effect of dividing	shapes by counting squares.	ten. Solve problems involving increasingly harder fractions to	decimal equivalents to 1/4, 1/2, 3/4. Money
Mati	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Recognise and use factor and commutativity in mer calculations. Multiply two-digit and three	ntal e-digit	a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a	Solve simple measure and money problems involving fractions and decimals to two decimal places.	symmetric figure with respect to a specific line of symmetry. Complete a simple	
	Order and compare numbers beyond 1000. Identify, represent and	numbers by a one-digit nur using formal written layo Solve problems involvin multiplying and adding, incl	ut. g luding	Multiplication and Division/Length and Perimeter	whole number Add and subtract fractions with the same denominator	Estimate, compare and calculate different measures, including money in pounds and	symmetric figure with respect to a specific line of symmetry. Statistics	
	estimate numbers using different representations including measures.	using the distributive law to n two digit numbers by one of integer scaling problems of harder correspondence pro	digit, and blems	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres	Recognise and write decimal equivalents of any number of tenths or hundredths.	pence.	Interpret and present discrete and continuous data using appropriate	
	Round any number to the nearest 10, 100 or 1000.	such as n objects are connected to m objects. Convert between different under the connected to the connecte	units of	and metres.	Recognise and write decimal equivalents to 1/4, 1/2, 3/4.	Read, write and convert time between analogue and digital 12- and 24- hour clocks.	graphical methods, including bar charts and time graphs.	
	Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	measure e.g. kilometre to n hour to minute.	пепе;		Decimals A Recognise and write decimal equivalents of any number of tenths or hundredths.	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
	Addition and Subtraction				Hondiedins.		Position and Direction	

	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. Add numbers with up to four digits using the formal method of columnar addition. Estimate and use inverse operations to check answers to a calculation Subtract numbers with up to formal method of columnar subtraction. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods			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.		Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.
Science	Physics 'Sound' Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the	Biology 'Ecosystems' Show that living things can be grouped together in various ways. Explore and use classification keys to help group, identify and name a variety of living things. Explain that environments can change and that this sometimes means that living things are put in danger.	Chemistry 'States of Matter Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes. Demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Correctly talk about the part played by evaporation and condensation in the water cycle and show a link between the rate of evaporation and temperature.	Physics 'Electrical Circuits' Talk about common appliances that run on electricity. Construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. Predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Explain that a switch opens and closes a circuit and associate	Biology 'Adaptations' Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose danger and have an impact on living things	Biology 'Anatomy' Explain some parts of the digestive system in humans. Explain the different types of teeth in humans and what they do.

sounds get fainter as the distance from the sound source increases. sound source and some are insulators, and explain that metals are good conductors.	
Roman Britain Anglo-Saxons and Scots Vikings	
Place some historical periods in a chronological periods in a chronological framework. (Chronological framework. (Chronological understanding) Use historic terms related to the period of study. (Chronological understanding) Use historic terms related to the period of study. (Chronological understanding) Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry) Use a variety of resources to find out about ospects of life in the past. (Historical enquiry) Use a variety of resources can contradict each other. (Historical interpretations) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources to find out about aspects of life in the past. (Historical enquiry) Use a variety of resources can contradict each other. (Historical enquiry) Use a variety of resources can contradict	

	events, people and changes – Year 6) Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)			Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6) Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of	
				events, people and changes – Year 6)	
		Human Migration	Rivers	5.13.1g55 10G10j	Natural Resources
Geography		Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge) Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork) Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge) Know how the locality is set within a wider geographical context. (Locational knowledge) Describe how people have been affected by changes in the environment. (Human and physical geography)	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork) Explain about key natural resources e.g. water in the locality. (Human and physical geography) Know how rivers erode, transport and deposit materials. (Human and physical geography) Know how rivers erode, transport and deposit materials. (Human and physical geography) Know how rivers erode, transport and deposit materials. (Human and physical geography)		Understand why there are similarities and differences between places. (Place knowledge) Know about the wider context of places region, country. (Place knowledge) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge) Recognise the different shapes of continents. (Locational knowledge) Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)

		Know about the wider context of places region, country. (Place knowledge) Understand why there are similarities and differences between places. (Place knowledge) Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)	Audio Duraturation	coasts and begin to understand erosion and deposition. (Human and physical geography) Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)		
Computing	Understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks) Use different software programs and different types of hardware (Using Computers) Understand that what Is said or posted on the internet might be copied, shared and stored by others (e-Safety) Recognise what to do if concerns about content or contact arise online (e-Safety)		Use more complicated input devices (Computers) Use different software programs and different types of hardware (Using Computers) Understand how search engines order their search results (Net Searching) Understand that communication online might be copied, shared and stored by others (e-Safety) Recognise what to do if concerns about content or contact arise online (e-Safety)		Repetition in Games Use a range of programs to complete a task (Using Computers) Use different software programs and different types of hardware (Using Computers) Use other programs during coding (Coding) Break programs up into smaller parts (Coding) Use logical thinking to identify and solve potential bugs during coding (Coding)	

	Understand how search engines order their search results (Net Searching)			
Design Technology		Make a Two-Point Lever Christmas Card Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes) Create designs using exploded diagrams. (Processes Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes) Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes) Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes) Evaluate and assess existing products and those that he/she has	Create Housing for a Working Torch Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes) Create designs using simple electrical diagrams. (Processes) Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes) Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes) Understand and use electrical systems in products. (Processes) Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes) Evaluate and assess existing products and	Using Natural Ingredients to Create a Healthy Trail Mix Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition) Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition) Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)

		made using a design criteria. (Processes)		those that he/she has made using a design		
		ciliella. (i locesses)		criteria. (Processes)		
Art	From 2D into 3D, Roman Bust Faces Through Sketching and Clay Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning) Draws familiar objects with correct proportions. (Techniques) Plan a sculpture through drawing and other preparatory work.		Creating and Designing Our Anglo-Saxon Cloak Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Print on fabrics using tie-dyes or batik. (Techniques) Use a variety of techniques e.g. marbling, silkscreen and cold water paste. (Techniques)		Creating Viking Sentinels to Guard Us Using Pastels and Paint Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning) Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning) Use taught technical skills to adapt and improve his/her work. (Learning) Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques) Experiment with creating mood, feeling, movement and areas of interest by selecting	
	(Techniques)				appropriate materials and learnt techniques.	
Music		To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm. Songs: * Clapping Music for 5 Performers (by Santi		To explore the style of 'The Rite of Spring' and have an idea of Treble clef notation and percussion instruments Develop an understanding of formal, written notation which includes minims	(Techniques)	To create a piece of music on Xylophone that can also be notated Develop an understanding of formal, written notation which includes minims and quavers.
		Carcasona) * Body Percussion by The Percussion Show * KT Tunstall - Black Horse & The Cherry Tree		and quavers. Copy increasingly challenging rhythms using body percussion and untuned		Sing as part of an ensemble with confidence and precision.

		Develop an understanding of formal, written notation which includes minims and		instruments where appropriate. Use musical language		Use musical language to appraise a piece or style of music.
		quavers. Sing as part of an		to appraise a piece or style of music.		Confidently recognise a range of musical instruments and the
		ensemble with confidence and precision.		Confidently recognise and explore a range of musical styles and		different sounds they make.
		Play and perform in solo or ensemble contexts with increasing confidence.		traditions and know their basic style indicators.		Listen to and recall sounds with increasing aural memory.
		Use musical language to appraise a piece or style of music.		Listen to and recall sounds with increasing aural memory.		
		Confidently recognise a range of musical instruments and the different sounds they				
		make.				
	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and	Being My Best	Growing and Changing
	To deepen their	To develop strategies to	To differentiate between the terms,	Responsibilities	To reflect on and	About change, including
	understanding of good	resolve disputes and	'risk', 'danger' and 'hazard'.	About people who are	celebrate their	transitions (between Key
	and not so good	conflict through	Strategies for keeping safe online;	responsible for helping	achievements, identify	Stages and schools), loss,
	feelings, to extend their	negotiation and	the importance of protecting	them stay healthy and	their strengths and areas	separation, divorce and
	vocabulary to enable	appropriate compromise;	personal information, including	safe; how they can	for improvement, set	bereavement.
	them to explain both the	to give rich and	passwords, addresses and the	help these people to	high aspirations and	How their body will, and
	range and intensity of	constructive feedback	distribution of images of themselves	keep them healthy and	goals.	emotions may, change
	their feelings to others. To recognise what	and support to benefit others as well as	and others. Strategies for keeping physically	safe. To understand that	How to make informed choices (including	as they approach and move through puberty.
	constitutes a positive,	themselves.	and emotionally safe including	everyone has human	recognising that choices	How their body will, and
	healthy relationship and	To judge what kind of	road safety (including cycle safety -	rights, all peoples and	can have positive,	emotions may, change
	develop the skills to form	physical contact is	the Bikeability programme) and	all societies and that	neutral and negative	as they approach and
PSHE and	and maintain positive	acceptable or	safety in the environment (including	children have their own	consequences) and to	move through puberty.
SMSC	and healthy	unacceptable and how	rail, water and fire safety).	special rights set out in	begin to understand the	About human
	relationships.	to respond.	To recognise and manage 'dares'.	the United Nations	concept of a 'balanced	reproduction.
	That their actions affect	To recognise different	Which, why and how, commonly	Declaration of the	lifestyle'.	The concept of 'keeping
	themselves and others.	types of relationships,	available substances and drugs	Rights of the Child	What positively and	something confidential
	To work collaboratively	including those between	(including alcohol, nicotine in tobacco and 'energy drinks') can	That these universal	negatively affects their	or secret, when they
	towards shared goals. To recognise and	acquaintances, friends, relatives and families.	damage their immediate and	rights are there to protect everyone and	physical, mental and emotional health.	should or should not agree to this and when it
	respond appropriately to	That differences and	future health and safety; that some	have primacy both	How to make informed	is right to 'break a
	a wider range of feelings	similarities between	are restricted and some are illegal	over national law and	choices (including	confidence' or 'share a
	in others.	people arise from a	to own, use and give to others.	family and community	recognising that choices	secret'.
	To recognise that they	number of factors,	To recognise when they need help	practices.	can have positive,	That marriage is a
	may experience	including family, cultural,	and to develop the skills to ask for	Why and how rules and	neutral and negative	commitment freely
	conflicting emotions and when they might need	ethnic, racial and religious diversity, age, sex, gender	help; to use basic techniques for resisting pressure to do something	laws that protect them and others are made	consequences) and to begin to understand the	entered into by both people; that no one

to listen to, or overcome identity, sexual orientation, dangerous, unhealthy, that makes and enforced, why concept of a 'balanced should marry if they don't absolutely want to do so, these. and disability (see them uncomfortable or anxious, or different rules are lifestyle'. What positively and 'protected characteristics' that they think is wrong. needed in different To recognise or are not making this negatively affects their in the Equality Act 2010). How pressure to behave in situations and how to opportunities and decision freely for physical, mental and develop the skills to themselves. To realise the nature and unacceptable, unhealthy or risky take part in making emotional health. make their own choices consequences of ways can come from a variety of and changing rules. To recognise their discrimination, teasing, sources, including people they To research, discuss about food. increasing bullying and aggressive know and the media. and debate topical understanding what independence brings behaviours (includina issues, problems and might influence their increased responsibility cyber bullving, use of events concerning choices and the benefits to keep themselves and prejudice-based health and wellbeing, of eating a balanced others safe. language, 'trolling'; how to and offer their diet. respond and ask for help. recommendations to That resources can be To appreciate the range appropriate people. allocated in different of national, regional, To explore and critique ways and that these how the media present religious and ethnic economic choices affect identities in the United information. individuals, communities Kinadom. To realise the and the sustainability of To explore and critique consequences of antithe environment across how the media present social, agaressive and the world. information. harmful behaviours What being part of a To recognise and such as bullvina and community means and challenge stereotypes. discrimination of about the varied individuals and institutions that support communities; to communities locally and develop strategies for nationally. getting support for themselves or for others at risk. That they have different kinds of responsibilities, riahts and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).

	What do Hindus believe God is like? Define what 'Aum' is.	What does it mean to be Hindu in Britain today? Learn how Hindus show their	How do festivals and family life show what matters to Jewish people?	How do festivals and family life show what matters to Jewish	How and why do people mark the significant events of life?	How and why do people try to make the world a better place?
	Retell the story of Svetaketu. Recognise that deities are ways of understanding God. Recognise some Hindu deities. Define the Hindu belief of	Learn how Hindus show their faith. Learn about Hindu worship in the community. Learn how Hindus show their faith at home. Understand the story of Diwali. Understand what it means to be a Hindu.	Explain how Jewish families celebrate every week. Explain how Jewish families celebrate every week. Explain why people celebrate Rosh Hashanah and Yom Kippur.	people? Explain how Jewish families celebrate every week. Explain how Jewish families celebrate every week.	Appreciate that life is a journey. Learn about Bar and Bat Mitvahs. Explain Bar and Bat Mitvahs. Learn how Hindus mark the journey of life.	Explore views on what is wrong with the world. Explore the 'Golden Rule'. Explore Jewish teachings about repairing the world. Research an inspiring Christian person.
RE	reincarnation. Learn what Puja is.		Explore the story 'Jonah and the Big Fish'. Learn the Story of Exodus. Explain why Pesach is important to Jewish people.	Explain why people celebrate Rosh Hashanah and Yom Kippur. Explore the story 'Jonah and the Big Fish'.	Learn about upanayana ceremonies. Consider why people get married.	Describe examples of how Muslims practice charity. Consider how to make the world a better place.
				Learn the Story of Exodus. Explain why Pesach is important to Jewish people.		
PE	Hockey	Football	Taekwondo, Healthy Lifestyle and Nutrition	Dance and Gymnastics	OAA and Athletics	Rounders

	Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics) Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)	Kick a ball accurately. (Acquiring and developing skills) Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics) Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)	Explain the types and amounts of food needed for a balanced healthy diet. (Diet and hygiene) Identify the energy that certain foodstuffs give by looking at the packaging. (Diet and hygiene) Understand that there are good and bad bacteria. (Diet and hygiene) Explain the benefits to the body of regular exercise. (Diet and hygiene) Identify that the blood transports materials and it also protects. (Healthy bodies) Understand that muscles work in pairs to protect, support and move the body. (Healthy bodies) Understand the importance of mental health. (Healthy mind) Identify the value of sleep for our health. (Healthy mind)	Complete a forward roll and land on the feet. (Acquiring and developing skills) Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. (Evaluating and improving performance)	Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork) Draw accurate maps with more complex keys. (Geographical skills and fieldwork)	Apply skills and tactics in combination with a partner or as part of a group / team. (Applying skills and using tactics)
Spanish	Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.	Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Read aloud using accurate pronunciation and present a short learned piece for performance.	Ask and answer a range of questions on different topic areas. Write words and short phrases from memory. Recognise a wider range of word classes including pronouns and articles, and use them appropriately.	Using familiar sentences as models, make varied adaptations to create new sentences. Follow the written version of a text he/she is listening to. Recognise questions and negative sentences.	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Write descriptive sentences using a model but supplying some words from memory. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.

Curriculum	Roman Britain	Human Migration	Anglo-Saxons and Scots	Rivers	Vikings	Natural Resources
Enrichment Activity	Romans in Devon Workshops at Royal Albert Memorial Museum, Exeter	Plymouth City Centre Questionnaire	Buckfast Abbey Education Centre	Fieldwork at Burrator	Viking Workshop	Carnglaze Caverns & Devon Cliffs



Marine Academy Primary Year 5 Curriculum Map

Year 5	Aut	Autumn		ing	Sum	nmer
rear 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Benin Kingdom The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. Gradually, the Obas won more land and built up an empire. For 200 years Benin was very successful, but in the 1600s the Obas started to lose control of their people. By the 1800s Benin was no longer strong or united. The kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire.	While the number of people living in the five biggest slums in the world amounts to 5.7 million, this is only just a drop in the ocean. Today, it is estimated that about 900 million people live in slums. But most experts agree that if you include different types of informal settlements, the number goes up to 1.6 billion – which represents 1/4 of the world's urban population. By 2030, it's estimated that 1 in 4 people on the planet will live in a slum or other informal settlement.	Medieval Monarchs Medieval England was led by eight Medieval kings and one queen. Medieval England started in 1066 with William the Conqueror gaining the English throne after his victory at the Battle of Hastings. With lands to conquer, rebellions to quash and finances to raise, ruling over medieval England was no mean feat. Some monarchs flourished, while others floundered. The children will learn about Medieval England to 1377.	Biomes are very large ecological areas on the earth's surface, with fauna and flora (animals and plants) adapting to their environment. Biomes are often defined by abiotic factors such as temperature, climate, relief, geology, soils and vegetation. There are five major categories of biomes on earth; Desert Biomes, Aquatic Biomes, Forest Biomes, Grassland Biomes and Tundra Biomes. Biomes play a crucial role in sustaining life on earth.	Plymouth – A City of Voyage and Discovery Plymouth established its reputation both as a centre for voyage and discovery, and for its military importance. The origins of Plymouth can be traced back to Saxon times, more than a thousand years ago, and its history very much reflects its maritime location.	Energy and Sustainability An increased demand for resources such as energy, food and fuel means that developing sustainable resources is critical to protect the environment for future generations. A resource is anything that is useful to people. Natural resources can be divided into renewable and nonrenewable resources. A renewable resource can be used again and again, so is more sustainable, e.g. water, wind, wood, sun and wave energy. A non-renewable resource will eventually run out, so it is not sustainable in the long run, e.g. fossil fuels such as gas, oil and coal. There is only a finite supply of non-renewable resources.
English	Fantasy and Magic: Weslandia by Paul Fleischman	Traditional Tales: Straw into Gold: Fairy Tales re-spun by Hilary McKay	Story Writing (wordless picture book): Flood by Alvaro F. Villa	Fiction: The Ice Bear by Jackie Morris	Poetry: The Sea by James Reeves (online resource)	Modern Classic Fiction: Shackleton's Journey by William Grill
Writing	Information: The Genius of the Ancients: The Genius of	Blogs and Reports: My Secret War Diary by Marcia Williams	Recounts: Everest by Alexandra Stewart	Biographies: Women in Science by Rachel Ignotofsky	Chronological Reports: Survival at 40C Above/Below by Debbie Miller	Explanation: The Everyday Journey of Ordinary Things by Libby

	the Benin Kingdom by Sonya Newland					Deutsch and Valpuri Kerttula
Whole Class Reading	Fiction: Kensuke's Kingdom by Michael Morpurgo	Fiction: Children of the Benin Kingdom by Dinah Orji	Fict Harry Potter and the Philoso	lion: pher's Stone by J.K. Rowling	Fiction: Beowulf by Michael Morpurgo	Fiction: A Series of Unfortunate Events by Lemony Snicket
	Place and Value		Fractions A	Decimals and Percentages	Shape	
	Read, write, order and	Multiplication and Division A	Identify and name	Read and write decimal	Identify 3-D shapes,	Converting Units
	compare numbers to at least 1 000 000 and determine the value of	Identify multiples and factors, including finding	equivalent fractions of a given fraction, represented visually,	numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?.	including cubes and other cuboids, from 2-D representations	Convert between different units of metric measure (for example, kilometre
	each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and	all factor pairs of a number, and common factors of two numbers.	including tenths and hundredths. Write equivalent fractions	Recognise and use thousandths and relate them to tenths, hundredths	Know angles are measured in degrees: estimate and compare	and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
	smallest whole numbers that can be made from using three digits.	Know and use the vocabulary of prime numbers, prime factors and composite (non-	of a given fraction, represented visually, including tenths and hundredths.	and decimal equivalents. Round decimals with two decimal places to the	acute, obtuse and reflex angles. Draw given angles, and	Understand and use approximate equivalences
	Count forwards or backwards in steps of powers of 10 for any given	prime) numbers. Establish whether a	Compare and order fractions whose	nearest whole number and to one decimal place.	measure them in degrees (°).	between metric units and common imperial units such as inches, pounds
Maths	number up to 1 000 000.	number up to 100 is prime and recall prime numbers up to 19.	denominators are all multiples of the same number.	Read, write, order and compare numbers with up to three decimal places.	Identify angles at a point and one whole turn (total 360°).	and pints. Solve problems involving converting between units
Mairis	Interpret negative numbers in context, count	Recognise and use square numbers and the notation	December mixed numbers	Salva problems involving	Identify analog at a point	of time.
	forwards and backwards with positive and negative whole numbers, including	for squared (2). Solve problems involving	Recognise mixed numbers and improper fractions and convert from one form to the other and write	Solve problems involving number up to three decimal places.	Identify angles at a point on a straight line and 1/2 a turn (total 180°).	Volume
	through zero. Round any number up to 1	multiplication and division including using their knowledge of factors and	mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5.	Recognise the per cent symbol (%) and understand that per cent	Identify other multiples of 90°.	Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes)
	000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.	multiples, squares and cubes.	Fractions B	relates to 'number of parts per hundred', and write percentages as a fraction	Use the properties of rectangles to deduce related facts and find	and capacity e.g. using water.
	Solve number problems and practical problems	Recognise and use cube numbers and the notation for cubed (3).	Add and subtract fractions with the same denominator and	with denominator 100, and as a decimal.	missing lengths and angles.	Use all four operations to solve problems involving measure e.g. length, mass, volume, money using
	that involve ordering and comparing numbers to 1 000 000, counting forwards	Multiply and divide whole numbers and those involving decimals by 10,	denominators that are multiples of the same number.	Solve problems which require knowing percentage and decimal	Distinguish between regular polygons based on	decimal notation, including scaling.
	or backwards in steps, interpreting negative numbers and rounding.	100 and 1000.	Multiply proper fractions and mixed numbers by	equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a	reasoning about equal sides and angles.	

Science	Chemistry' Separating Mixtures'	'Physical and Chemical Changes'	Physics 'Magnetism'	'Space' Describe the movement of the Earth,	Biology 'Humans and Animals Over Time'	Biology 'Reproductive Cycles'
		Chemistry		Physics	Pt. I	
	involving simple rates.					
	fractions and problems involving simple rates.			timetables		
	including scaling by simple			tables, including		
	multiplication and division,			interpret information in		
	Solve problems involving			Complete, read and		
	sign.			presented in a line graph.		
	meaning of the equals			using information		
	understanding the			and difference problems		
	and a combination of these, including			Solve comparison, sum		
	multiplication and division			Statistics		
	addition, subtraction,					
	Solve problems involving			including scaling.		
	why.			volume, money using decimal notation,		
	and methods to use and			measure e.g. length, mass,		
	deciding which operations			solve problems involving		
	problems in contexts,	opon known racis.		Use all four operations to		
	Solve addition and subtraction multi-step	numbers mentally drawing upon known facts.		water.		
	Colve addition and	Multiply and divide		and capacity e.g. using		
	levels of accuracy.			cuboids (including cubes)		
	context of a problem,	for the context.		1 cm³ blocks to build		
	and determine, in the	remainders appropriately		Estimate volume e.g. using		
	Use rounding to check answers to calculations	written method of short division and interpret		area of irregular shapes.		
		number using the formal		(m²) and estimate the		
	large numbers.	digits by a one-digit		(cm²) and square metres		
	mentally with increasingly	Divide numbers up to 4		units, square centimetres		
	Add and subtract numbers	HUHIDEIS.		including squares), and including using standard		
	subtraction).	multiplication for two-digit numbers.		the area of rectangles (including squares), and	changed.	
	(columnar addition and	including long		Calculate and compare	the shape has not	
	formal written methods	formal written method,			language, and know that	
	digits, including using	digit number using a		metres.	using the appropriate	
	numbers with more than 4	digits by a one- or two-		shapes in centimetres and	reflection or translation,	
	Add and subtract whole	Multiply numbers up to 4		the perimeter of composite rectilinear	represent the position of a shape following a	
	Addition and Subtraction	В		Measure and calculate	Identify, describe and	
		Multiplication and Division				
	numerals.			Perimeter and Area	Position and Direction	
	1000 (M) and recognise years written in Roman	upon known facts.				
	Read Roman numerals to	numbers mentally drawing	by materials and diagrams	of 10 or 25.		
	l 5 . 5	Multiply and divide	whole numbers, supported	denominator of a multiple		

	Compare and group		Compare how things	and other planets	Describe the changes	Describe the changes
	Compare and group	C	Compare how things	and other planets,	Describe the changes	Describe the changes
	together everyday	Compare and group	move on different	relative to the Sun in the	as humans develop, up	as humans develop, up
	materials.	materials together,	surfaces.	solar system.	to old age.	to old age.
	Use knowledge of	according to whether	See that some forces	Describe the	Describe the	Describe the
	solids, liquids and gases	they are solids, liquids or	need contact between	movement of the Moon	differences in the life	differences in the life
	to decide how mixtures	gases	two objects but	relative to the Earth.	cycles of a mammal,	cycles of a mammal,
	might be separated.	Observe how some	magnetic forces can	Describe the Sun, Earth	an amphibian, an	an amphibian, an
	Recognise that some	materials change state	act at a distance.	and Moon as	insect and a bird	insect and a bird.
	materials will dissolve in	when they are heated	Explain that	approximately spherical	Describe the life	Describe the life
	liquid to form a solution.	or cooled, and	unsupported objects	bodies.	processes of	processes of
	Demonstrate that	measure or research	fall towards the Earth	Explain day and night,	reproduction in some	reproduction in some
	dissolving, mixing and	the temperature at	because of the force of	and the apparent	plants and animals	plants and animals
	changes of state are	which this happens in	gravity acting between	movement of the sun	•	·
	reversible changes.	degrees Celsius	the Earth and the falling	across the sky, using the		
	Explain that some	Plan comparative or	object.	idea of the Earth's		
	changes result in the	fair tests and then take	Demonstrate the	rotation.		
	formation of new	accurate	effects of air resistance,			
	materials.	measurements and	water resistance and			
	Plan different types of	make accurate	friction, that act			
	scientific enquiries.	observations.	between moving			
	Take measurements,	ODSCIVATIONS.	surfaces.			
	using a range of	Use relevant scientific	Show that some			
	scientific equipment.	language to explain				
	Use test results to make	ideas.	mechanisms, including			
		laeas.	levers, pulleys and			
	predictions.	Down art aim diarecont	gears, allow a smaller			
	Report and present	Report and present	force to have a greater			
	findings from enquiries. Identify scientific	findings from enquiries.	effect.			
	evidence that has					
	been used to support or					
	refute ideas or					
	arguments.					
	Benin Kingdom		Medieval Monarchs		Plymouth – A City of	
	Use dates to order and		Use dates to order and		Voyage and Discovery	
	place events on a		place events on a		Use dates to order and	
	timeline. (Chronological		timeline. (Chronological		place events on a	
	understanding)		understanding)		timeline. (Chronological	
	Compare sources of		Compare sources of		understanding)	
	information available for		information available for			
History	the study of different times		the study of different times		Compare sources of	
1113101 9	in the past. (Historical		in the past. (Historical		information available for	
	enquiry)		enquiry)		the study of different times in the past. (Historical	
					enquiry)	
	Make comparisons		Make comparisons		Grigoliyj	
	between aspects of		between aspects of		Make comparisons	
	periods of history and the		periods of history and the		between aspects of	
	present day. (Historical		present day. (Historical		periods of history and the	
	interpretations)		interpretations)		,	

	Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations) Present findings and communicate knowledge and understanding in different ways. (Organisation and communication) Provide an account of a historical event based on more than one source. (Organisation and communication) Give some reasons for some important historical events. (Understanding of events, people and changes) Describe a non-European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. (Understanding of events, people and		Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations) Present findings and communicate knowledge and understanding in different ways. (Organisation and communication) Provide an account of a historical event based on more than one source. (Organisation and communication) Give some reasons for some important historical events. (Understanding of events, people and changes)		present day. (Historical interpretations) Understand that the type of information available depends on the period of time studied. (Historical interpretations) Evaluate the usefulness of a variety of sources. (Historical interpretations) Present findings and communicate knowledge and understanding in different ways. (Organisation and communication) Provide an account of a historical event based on more than one source. (Organisation and communication) Give some reasons for some important historical events. (Understanding of events, people and changes) Describe a local history study. (Understanding of events, people and changes)	
	changes – Year 6)			Earth's Biomes		Energy and Sustainability
Geography		Informal Settlements Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.		Explore weather patterns around parts of the world. (Human and physical geography) Understand and use a widening range of geographical terms e.g.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)

(Geographical skills and fieldwork)

Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)

Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.
(Geographical skills and fieldwork)

Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)

Describe how people have been affected by changes in the environment. (Human and physical geography)

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)

Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.
(Geographical skills and fieldwork)

Know about the wider context of places e.g.

specific topic vocabulary climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)

Know about the wider context of places e.g. county, region and country.

(Locational knowledge)

Know and describe where a variety of places are in relation to physical and human features.

(Locational knowledge)

Understand about weather patterns around the world and relate these to climate zones. (Human and physical geography)

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

(Locational knowledge)

Identify the position and significance of latitude, longitude, Equator, Northern
Hemisphere, Southern
Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the
Prime/Greenwich Meridian and time zones (including day and night).

(Locational knowledge)

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)

Know about the wider context of places e.g. county, region and country.

(Locational knowledge)

Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)

Understand geographical similarities and differences through the study of human and physical

		county, region and country. (Locational knowledge) Recognise the different shapes of countries. (Locational knowledge)		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork) Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Human and physical geography) Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)		geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Place knowledge)
				Identify where countries are within Europe; including Russia. (Locational knowledge)	Salaatian in Outreas	
Computing	Sharing Information Use the internet to allow the sharing of data with another person (Networks) Understand how to choose online content for my age group (e-Safety) Select appropriate software to use for a given task (Using Computers)		Selection in Physical Computing Select appropriate software to use for a given task (Using Computers) Write increasingly complex programs (Coding) Control external hardware from within programs (Coding)		Use the internet to allow the sharing of data with another person (Networks) Select appropriate software to use for a given task (Using Computers) Confidently use a variety of software tools (Using Computers) Write increasingly complex programs (Coding)	

	Use more advanced filtering features when searching online (Net Searching) Use a range of search tools to find exactly what I'm looking for (Net Searching)		Use loops to repeat tasks within a program (Coding) Design, write and test simple programs with opportunities for selection (IF statements) (Coding) Explain how increasingly complex algorithms solve a given problem (Coding)		Design, write and test simple programs with opportunities for selection (IF statements) (Coding) Use loops to repeat tasks within a program (Coding)	
Design Technology		To Create and Test a Working Portable Water Filter Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes) Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes) Create prototypes to show his/her ideas. (Processes) Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes) Understand how to use more complex mechanical systems. (Processes)		To Create a Geodesic Dome Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes) Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes) Create prototypes to show his/her ideas. (Processes) Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes) Understand how to use more complex mechanical systems. (Processes) Build more complex 3D structures and apply		To Create a Healthy Pasta Sauce to Go With a Meal Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition) Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. (Cooking and Nutrition) Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and Nutrition)

		Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes) Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)		his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes) Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)		
Art	Sketching a Spiritual Shield Clay Tile for the Benin Kingdom Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning) Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning) Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques) Develop skills in using clay including slabs, coils and slips. (Techniques) 5 0 (0%)		Exploring Medieval Tapestry Through Quilling Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning) Evaluate his/her work against their intended outcome. (Learning) Return to work over longer periods of time and use a wider range of materials. (Techniques) Experiment with using layers and overlays to create new colours/textures. (Techniques)		Islamic Geometric Art Decoupage Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning) Evaluate his/her work against their intended outcome. (Learning) Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques) Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)	
Music		To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Harmony. Songs:		To use electronic music formats and create their own work on an iPad. Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.		To compose and write complex rhythms on Glockenspiel / Xylophones Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.

		* BB King – The thrill is Gone * SRV – Texas Flood (instrumental, guitar 'sings') * Joe Bonamassa – Ballad of John Henry * Samantha Fish – Faster * Robert Johnson – Crossroads blues * Etta James – I would rather go blind * Moanin' Lisa Blues from The Simpsons * Boom Boom by John Lee Hooker * Jerry Donahue: The Claw Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.		Listen with attention to detail and recall sounds with increasing aural memory. Listen with attention to detail and recall sounds with increasing aural memory. Compose complex rhythms from an increasing aural memory. Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using own voice, rhythms and varied pitch.		Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with increasing confidence and precision. Compose complex rhythms from an increasing aural memory.
PSHE and SMSC	Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and	Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	Keeping Myself Safe What is meant by the term 'habit' and why habits can be hard to change. To recognise, predict and assess risks in different situations and decide how	Rights and Responsibilities What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including	Being My Best What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including	Growing and Changing To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and

appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To realise the nature and consequences of discrimination, teasing, bullvina and agaressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the

consequences of anti-

social, aggressive and

harmful behaviours such as

bullving and discrimination

of individuals and

communities; to develop

strategies for getting

support for themselves or

for others at risk.

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.

To appreciate the range

To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

That differences and similarities between people arise from a number of factors. including family, cultural, ethnic, racial and reliaious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes. About the difference between, and the terms associated with, sex, gender identity and sexual

orientation.
To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.

That their actions affect themselves and others.

to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

To realise the consequences of antisocial, aggressive and harmful behaviours such as

consequences of antisocial, 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.
To realise the nature and
consequences of

consequences of
discrimination, teasing,
bullying and aggressive
behaviours (including
cyber bullying, use of
prejudice-based
th

language, 'trolling'; how to respond and ask for help. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail,

water and fire safety).
To recognise and manage
'dares'.
That pressure to behave in

an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. The importance of

The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Which, why and how, commonly available substances and drugs

(including alcohol, nicotine in tobacco and

recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally.

To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

lifestyle'.
To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally.

nationally.
To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

intensity of their feelings to others.

To judge what kind of physical contact is acceptable or unacceptable and how to respond.

About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

How their body will, and emotions may, change as they approach and move through puberty.

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.
That their actions affect themselves and others.
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'.
To recognise and challenge stereotypes.
To realise the nature and

challenge stereotypes.
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. That differences and similarities between

			'energy drinks') can			people arise from a
			damage their immediate			number of factors,
			and future health and			including family, cultural,
			safety; that some are			ethnic, racial and religious
			restricted and some are			diversity, age, sex, gender
			illegal to own, use and			identity, sexual orientation,
			give to others.			and disability (see
			To differentiate between			'protected characteristics'
			the terms, 'risk', 'danger'			in the Equality Act 2010).
			and 'hazard'.			About the difference
						between, and the terms
						associated with, sex,
						gender identity and sexual
						orientation.
	What does it mean if	Creation and science:	Why do Christians		What do Christians	For Christians, what kind
	Christians believe God	conflicting or	believe Jesus was the		believe Jesus did to	of king is Jesus?
	is holy and loving?	complementary?	Messigh?		'save' people?	51 King 15 55555.
	Develop ideas on the	complementary.	Messiaii.	How do Christians	save people:	Consider how to make
	· ·	Dogall the stony of	Identify the thic stant	decide how to live?	Davisa understanding of	the world a better
	concept of a divine	Recall the story of	Identify the 'big story'	'What would Jesus do?'	Revise understanding of	
	being.	Genesis.	of the Bible.		Holy Week.	place.
				Explore 'The Wise and		
	Explore the Bible for		Explore prophecies in	Foolish Builders'.	Recognise that Jesus'	Explore what the
	ideas about God.	Consider how the Big	the Old Testament.	Toolish Bollaois .	death was a sacrifice.	Kingdom of God is.
		Bang theory contradicts		Explore 'The Sermon on		
	Explore Christian music	with Genesis.	Identify Jesus as the	the Mount'.	Question whether life is	Explore the parable of
	for ideas about God.		Messiah in the New	me Mooni.	determined by God.	the Great Banquet.
			Testament.	-	,	·
	Explore Cathedrals and	Consider how the		Explore 'The Centurion's	Explain what a Holy	Explore what kind of
	Churches for ideas	theory of evolution	Use evidence that	Servant'.	Communion is.	King Jesus is.
RE	about God.	contradicts with	suggests Jesus is the			g 5 5 5 5 151
	decor cod.	Genesis.	Messiah.	Examine how prayer	Consider types of	Explore how Churches
	Consider why Christians	Geriesis.	/viessiai i.	and healing are	sacrifice.	work towards a better
			Caracidar vola atla ar Jacoba	inspired by Jesus.	sacilice.	
	believe God is holy and		Consider whether Jesus			world.
	loving.	Ask philosophical	is the Messiah.	Examine how friendship	Explore the statement:	
		questions.		and justice are inspired	Sacrifice is good and	Consider what kind of
	Decide on guidelines			by Jesus.	necessary for making	King Jesus is to
	for living.			2, 30303.	the world a better	Christians.
		Consider opinions on		Question whether	place.	
		Genesis.		Jesus' teachings make		
				<u> </u>		
				Christians better		
		Explain opinions on		people.		
		Creation vs Science in				
		detail.				
					OAA and Athletics	Rounders and Field Gun
	Swimming/Netball	Taekwondo, Healthy	Tennis	Dance and Gymnastics	Identify different levels of	Identify different levels of
PE	Perform a surface dive.	Lifestyle and Nutrition	Participate in recognised	Perform a sequence of	performance and use	performance and use
1 L	. 3.13.111 4 3011460 4170.	Use scientific language to	activities and games with	one footed leaps.	subject specific	subject specific
		explain the importance of	skill and precision showing		vocabulary.	vocabulary.
		l .		<u> </u>	, ocabolary.	rocabolary.

	Swim over 10m using a	different minerals and vitamins.	creativity with tactics and	Identify different levels of performance and use	Participate in receasing	Participate in recognised
	range of strokes accurately. Perform a range of jumps	Identify the difference between healthy and	strategy. When performing in an activity, draw upon	subject specific vocabulary.	Participate in recognised activities and games with skill and precision showing creativity with tactics and	activities and games with skill and precision showing creativity with tactics and
	into deep water and tread water when resurfacing.	unhealthy fats.	previous knowledge and experiences of tactics,	Gallop with a fluid motion.	strategy.	strategy.
	Perform a forward somersault tucked in the water. Exit the water without using steps. Swim 25m using any stroke. Perform a range of movements in deep water demonstrating confidence and competence. Have a knowledge of the water safety code.	Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet. Begin to work out the amount of exercise needed to burn off food (by using calories). Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Recommend suitable lifestyles for different age ranges.	strategies and composition. Develop interest in participating in sports activities and events at a competitive level.	Explain how confidence can affect performance.	When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition. Develop interest in participating in sports activities and events at a competitive level.	When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition. Develop interest in participating in sports activities and events at a competitive level.
Spanish	Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Learn a song or poem using the written text for support.	Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Adapt sentences to form negative sentences and begin to form questions.	Identify different ways to spell key sounds, and select the correct spelling of a familiar word. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Know how to conjugate some high frequency verbs.	Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. Take part in conversations and express simple opinions giving reasons.	Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types. Create a short piece for presentation to an audience. Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.
	The Benin Kingdom	Informal Settlements	Medieval Monarchs	Earth's Biomes	Plymouth – A City of Voyage and Discovery	Energy and Sustainability

Curriculum	Sir Francis Drake and	Exeter Cathedral and	T. I I C . II.	B. H Et al I	S . 1	
Enrichment	the Spanish Armada at	University	Tintagel Castle	Bellever Fieldwork	Barbican and Hoe	Central Park Fieldwork
Activity	The Box	Offiversity				



Marine Academy Primary Year 6 Curriculum Map

V /	Autu	ımn		Spring	Sum	Summer	
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Focus	Industrial Revolution The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others. Before the Revolution, most people lived in small villages and worked on farms or made crafts or clothes in their homes. During the Revolution, people moved away from their villages to work in mines or factories in the cities.	Ceography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. Physical enquiries will look at natural landscapes, e.g. rivers or coasts and human enquiries will look at environments that are created by people, e.g. cities or tourist resorts.	Civil Rights Slavery was officially outlawed in America in 1865 but this was far from the end of it. It would take many years and a great struggle to see black Americans treated in the same way as white Americans. In the 1950s and 1960s the Civil Rights Movement – led by Martin Luther King Jr – challenged white supremacy and African Americans, along with many white people, began an unprecedented fight for equality that spanned two decades.	Population The human population is not spread evenly across the globe. Few people live in locations that are sparsely populated and densely populated places have many. As of February 2019, the total population of the world exceeds 7.71 billion people, and this number is continuing to grow each day. However, in some areas, growth is slowing or even declining.	Twentieth Century Conflict The 20th century was the most fatal in recorded history. The total number of deaths caused by or associated with its wars has been estimated at 187 million, the equivalent of more than 10% of the world's population in 1913. Military conflict took place during every year of the 20th Century and there were only short periods of time that the world was free of war.	Globalisation Globalisation is the process by which the world is becoming increasingly interconnected as a result of massively increased trade and cultural exchange. It has increased the production of goods and services and has been taking place for hundreds of years, but has sped up enormously over the last halfcentury. Although globalisation is probably helping to create more wealth in developing countries - it is not helping to close the gap between the world's poorest countries and the world's richest.	
English Writing	Tales and legends: How the Whale Became by Ted Hughes Instructions and Explanations: Wallace and Gromit:	Classic Novels: Beowulf by Michael Morpurgo Argument and Debate: Are Humans Damaging the	Story Writing (wordless picture book): The Arrival by Shaun Tan Biographies/ Speeches: Talking History: 150 Years of Speakers and	Modern Classic F Fantasy Stori Significant Autl Harry Potter and the Philo and other Harry Potter Book	es hors sopher's Stone	Biography Writing: Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström Poetry/Recount: Where	
	Cracking Contraptions by Haynes Manuals	Atmosphere? By Catherine Chambers	Speeches by Joan Lennon and Joan Haig			My Wellies Take Me by Michael Morpurgo	

Whole Class Reading	Fiction: There's a Boy in the Girls' Bathroom by Louis Sachar	Fiction: Street Child by Berlie Doherty	Fiction: Journey to Jo-Burg by Beverley Naidoo	Fiction: The Boy in the Striped Pyjam	as by Jon Boyne	Fiction: Wonder by RJ Palacio
	Place Value	Fractions A				
			Fractions, Decimals and	Algebra		Problem Solving
	Read, write, order and	Use common factors	Percentages			
	compare numbers up to	to simplify fractions;		Express missing number problems		Use his/her knowledge
	10 000 000 and	use common multiples	Demonstrate an	algebraically.		of the order of
	determine the value of	to express fractions in	understanding of place			operations to carry out
	each digit.	the same	value including decimals	Find pairs of numbers that satisfy an		calculations involving
	Day ya di ayay ya da a la	denomination.	e.g. 28.13 = 28 + ? + 0.03.	equation with two unknowns.		the four operations.
	Round any whole	Compare and order	Salva problems involving	Enumerate possibilities of	Shape	Calva addition and
	number to a required	Compare and order fractions, including	Solve problems involving the relative sizes of two	Enumerate possibilities of combinations of two variables.		Solve addition and subtraction multi-step
	degree of accuracy.	fractions > 1.	quantities where missing	Combinations of two variables.	Draw 2-D shapes using	problems in contexts,
	Use negative numbers in	ildelions > 1.	values can be found by	Area, perimeter and volume	given dimensions and	deciding which
	context, and calculate	Add and subtract	using integer	Area, perimeter and volume	angles.	operations and
	intervals across zero.	fractions with different	multiplication and	Use, read, write and convert between		methods to use and
		denominators and	division facts e.g. find 7/9	standard units, converting	Recognise, describe and	why.
	Solve number and	mixed numbers, using	of 108.	measurements of length, mass,	build simple 3-D shapes,	·
	practical problems that	the concept of		volume and time from a smaller unit	including making nets.	Solve problems involving
	involve ordering and	equivalent fractions.	Solve problems involving	of measure to a larger unit, and vice	Compare and classify	addition, subtraction,
	comparing numbers to		the calculation of	versa, using decimal notation to up to	geometric shapes based	multiplication and
	10 000 000, rounding to	Fractions B	percentages e.g. of	three decimal places	on their properties and	division.
	a required degree of		measures, and such as		sizes and find unknown	
	accuracy, using	Multiply simple pairs of proper fractions,	15% of 360 and the use of	Convert between miles and	angles in any triangles,	Use estimation to check answers to calculations
Maths	negative numbers and calculating intervals	writing the answer in its	percentages for comparison.	kilometres.	quadrilaterals, and	and determine, in the
Mairis	across zero.	simplest form e.g. 1/4 ×	Companson.	Recognise that shapes with the same	regular polygons.	context of a problem,
	de1033 2010.	1/2 = 1/8.	Solve problems involving	areas can have different perimeters		an appropriate degree
	Addition, subtraction,	.,,,,,,,	the calculation and	and vice versa.	Illustrate and name parts	of accuracy.
	multiplication and	Divide proper fractions	conversion of units of		of circles, including radius,	
	division	by whole numbers e.g.	measure, using decimal	Recognise when it is possible to use	diameter and	Solve multi-step
		1/3 ÷ 2 = 1/6	notation up to three	formulae for area and volume of	circumference and know that the diameter is twice	problems in contexts,
	Perform mental		decimal places where	shapes.	the radius.	deciding which
	calculations with mixed	Associate a fraction	appropriate.		ine radios.	operations and
	operations to carry out	with division and		Calculate the area of parallelograms	Recognise angles where	methods to use and
	calculations involving	calculate decimal	Dark's	and triangles.	they meet at a point, are	why e.g. find the
	the four operations.	fraction equivalents	Ratio		on a straight line, or are	change from £20 for three items that cost
	Solve multi-step	e.g. know that 7 divided by 21 is the	Solve problems involving	Calculate, estimate and compare volume of cubes and cuboids using	vertically opposite, and	£1.24, £7.92 and £2.55; a
	problems in contexts,	same as 7/21 and that	similar shapes where the	standard units, including cubic	find missing angles.	roll of material is 6m
	deciding which	this is equal to 1/3 and	scale factor is known or	centimetres (cm³) and cubic metres		long: how much is left
	operations and methods	e.g. 0.375 is equivalent	can be found.	(m³), and extending to other units e.g.		when 5 pieces of 1.15m
	to use and why e.g. find	to 3/8.		mm³ and km³.		are cut from the roll?; a
	the change from £20 for		Solve problems involving			bottle of drink is 1.5 litres,
	three items that cost	Identify the value of	unequal sharing and	Statistics		how many cups of
	£1.24, £7.92 and £2.55; a	each digit in numbers	grouping using			175ml can be filled from
	roll of material is 6m	given to three decimal	knowledge of fractions	Interpret and construct pie charts		the bottle, and how
	long: how much is left	places and multiply	and multiples.	and line graphs and use these to		much drink is left?.
	when 5 pieces of 1.15m	and divide numbers by		solve problems.		
	are cut from the roll?; a	10, 100 and 1000				

bottle of drink is 1.5 litres,	giving answers up to	Use simple formulae e.g.	Calculate and interpret the mean as	
how many cups of 175ml	three decimal places.	perimeter of a rectangle	an average.	
can be filled from the		or area of a triangle.	- Control of the cont	
bottle, and how much	Multiply one-digit	9		
drink is left?.	numbers with up to	Generate and describe		
GIII IIX IS TOTT	two decimal places by	linear number		
Solve problems involving	whole numbers.	sequences.		
addition and	WITOIC HOTTISCIS.	3040011003.		
subtraction.	Use written division			
300 ii delioi i.	methods in cases			
Use estimation to check	where the answer has			
answers to calculations	up to two decimal			
and determine, in the	· ·			
context of a problem,	places.			
·				
an appropriate degree	Solve problems which			
of accuracy.	require answers to be			
	rounded to specified			
Multiply multi-digit	degrees of accuracy.			
numbers up to 4 digits				
by a two-digit whole	Recall and use			
number using the formal	equivalences between			
written method of long	simple fractions,			
multiplication.	decimals and			
	percentages,			
Divide numbers up to 4	including in different			
digits by a two-digit	contexts e.g. one			
whole number using the	piece of cake that has			
formal written method of	been cut into 5 equal			
long division, and	slices can be			
interpret remainders as	expressed as 1/5 or 0.2			
whole number	or 20% of the whole			
remainders, fractions, or	cake.			
by rounding, as				
appropriate for the	Describe positions on			
context.	the full coordinate grid			
	(all four quadrants).			
Divide numbers up to 4	, , ,			
digits by a two-digit				
number using the formal				
written method of short				
division where				
appropriate, interpreting				
remainders according to				
the context.				
ino comoxi.				
Perform mental				
calculations, including				
with mixed operations				
and large numbers.				
Identify comme				
Identify common				
factors, common				

	multiples and prime numbers.					
Science	Biology 'Diet and Lifestyle' Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Physics 'Energy' Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	Chemistry 'Particles in Physical and Chemical Changes' Compare and group materials together, according to whether they are solids, liquids or gases Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain my ideas. Report and present findings from enquiries.	Chemistry 'Sustainability' Compare and group together everyday materials on the basis of their properties Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Physics 'Heat' Compare and group materials together, according to whether they are solids, liquids or gases Observe how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Plan comparative or fair tests and then take accurate measurements and make accurate observations. Use relevant scientific language to explain ideas. Report and present findings from enquiries.	Biology 'Cells' Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans
History	Industrial Revolution Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)		Civil Rights Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)		Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)	
	Construct informed responses that involve thoughtful selection and organisation of relevant		Construct informed responses that involve thoughtful selection and organisation of relevant		Construct informed responses that involve thoughtful selection and organisation of relevant	

	historical information.		historical information.		historical information.	
	(Historical enquiry)		(Historical enquiry)		(Historical enquiry)	
	(Historical eriquiry)		(Historical enquiry)		(HISTOTICAL ETIQUITY)	
	Line de vekeue el le evi a evir		Understand how our		Understand how our	
	Understand how our					
	knowledge of the past is		knowledge of the past is		knowledge of the past is	
	constructed from a		constructed from a		constructed from a range	
	range of sources.		range of sources.		of sources. (Historical	
	(Historical enquiry)		(Historical enquiry)		enquiry)	
	Make confident use of a		Make confident use of a		Make confident use of a	
	variety of sources for		variety of sources for		variety of sources for	
	independent research.		independent research.		independent research.	
	(Historical enquiry)		(Historical enquiry)		(Historical enquiry)	
	Describe a		Describe a		Describe a	
	chronologically secure		chronologically secure		chronologically secure	
	knowledge and		knowledge and		knowledge and	
	understanding of British,		understanding of British,		understanding of British,	
	local and world history,		local and world history,		local and world history,	
	establishing clear		establishing clear		establishing clear	
	narratives within and		narratives within and		narratives within and	
	across the periods		across the periods he/she		across the periods he/she	
	he/she studies.		studies. (Understanding		studies. (Understanding of	
	(Understanding of		of events, people and		events, people and	
	events, people and		changes)		changes)	
	changes)		5 ,		σ ,	
	,		Note connections,		Note connections,	
	Note connections,		contrasts and trends over		contrasts and trends over	
	contrasts and trends		time and show		time and show	
	over time and show		developing appropriate		developing appropriate	
	developing appropriate		use of historical terms.		use of historical terms.	
	use of historical terms.		(Understanding of events,		(Understanding of events,	
	(Understanding of		people and changes)		people and changes)	
	events, people and		propre and enteringer,		property and an extendigues,	
	changes)		Use evidence to support		Describe a local history	
	3.13.1933,		arguments.		study. (Understanding of	
	Describe a local history		(Understanding of events,		events, people and	
	study. (Understanding of		people and changes)		changes)	
	events, people and		people and enanges,		eriariges,	
	changes)				Use evidence to support	
	Changes)				arguments.	
	Use evidence to support				(Understanding of events,	
	' '				people and changes)	
	arguments. (Understanding of				people and changes)	
	,					
	events, people and					
	changes)	Local Fieldwork		Population		Globalisation
		LOCALLICIAWOIN		i opolulion		Ciobalisation
		Make more detailed		Know and describe where a variety		Understand and use a
Geography		fieldwork		of places are in relation to		widening range of
Soograpily		sketches/diagrams.		physical and human features.		geographical terms e.g.
		(Geographical skills		(Locational knowledge)		specific topic
		and fieldwork)		(2003		vocabulary - urban,
		GITG HOIGHVOIN				rocabolary - orbari,

rural, land use. Draw accurate maps Know location of: capital cities of sustainability, tributary, with more complex countries of British Isles and U.K., trade links etc. seas around U.K., European Union (Geographical skills and keys. (Geographical skills fieldwork) countries with high populations and fieldwork) and large areas and the largest cities in each continent. Use maps, atlases, Use and interpret (Locational knowledge) globes and maps, globes, atlases digital/computer mapping to locate and diaital / computer Know about the wider context of mapping to locate places e.g. county, region and countries and describe countries and key country. features studied. features. (Locational knowledge) (Geographical skills and (Geographical skills fieldwork) Describe and understand key aspects and fieldwork) Understand and use a of human geography, including: Use four figure grid types of settlement and land use, widening range of references. economic activity including trade geographical terms e.g. (Geographical skills links, and the specific topic and fieldwork) distribution of natural resources vocabulary - meander. including energy, food, minerals and floodplain, location, Make plans and maps water. (Human and physical industry, transport, using symbols and geography) settlement, water cycle keys. (Geographical etc. skills and fieldwork) Understand and use a widening (Geographical skills and range of geographical terms e.g. fieldwork) Use fieldwork to specific topic vocabulary - urban, observe, measure, rural, land use, sustainability, tributary, Identify and describe the significance of the record and present trade links etc. the human and (Geographical skills and fieldwork) Prime/Greenwich physical features in the Meridian and time zones local area usina a including day and night. range of methods, (Locational knowledge) including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork) Use maps, charts etc. to support decision makina about the location of places e.g. new bypass. (Geographical skills and fieldwork) Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork)

		Explore features on OS			
		maps using 6 figure			
		grid references.			
		(Geographical skills			
		and fieldwork)			
		dia lielawork)			
		Use the eight points of			
		a compass, four and			
		six-figure grid			
		references, symbols			
		and key (including the			
		use of Ordnance			
		Survey maps) to build			
		his/her knowledge of			
		the United Kingdom			
		and the wider world.			
		(Geographical skills			
		and fieldwork)			
		,			
		Measure straight line			
		distances using the			
		appropriate scale.			
		(Geographical skills			
		and fieldwork)			
		Use fieldwork			
		instruments e.g.			
		camera, rain gauge.			
		(Geographical skills			
		and fieldwork)			
	Internet		Webpage Creation	Variables in Games	
	Communication				
			Understand how	Use logical thinking to	
	Understand how		computers are able to	identify and solve	
	computers are able		communicate and	potential bugs during	
	to communicate and		share information	coding	
	share information		(Networks)	(Coding)	
	(Networks)		(**************************************	(======================================	
	(1.611.6116)		Use and combine	Use loops, variables	
	Understand how to		services on the	and IF statements to	
Computing	protect my computer		internet to share	alter the way that	
	or device from harm		information (Networks)	programs run (Coding)	
	on the internet				
	(e-Safety)		Design a program for	Recognise how to	
			a given audience	store and retrieve	
	Understand how to		(Using Computers)	variables in a program	
	report concerns			(Coding)	
	about content and		Use software to help		
	contact in and out of		analyse and present	Break code up into	
	school		data and information	related instructions,	

	(e-Safety)		(Using Computers)		making debugging	
	(6 55.5.7)		(30		easier and quicker	
	Recognise trustworthy		Use more than one		(Coding)	
	sources of information		piece of software to		(23319)	
	on the internet		complete a task		Combine software and	
	(Net Searching)		(Using Computers)		hardware to solve real	
	Use a broad range of resources online to evaluate digital content (Net Searching)		Use technology responsibly, understanding how to protect a computer or device from harm on the internet (e-Safety) Understand how to report concerns about content and contact		life problems (Coding)	
			in and out of school			
			(e-Safety)			
			, , , , ,			
		Create a Christmas		Designing and Creating in 3D a House		
		Cam Toy		of the Future		
		Use research he/she has done into famous		Use research he/she has done into famous designers and inventors to		Designing and Making a
		designers and		inform the design of his/her own		Healthy Oat Bar with
		inventors to inform the		innovative products. (Processes)		Packaging
		design of his/her own		illilovalive products. (Frocesses)		rackaging
		innovative products.		Use his/her knowledge of famous		Confidently plan a series
		(Processes)		designs to further explain the		of healthy meals based
		(110003303)		effectiveness of existing products and		on the principles of a
		Use his/her knowledge		products he/she have made.		healthy and varied diet.
		of famous designs to		(Processes)		(Cooking and Nutrition)
Design		further explain the		·		-
Technology		effectiveness of		Generate, develop, model and		Use information on food
100		existing products and		communicate his/her ideas through		labels to inform choices.
		products he/she have		discussion, annotated sketches,		(Cooking and Nutrition)
		made. (Processes)		crosssectional and exploded		
				diagrams, prototypes, pattern pieces		Research, plan and
		Generate, develop,		and computeraided design.		prepare and cook a
		model and communicate his/her		(Processes)		savoury dish, applying his/her knowledge of
		ideas through		Apply his/her understanding of		ingredients and his/her
		discussion, annotated		computing to program, monitor and		119100101113 0110 1113/1161
		sketches,		control his/her product. (Processes		
		crosssectional and		30.11101 1113/1101 product. (1 10003363		
		exploded diagrams,		Apply his/her knowledge of materials		
		prototypes, pattern		and techniques to refine and rework		

pieces and computeraided his/her product to improve its functional properties and aesthetic	
alasiana (Duananana)	
design. (Processes) qualities. (Processes)	
Use technical Use a wide range of methods to	
knowledge accurate strengthen, stiffen and reinforce	
skills to problem solve complex structures and can use them	
during the making accurately and appropriately.	
process. (Processes) (Processes)	
Apply his/her	
knowledge of	
materials and	
techniques to refine	
and rework his/her	
product to improve its	
functional properties	
and aesthetic	
qualities. (Processes)	
qualities (r. 1998)	
Use a wide range of	
methods to	
strengthen, stiffen and	
reinforce complex	
structures and can use	
them accurately and	
appropriately.	
(Processes)	
(Frocesses)	
Exploring the Work of Exploring Civil Rights Conflict Art: Lookin	
Lowry in Pastels, Through the Work of the Poems of Wilfr	
Charcoal and Henry Moore and Owen and 3D Sketc	hing
Watercolour Sculpture	
Adapt his/her own	
Adapt his/her own final Adapt his/her own final work following feed	oack
work following feedback work following feedback or discussion based	
or discussion based on or discussion based on their preparatory id	
their preparatory ideas. (Learning)	
(Learning)	
(Learning) (Learning) Explain and justii	
And Solo et ideas has a deal Police his /har year of	
Art Select ideas based on Refine his/her use of preferences towa	
first hand observations, learnt techniques. different styles and c	artists.
experience or (Learning) (Learning)	
imagination and	
develop these through Describe the work and Begin to develop	an
open ended research. ideas of various artists,	
(Learning) architects and designers, composition, scale	and
using appropriate proportion in their v	
	JOIK.
tones and effects in an to historical and cultural	
appropriate way to contexts. (Learning) Use simple perspect	
represent things seen - their work using a si	ngle

	brushstrokes following		Produce intricate		focal point and horizon.	
	the direction of the		patterns and textures in a		(Techniques)	
	grass, stippling to paint		malleable media.		(Techniques)	
	sand, watercolour		(Techniques)			
	bleeds to show clouds.		(recilinques)			
	(Techniques)					
	(reerriques)					
	Use different techniques,					
	colours and textures					
	when designing and					
	making pieces of work					
	and explain his/her					
	choices. (Techniques)					
		To Create a World				
		Music Book on a				
		Country.				To improvise music
		To Create the Backing				around a given set of
		Track for Facebook				notes on different
		Videos with a Focus on				instruments
		Glockenspiel Melody.				Appreciate and
		Songs:		To use electronic music formats and		understand a wide
		Jaws theme by		create their own work using Bandlab		range of high-quality
		John Williams				live and recorded music
		★ The City, Bernard		Appreciate and understand a wide		drawn from different
		Herrman		range of high-quality live and		traditions and from
		Alice's Theme,		recorded music drawn from different		great composers and
		Danny Elfman		traditions and from great composers		musicians.
		Imperial March,		and musicians.		
		John Williams				Deepen an
		Hans Zimmer,		Appropriately discuss the dimensions		understanding and use
		Wonder Woman		of music and recognise them in music		of formal, written
Music		theme (Tina Guo		heard.		notation which includes
		'cello)				staff, semibreves and
		Sackboy, A big adventure, Joe		Deepen an understanding and use of formal, written notation which		dotted crotchets.
		Thwaites		includes staff, semibreves and dotted		Sing as part of an
		★ James Bond Theme		crotchets.		ensemble with full
		performed by Qatar		6.6.6.6.6		confidence and
		Philharmonic		Develop a deeper understanding		precision.
		★ Wallace & Gromit:		of the history and context of music.		·
		A Close Shave		·		Improvise and compose
		🗯 Bach, Toccata and		Listen with attention to detail and		music for a range of
		Fugue in D minor		recall sounds with increasing aural		purposes using the inter-
		🗯 Saint-Saëns, Danse		memory and accuracy.		related dimensions of
		macabre				music.
		★ Pirates of the				,., ., ., ., .
		Caribbean Theme				Listen with attention to
		Approximate and				detail and recall sounds
		Appreciate and understand a wide				with increasing aural memory and accuracy.
		range of high-quality				memory and accoracy.
		live and recorded				
		1170 0110 10001000				

		music drawn from different traditions and from great composers and musicians. Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets. Sing as part of an ensemble with full confidence and precision. Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.				
PSHE and SMSC	Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and use basic techniques for	Valuing Difference 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). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based	Keeping Myself Safe Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the term 'habit' and why habits can be hard to change.	Rights and Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their	Being My Best What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including	About changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and emotional health. To recognise when and how to ask for help and

resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. To recognise when they need help and to develop the skills to ask for help: to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrona. To recognise and respond appropriately to a wider range of feelings in others. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. 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. To judge what kind of physical contact is acceptable or unacceptable and how to respond. 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

language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kinadom. About the difference between, and the terms associated with. sex, gender identity and sexual orientation. 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. To recognise different types of relationships, including those between acauaintances. friends, relatives and families. To recognise and challenge stereotypes.

Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'eneray drinks') can damage their immediate and future health and safety: that some are restricted and some are illegal to own, use and give to others. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

contribution to society through the payment of VAT).

To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment: to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.

use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. How their body will, and emotions may, change as they approach and move through puberty. 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 aenital 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. The concept of 'keeping something confidential or secret, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

About human

reproduction. That bacteria and

viruses can affect health

and that following

simple routines can

reduce their spread.

	are reited user tilesticae (FC) (1)	T	T	_		1
	genital mutilation (FGM)		'	1		
	constitute abuse and		'	1		
	are a crime, and		'	1		
	develop the skills and		'	1		
	strategies required to		'	1		
	get support if they have		'	1		
	fears for themselves or		'	1		
	their peers.		'	1		
	Strategies for keeping		'	1		
	safe online; the		'	1		
	importance of		'	1		
	protecting personal		'	1		
	information, including		'	1		
	passwords, addresses		'	1		
	and the distribution of		'	1		
	images of themselves		'	1		
	and others.		'	1		
	Strategies for keeping		'	1		
	physically and		'	1		
	emotionally safe		'	1		
	including road safety		'	1		
	(including cycle safety -		'	1		
	the Bikeability		'	1		
	programme) and safety		'	1		
	in the environment		'	1		
	(including rail, water and		'	1		
	fire safety).		1	1		
	Why do Hindus word		M/by sie Abe Terreib ee	M/h art are arthered are at the Ultima artists		How does faith help
	Why do Hindus want	What does it mean	Why is the Torah so	What matters most to Humanists	Why do some people	people when life gets
	to be good?	to be a Muslim in	important to Jewish	and to Christians?	believe in God and	hard?
	Explain the key	Britain today?	people?	1		
	concepts of Hinduism.	Billalli loady:	'	Explain the difference between	some people not?	Begin to explore what
		La avea farata alband	Recognise different	good and bad actions.		
	Understand the Hindu	Learn facts about	Jewish communities.			happens after we
	belief of	Muslims in Britain		Understand the meaning of a	ļ	die.
	reincarnation.	today.	State what Jews	conscience.	Recognise how many	
	Tonicarianon.			COLISCIDITED.		Consider the
	Um al a rake m al dia a 115 a 1	Understand the	believe about God.	Define what a three writts	people believe in God.	existence of a soul.
	Understand the Hindu	meaning of the Five	1	Define what a Humanist is.	ļ	
RE	concept of karma.	Pillars.	Understand messages		ļ	Explore the concept
112		310.	in the Torah.	Consider what values matter	ļ	of judgement by a
	Consider how Hindu	Create Islamic art,	1	most to Christians.	Question if God is real.	
	beliefs impact how	1	Learn about the			higher being.
	they live.	using geometric	significance of the	Consider the importance of		
	1	patterns.	Torah.	different values and give my own	,	Explore Christian and
	Research the life of		Tordin.	opinion.		Muslim views on life
	Gandhi.	Understand Hajj.	Understand lewish	οριποπ.	Question why people	after death.
	Gariani.	1	Understand Jewish	Final and the analysis of the state of	believe in God.	
		Understand the	Kosher.	Explore the agreements and	,	Compare Christian,
	Answer the question:	Qu'ran.		disagreements about values		Muslim and Hindu
	Why do Hindus want	QO IGII.	Understand Jewish	between Humanists and	,	views on life after
		1			,	VIEWS OF HE CHEF
	to be good?		law.	Christians.	ļ i	death.

		architecture of a mosque.				around science and God. Consider how beliefs affect actions. Explore the Big Question: Is God real? Taekwondo, Healthy Lifestyle and Nutrition Evaluate whether a diet is healthy or not, using	Consider Humanist's views on death
PE	Netball Analyse, modify and refine skills and techniques and how these are applied. When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.	Gymnastics Analyse, modify and refine skills and techniques and how these are applied. Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	Dance When planning activities an take into account a rar strategies, tactics and rosuccess, considering his/her and weaknesses and the and weaknesses of of Consider how specific asperactivity or performance influence the outcome and the best possible strates.	nge of butes to r strengths strengths thers. ects of an e can d suggest	OAA and Athletics Perform a drop kick. Perform a basketball dribble. Analyse, modify and refine skills and techniques and how these are applied.	vitamins and minerals to justify the answer Identify how different food should be eaten for nutritional purposes Explain the effect that high cholesterol has on the human body Understand that endorphins are released during exercise and that these are linked with happiness Explain the different parts of sleep and why this is important for the body Using scientific vocabulary, explain what happens to our bodies during and after exercise Explain the difference between good bacteria and bad bacteria	Rounders/ Swimming Top Ups Strike a ball with a range of bats for accuracy and distance. Analyse, modify and refine skills and techniques and how these are applied. Have a reasonable knowledge of the water safety code.

	Spanish	Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Begin to use some adverbs. Attempt to read a range of texts independently, using different strategies to make meaning.	Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation. Local Fieldwork	Create his/her own sentences using knowledge of basic sentence structure. Understand how to use some adverbs in sentences. Civil Rights	Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. Population		aspects of mental health Engage in longer conversations, asking for clarification when necessary. Know how to conjugate a range of high frequency verbs. Have an awareness of similarities and differences in grammar between different languages. Twentieth Century	Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.
En	Enrichment Activity	Tamar Bridge Education Centre	Fieldwork (map and compass reading) at Slapton Ley	Visit to a Place of Worship		Fieldwork in St Budeaux	Conflict World War II and the Blitz in Plymouth Workshop at The Box	Fieldwork in Plymouth City Centre